



SPECIAL EDUCATIONAL NEEDS AND DISABILITY INFORMATION REPORT

Academic year 2026-27

School	Inkberrow Primary School
Trust	Quest Learning Trust
Headteacher	Mr Glenn Duggan-Seville
SEND and Inclusion Lead / SENCO	Mr. Ryan Coy (Inclusion Lead) Mr. Adam Lisseman-Burke (Assistant SENDCO)
SEND Governor	Mrs Katie Hunt
Report updated	7 September 2026
Next review	September 2027, or sooner if information changes

Current school profile: At the date of publication, 3 pupils have an Education, Health and Care (EHC) plan and 2 pupils are in the statutory EHC needs assessment or plan process. This is an anonymised snapshot and will change as pupils join, leave or complete statutory processes.

A paper copy is available free of charge from the school office. Please contact us if you need this report in another format.

A quick guide for families

This report explains the support available for children with special educational needs and disabilities (SEND) at Inkberrow Primary School. It describes what families can expect, who to contact and how the school fulfils its duties. It should be read alongside the SEND Policy, Accessibility Plan and the school's annual Inclusion Strategy.

If you are concerned about your child: Speak first to the class teacher. You may also contact Mr. Ryan Coy, the SEND and Inclusion Lead / SENCO, at sendco@inkberrow.avonreach.org or through the school office on 01386 792284. We will listen, agree the next steps and keep you informed.

Key links

- [Inkberrow Primary School SEND webpage](#)
- [Worcestershire SEND Local Offer](#)
- [Worcestershire SEND Information, Advice and Support Service \(SENDIASS\)](#)

Families may request a meeting, a paper-copy or an accessible version of school SEND information at any time. A cost maybe incurred for copying

1. What kinds of SEND does the school support?

Inkberrow is an inclusive mainstream primary academy. We support pupils across the four broad areas of need in the SEND Code of Practice. A child may have needs in more than one area and these may change over time. Decisions are based on the whole child, their strengths, barriers, views and circumstances rather than a label alone.

Broad area of need	Examples of barriers	Examples of support at Inkberrow (OAP)
Communication and interaction	Speech, language and communication needs; social communication differences; autism-related needs.	Communication-friendly teaching; reduced and simplified language where appropriate; instructions broken into manageable steps; additional processing time; consistent visual timetables and symbols across the school; now-and-next boards; task boards; visual prompts; explicit vocabulary teaching through Word Aware and Concept Cat approaches; pre-teaching and revisiting vocabulary and concepts; dual coding, using meaningful images, symbols and diagrams alongside spoken or written information; modelling and checking understanding; sentence stems and communication frames; structured opportunities for speaking, listening and interaction; preparation for transitions and changes; social narratives and comic-strip conversations; alternative or augmentative communication where advised; targeted speech and language support; and programmes or strategies recommended by speech and language therapists or specialist teachers.
Cognition and learning	General or specific learning difficulties, including dyslexia and dyscalculia; difficulties with memory, processing, literacy or numeracy.	High-quality adaptive teaching; systematic phonics and reading support, including RWI or Fresh Start where appropriate; explicit instruction using small steps, teacher modelling, guided practice and gradual movement towards independence; worked and partially completed examples; concrete resources and visual representations; dual coding; overlearning, spaced practice and planned retrieval; pre-teaching and revisiting key vocabulary and concepts; flexible grouping; targeted literacy or numeracy teaching; precision teaching where appropriate; and additional time to think, respond

