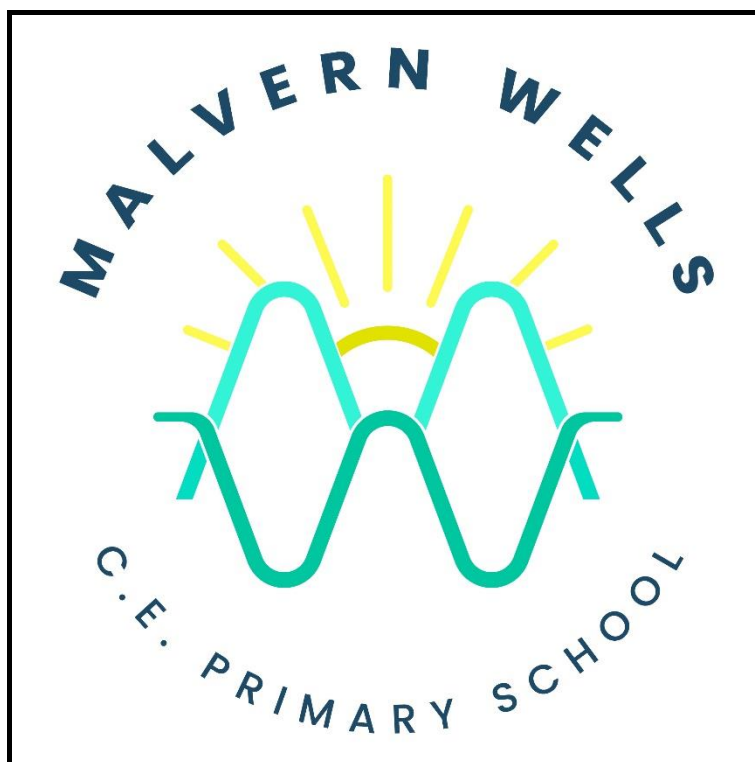


Malvern Wells CE Primary School

SEND POLICY



‘Let Your Light Shine.’

We aspire for everyone at Malvern Wells to be the BRIGHTEST version of themselves, equipped with the knowledge that they are unconditionally loved by God who sees their intrinsic value, free to take risks, make mistakes and grow in the safety of his forgiveness ready for the plans and purposes He has in store for their bright future.

Let YOUR Light Shine by Letting His Light Shine through You!

Policy Author:	Jen Aflord & Stevie Sharrock
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1. Aims

At Malvern Wells C of E Primary School we embrace the fact that every child is an individual and the educational needs of every child are different. We aim to nurture and support every pupil to achieve their full potential and enable them to shine; all children receive quality first teaching and every teacher at The Wyche is a teacher of special needs. Some children may need additional support for some, or all, of their time at school to help them achieve their best. This report outlines the type of support we offer at The Wyche, how we can help if your child has additional needs and how to access this support. A child is considered to have special needs if they have learning and/or physical disabilities which make it significantly harder for them to learn than most children of their age. Children with special educational needs or a disability (SEND) will need to be provided with help that is extra, or in some way different from most children, for them to make progress.

2. Legislation and guidance

This policy and information report is based on the good practice identified in [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

[Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCos) and the SEND information report

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO is Mrs Stevie Sharrock

Tel: 01684 561179

Email: send@mwprimary.co.uk

Mrs Sharrock will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have Education, Health and Care (EHC) plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The head teacher

The headteacher, Mrs Alison Dainty, will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.3 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Writing IPMs or action plans for children
- Build strong partnerships with parents and carers
- Follow and monitor impact of EHCP section F for individual children.
- Ensuring they follow this SEND policy

4.4 The SEND governor

The SEND governor is Mrs Jenny Frost.

Mrs Frost will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this

- Work with the head teacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

5. SEND information report

5.1 The kinds of SEND that are provided for

Malvern Wells C of E Primary School currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction problems, for example, autistic spectrum disorder (ASD), Asperger's Syndrome, speech and language difficulties
- Cognition and learning needs, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties

5.2 Identifying Pupils with SEND and Assessing Their Needs

Each pupil's current skills and level of attainment will be assessed on entry to the school. Where appropriate, this assessment will build upon information and assessments from previous settings and Key Stages.

Class teachers will regularly assess the progress of all pupils and identify those whose progress:

- Is significantly slower than that of their peers who started from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Results in the attainment gap widening.

Progress will be considered across a range of areas and will not be limited to academic attainment. This may include areas such as communication, social development, emotional wellbeing and independence.

However, slow progress or low attainment will not automatically mean that a pupil is identified as having SEND. The school will consider the individual needs of each pupil and the barriers that may be affecting their progress.

When considering whether a pupil requires special educational provision, we will begin by identifying the desired outcomes for the child, including expected progress and attainment. We will take into account the views, wishes and feelings of the pupil and their parents/carers. This information will be used to determine the support required and whether the pupil's needs can be met through adaptations to our core offer or whether additional or different provision is required.