Broad area of need	Examples of barriers	Examples of support at Inkberrow (OAP)
		<p>and complete tasks. Dyslexia support may include individually selected coloured paper, coloured exercise books, reading rulers or overlays; adjusted screen-background colours; clear and accessible fonts; increased spacing; uncluttered page layouts; reduced copying; printed copies of key information; and assistive technology such as text-to-speech, speech-to-text, word prediction or electronic recording. Working-memory support may include giving one or two instructions at a time; chunking tasks; providing written or pictorial instructions; repeating and rehearsing information; keeping essential information visible; using checklists, word banks, memory prompts and worked examples; reducing unnecessary information; and checking understanding before independent work begins. Executive-function support may include visual schedules; now-and-next or first-then prompts; task planners; equipment checklists; colour-coded organisation; timers and transition warnings; clear starting points; adult modelling of planning and problem-solving; goal-plan-do-review routines; scheduled check-ins; and explicit teaching of how to begin, organise, monitor and complete tasks. Scaffolds are reviewed and gradually reduced as independence develops.</p>
Social, emotional and mental health	Anxiety, attention or regulation difficulties, attachment-related needs, low mood or behaviour that may communicate an unmet need.	<p>Consistent expectations and predictable routines; trusted-adult check-ins; pastoral and THRIVE-informed support; relational, attachment-aware and trauma-informed practice; explicit teaching of emotional literacy, social understanding, problem-solving and help-seeking; co-regulation and the gradual development of independent regulation; individual regulation or support plans; identification of triggers and early signs of distress; agreed prompts and de-escalation approaches; access to a calm, safe space with a planned return to learning; movement or sensory breaks; preparation for transitions and changes; positive reinforcement and restorative approaches; reasonable adjustments during unstructured times; and links with families, early-help services or mental-health professionals where appropriate. Executive-function support may also be provided where difficulties with inhibition, switching attention, starting tasks, managing time or maintaining focus affect regulation complaints and participation. Pastoral support in school for 4 mornings a week. Lego therapy and targeted 1:1 programmes.</p>
Sensory and/or physical	Hearing or visual impairment, physical disability, motor or co-ordination needs, and sensory-processing differences.	<p>Environmental and seating adjustments; attention to lighting, glare, noise and classroom acoustics; calm classroom environments; pastel or muted display backgrounds where these help to reduce visual overload; clearly organised resources; uncluttered working areas; limiting distracting displays around teaching focal points; quiet working spaces where appropriate; movement, sensory or regulation breaks based on identified need; adapted furniture, writing equipment, keyboards or recording methods; alternatives to handwriting; enlarged print, high-contrast resources or tactile materials; support for fine- and gross-motor development; adapted PE and practical activities; additional time for movement, changing or recording; accessible toileting and personal-care arrangements; physical-access</p>

Broad area of need	Examples of barriers	Examples of support at Inkberrow (OAP)
		planning; individual healthcare plans; risk assessments; personal emergency evacuation plans where required; and advice or equipment recommended by occupational therapists, physiotherapists, health professionals, sensory-support services or specialist teachers.

A child may be disabled, have SEN, have both, or have neither. Reasonable adjustments for a disabled pupil do not depend on a diagnosis or placement on the SEN register. English as an additional language, lower attainment caused solely by absence or disrupted education, disadvantage, summer birth, high attainment, or behaviour alone are not automatically SEN, although they may coexist with SEND and will be considered carefully.

2. How do we identify and assess needs?

Identification is an ongoing process, not a single test. Information may include:

- the pupil's views, strengths, presentation and response to teaching;
- parents' or carers' knowledge, concerns and aspirations;
- information from early years settings, previous schools and transition records;
- teacher assessment, observation, work scrutiny and curriculum assessment;
- attainment, progress, attendance, punctuality, participation, behaviour and wellbeing;
- screening or standardised assessment used and interpreted by appropriately trained staff;
- changes such as regression, distress, masking, fatigue or difficulty managing transitions; and
- advice from education, health or care professionals where appropriate.

Slow progress or low attainment does not automatically mean SEN, and attainment in line with age-related expectations does not rule it out. Where a pupil has English as an additional language, staff distinguish language acquisition from SEN by considering performance across languages and contexts and by listening to the family. Support is not withheld while a pupil awaits diagnosis, specialist involvement, an EHC needs assessment or additional funding.

3. What are the waves of intervention?

Our graduated response is organised into four flexible waves. They help families understand increasing levels of support; they are not hurdles that a child must pass through. A pupil may receive support from more than one wave, and urgent specialist advice may be sought at any stage.

Wave	Who it is for	What support may look like	How it is reviewed
Wave 1 Universal inclusive provision	Every pupil	High-quality adaptive teaching; clear routines and explanations; accessible resources; language and vocabulary support; formative assessment; reasonable adjustments; inclusive curriculum and enrichment.	Ongoing classroom assessment, pupil progress processes and discussion with pupils and families.
Wave 2 Targeted early support	Pupils with an emerging or specific barrier	Time-limited, evidence-informed small-group or individual support; targeted adaptations; pre-teaching, additional practice, pastoral check-ins or a Cause for Concern plan. This does not automatically mean the pupil has SEN.	A clear starting point, intended outcome and review date. Support is adjusted, ended or intensified in response to evidence.

Wave	Who it is for	What support may look like	How it is reviewed
Wave 3 SEN Support	Pupils who require provision additional to or different from that made generally for others of the same age	The assess-plan-do-review cycle; an Individual Learning Plan or equivalent; specific outcomes, provision and adjustments; parent and pupil involvement; specialist advice where needed. The pupil is recorded on the SEN register.	Reviewed with the pupil and family at least termly and sooner where needed. The class teacher remains responsible for the pupil's progress and provision.
Wave 4 Specialist and statutory provision	Pupils with complex, severe or persistent needs, including pupils with an EHC plan or where an EHC needs assessment is being considered	Co-ordinated education, health and care advice; highly personalised provision; additional resources or specialist placement advice where appropriate; delivery of provision specified in Section F of an EHC plan.	Specialist review and, for EHC plans, a statutory annual review. Support continues while assessment or funding decisions are pending.

Important: There is no fixed number of intervention cycles that a pupil must complete before specialist advice or an EHC needs assessment is considered. Decisions depend on the nature, severity, persistence and urgency of need and on the evidence available.

4. How does the assess-plan-do-review cycle work?

Stage	What happens at Inkberrow
Assess	The teacher and SENCO gather the pupil's strengths, needs, views, progress and response to teaching, alongside family and professional information.
Plan	The pupil, family and school agree intended outcomes, provision, reasonable adjustments, responsibilities and a review date. At SEN Support this is recorded in an Individual Learning Plan or equivalent pupil-centred plan.
Do	The class teacher remains responsible for the pupil's learning and implements the plan with support from teaching assistants and specialists. Interventions supplement, rather than replace, access to high-quality teaching and the curriculum.
Review	Progress towards agreed outcomes and the effectiveness of provision are reviewed with the pupil and family at least termly, and sooner when needed. Support is continued, adapted, intensified or ended according to evidence.

5. How are pupils and families involved?

We aim to build respectful, honest partnerships. Parents and carers are informed when SEN Support is being considered or provided and are involved in assessment, planning and review. Meetings can be adjusted to support communication or access, including interpreters or alternative formats where appropriate.

Pupil views are gathered in ways suited to age, understanding and communication. This may include conversation, observation, drawings, symbols, technology, a pupil passport or support from a trusted adult. Pupils are helped to understand their strengths, needs, outcomes and the support they receive.

- Families receive clear information about concerns, assessment, provision and review decisions.
- Learning Plans and professional advice are shared with the staff who need them.
- Consent is normally sought before referral to external services, unless there is a lawful basis to act without it.
- Safeguarding information is shared when necessary and proportionate; consent concerns will never prevent action needed to protect a child.

6. How do we adapt teaching, the curriculum and the environment?

High-quality adaptive teaching is the foundation of our provision. Teachers remain responsible for the progress, participation and wellbeing of every pupil in their class, including when a pupil receives support from a teaching assistant or specialist.

- Teachers use clear explanation, modelling, guided practice, flexible grouping, scaffolding, retrieval and appropriate resources.
- Adjustments may relate to communication, teaching, sensory environment, physical access, routines, equipment, recording, presentation of information, participation or assessment.
- Key vocabulary, visual timetables, visual prompts, reading tools, concrete resources and assistive technology are used according to assessed need.
- Access arrangements for statutory assessment follow current national guidance and reflect the pupil's normal way of working.
- Withdrawal from class is limited and purposeful, with careful regard to curriculum entitlement, independence and relationships with peers.
- The school makes anticipatory and individual reasonable adjustments for disabled pupils and plans improvements through its Accessibility Plan.

7. How do we review progress and the effectiveness of support?

We evaluate whether support is improving meaningful outcomes, not simply whether an intervention has been completed. Evidence may include:

- progress towards individual and curriculum outcomes;
- pupil and family feedback and the pupil's sense of belonging;
- attendance, punctuality, participation, independence and wellbeing;
- teacher assessment, work scrutiny, learning visits and observation;
- intervention entry and exit information, where this is useful and proportionate;
- implementation of professional recommendations and reasonable adjustments;
- patterns in behaviour, suspensions, complaints, transitions and access to wider opportunities; and
- termly SENCO reporting and challenge from senior leaders and the Academy Standards Committee.

8. How do we support social, emotional and mental health?

The school promotes belonging, positive relationships and emotional wellbeing through whole-school routines, personal development, pastoral support and timely individual help. Staff consider whether behaviour, attendance or disengagement may communicate unmet educational, emotional, mental-health, safeguarding or family needs, while maintaining safe and consistent expectations.

- Pupils may receive trusted-adult check-ins, regulation support, social or emotional teaching, pastoral intervention or an individual plan.

- Bullying, prejudice-based incidents and child-on-child abuse are addressed through the school's behaviour, anti-bullying and safeguarding procedures.
- Pupils with SEND may face additional safeguarding barriers. Staff follow Keeping Children Safe in Education 2026; a safeguarding concern is never treated solely as a SEND matter.
- The SENCO works with the Designated Safeguarding Lead, Pastoral Lead and attendance lead when needs overlap.

9. How are pupils included in school life?

Pupils with SEND are expected and supported to participate in the full life of the school, including assemblies, clubs, trips, residential visits, performances, sport, Forest School, leadership opportunities and the Aspiration Curriculum. Activities are planned inclusively, with reasonable adjustments and individual risk assessment where needed. Risk assessment supports participation and is not used as a substitute for reasonable adjustments.

Where a pupil cannot access an activity in its usual form, the school works with the pupil, family and relevant professionals to remove barriers or provide a suitable alternative that preserves the purpose and dignity of the experience.

10. How do we support transition?

Transition planning begins early and is proportionate to need. It may include:

- liaison with families, early years settings, health visitors and other professionals before entry to Reception;
- additional visits, photographs or visual transition books, pupil passports and familiarisation with staff and spaces;
- planned handover meetings and secure transfer of successful strategies, plans, equipment and records between classes or schools;
- direct SENCO-to-SENCO communication and involvement of external professionals where appropriate;
- annual-review and statutory phase-transfer arrangements for pupils with EHC plans moving to secondary education; and
- a review after transition to check that support remains effective.

11. What expertise and training do staff have?

The SEND and Inclusion Lead / SENCO is a qualified teacher and leads the co-ordination of provision. The Headteacher, SENCO and Trust identify training through school priorities, monitoring and the needs of individual pupils. Staff receive induction, whole-school professional development, coaching and specialist guidance. Training may include adaptive teaching, autism, speech and language, literacy difficulties, sensory and physical needs, social and emotional needs, medical conditions and safeguarding.

Teachers and support staff may attend training provided by Quest Learning Trust, Worcestershire services, health professionals or other qualified providers. Where a pupil has a specific need, relevant staff receive the information and training necessary to implement provision safely and consistently.

12. Which external services may support pupils and families?

Depending on assessed need and service criteria, the school may work with educational psychology, speech and language therapy, occupational therapy, physiotherapy, paediatrics, school nursing, specialist teaching, sensory support, mental-health services, early help, social care and Worcestershire SEND services. Recommendations are discussed with the pupil and family, translated into practical classroom provision and reviewed for impact.

The school contributes to Worcestershire's Local Offer by publishing this report, co-operating with the local authority and signposting families to services. Worcestershire SENDIASS provides free, impartial information, advice and support about SEND, EHC processes and disagreement resolution.

13. What happens if a pupil may need an EHC plan?

Where purposeful school action indicates that a pupil may need provision beyond that ordinarily available, the school will consider requesting an EHC needs assessment. Parents and young people also have the right to request an assessment directly from the local authority. The school supplies evidence of needs, outcomes sought, provision, impact, pupil and parent views and professional involvement.

The local authority decides within six weeks whether to assess. If it assesses and decides to issue a plan, the overall process should normally be completed within 20 weeks of the original request, subject to statutory exceptions. The school continues to meet known needs throughout the process. Where an EHC plan names Inkberrow, the school secures the educational provision specified in Section F in co-operation with the local authority and participates in at least annual reviews.

14. How are disabled pupils admitted and supported?

Admissions are managed under the Trust's published admission arrangements and the School Admissions Code. A child is not refused admission because they have SEN or a disability where admission would otherwise be lawful. Where an EHC plan names Inkberrow Primary School, the pupil must be admitted.

The school does not treat disabled pupils less favourably because of disability. It makes reasonable adjustments, including the provision of auxiliary aids and services where required, and takes steps to prevent disadvantage. Facilities and arrangements may include step-free routes where available, accessible toilets, adapted seating or equipment, visual and communication support, individual emergency or care planning, and adjustments to teaching, assessment and participation.

The Accessibility Plan explains how the school will increase participation in the curriculum, improve the physical environment and improve access to information over time. Families are encouraged to discuss access needs with the school before entry and whenever needs change.

15. How is SEND provision funded?

The school uses its core and delegated SEN resources to provide ordinarily available and additional support. The local authority may provide top-up funding under its arrangements where needs and costs meet the relevant criteria. An EHC plan does not remove the school's responsibility to use its delegated resources, and a lack of diagnosis or additional funding does not remove statutory duties.

For 2026-27, use of the Inclusive Mainstream Fund is set out in the school's separate annual Inclusion Strategy. That strategy identifies cohort-level barriers, funded activities, budgeted costs, intended outcomes and review of impact; it does not replace this statutory SEND Information Report.

16. What can families do if they are unhappy with SEND support?

Families are encouraged to raise concerns early with the class teacher and then the SENCO so that the matter can be understood and resolved promptly. If it remains unresolved, parents or carers may use Quest Learning Trust's published complaints procedure. Complaints about SEN support are handled through that procedure and the applicable academy requirements. Making a complaint will not disadvantage a pupil, and reasonable adjustments will be considered for the complaints process.

Disputes about local-authority EHC decisions follow separate statutory routes, which may include disagreement resolution, mediation and appeal to the First-tier Tribunal (Special Educational Needs

and Disability). Disability-discrimination claims against a school may also be made to the Tribunal within the applicable time limit. Worcestershire SENDIASS can provide impartial support.

17. Who can families contact?

Contact	Details
School office	01386 792284 office@inkberrowprimary.worcs.sch.uk
SEND and Inclusion Lead / SENCO	Mr. Ryan Coy sendco@inkberrow.avonreach.org
Headteacher	Mr Glenn Duggan-Seville
SEND Governor	Mrs Katie Hunt katie.hunt@inkberrow.avonreach.org
Worcestershire SENDIASS	01905 768153 www.worcestershire.gov.uk/sendiass
Worcestershire SEND Local Offer	www.worcestershire.gov.uk/council-services/schools-education-and-learning/send-local-offer
School address	Main Road, Inkberrow, Worcestershire, WR7 4HH

18. Review and statutory basis

This report is reviewed at least annually and updated as soon as possible when information changes. It is published under section 69 of the Children and Families Act 2014 and covers the information required by Schedule 1 to the Special Educational Needs and Disability Regulations 2014, together with the required information about disabled pupils, admissions, facilities and accessibility planning. It has regard to the SEND Code of Practice: 0 to 25 years.

The SENCO and senior leaders monitor the accuracy and effectiveness of this report. The Academy Standards Committee scrutinises SEND provision and publication arrangements. National SEND reform proposals published in 2026 are not treated as enacted duties until legislation or revised statutory guidance comes into force.

Official sources

- [SEND Code of Practice: 0 to 25 years](#)
- [What academies must or should publish online](#)
- [Special Educational Needs and Disability Regulations 2014](#)
- [Worcestershire SEND Local Offer](#)
- [Inclusive Mainstream Fund 2026-27: conditions of grant](#)

Sources and school information last checked: 7 September 2026.