Cause for Concern

A Cause for Concern form may be completed by a member of staff when there is an ongoing concern that a pupil may have an additional or special educational need. The form provides a clear record of the concerns identified, the evidence observed, strategies and adjustments that have already been put in place, their impact on the pupil, and any relevant views from the pupil and their parents/carers.

Once submitted, the concern will be discussed with the class teacher and SENCO to consider whether further assessment, monitoring or additional support is required. The Cause for Concern process supports the school's Assess–Plan–Do–Review approach and helps to ensure that concerns are identified, recorded and responded to consistently.

5.3 Consulting and involving pupils and parents

The process of identifying whether a child needs special educational provision will begin with an early discussion with the pupil and their parents/carers. These conversations will ensure that:

- Everyone develops a good understanding of the pupil's areas of strength and of difficulty

- The parents' concerns are taken into account
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps will be
- Notes of these early discussions are added to the pupil's record and shared with the parents.

The school will formally notify parents when it is decided that a pupil will receive SEND support.

5.4 Assessing and reviewing pupils' progress towards outcomes

The school will follow the graduated approach and the four-part cycle of assess, plan, do, review.

What does this mean?

The class or subject teacher will work with SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of the parents/carers
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress during termly meetings between the SENDCO, the class teacher and other staff that support the child.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school or the other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Malvern Wells C of E Primary School prepares pupils for transition by breaking down this process into smaller chunks of information which cover the following areas: surroundings & environment, teacher & other adults, pupils in the class and new routines. Examples of these include:

Induction sessions at their new school, with their new teacher within the school, passing on of SEND Class folder to new teacher, creating pupil passports / transition books, home visits / visits to nurseries, sharing of Pupil Profiles & Individual Provision Maps.

5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We will also provide the following interventions:

RWI Keep Up Catch Up

FREDS

Language for thinking

Language for emotions

Precision teaching

Speech and language

Talk about

Social stories / comic strips

Mindfulness

Teaching children to listen (EYFS speaking and listening)

5.7 Adaptations to the curriculum and learning environment

For additional information please see Malvern Wells C of E Primary School's Accessibility Plan (see website)

We make the following adaptations to ensure all pupils' needs are met:

- Scaffolding our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as iPads, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud.
- Regulation stations
- Direct teaching of neuroscience involved in dysregulation

5.8 Additional Support for Learning

The school has five Teaching Assistants who are trained to deliver a range of targeted interventions and additional support for pupils with identified needs.

Teaching Assistants provide individualised 1:1 support where this is specified within a pupil's EHCP or other relevant documentation, or where a specific need has been identified and this level of support is appropriate.

Teaching Assistants also deliver targeted small-group interventions, planned in collaboration with class teachers and the SENCo. These interventions are designed to address identified barriers to learning, support pupils to make progress towards their individual outcomes, and reduce gaps in attainment, communication, social and emotional development, and other areas of need.

The impact of interventions is monitored regularly by class teachers and the SENCo, with provision reviewed and adapted in response to pupils' progress and changing needs.

5.9 Expertise and training of staff

Our SENCO is allocated ½ a day a week to manage SEND provision.

Jen Alford, the Executive Head Teacher, and the SENCo Stevie Sharrock have attended Legal Training around the funding for EHCPs through the legislation in The Children's and Family Act 2014.

All teaching staff and support staff have regular training on supporting children with SEND.

Staff have been training in behavior management and have been able to visit Perryfield PRU for CPD.

We use specialist staff for speech and language therapy, Educational Psychology, Complex Communication Team and learning support. We also use outreach support from Perryfields, Chadsgrove.

5.10 Securing equipment and facilities

In addition to the needs outlined within Education, Health and Care (EHC) Plans, the school is able to secure a range of additional equipment and facilities through its own budget, delegated SEND funding and advice from outreach services. Examples include:

- **Information and Communication Technology (ICT)** such as laptops, tablets, assistive software (e.g. word processors, speech-to-text, text-to-speech, coloured overlays or screen filters) to support pupils with dyslexia, motor coordination difficulties or visual impairment
- **Adapted seating and furniture**, including adjustable chairs, footrests, writing slopes or specialist tables to support posture and physical needs
- **Specialist writing and recording equipment**, such as pencil grips, weighted pens, sloping boards or alternative recording tools
- **Sensory resources**, including concentration aids, lap weights, sit cushions, ear defenders or access to calm spaces to support pupils with sensory processing needs
- **Visual support materials**, such as visual timetables, now-and-next boards, task planners and social stories
- **Small-group or individual learning spaces** to support pupils who benefit from reduced distraction or targeted interventions
- **Specialist resources recommended by external professionals**, secured following advice from Educational Psychology, Occupational Therapy, Speech and Language Therapy or outreach services

Preventing Discrimination and Making Reasonable Adjustments

The school is committed to ensuring that all pupils are treated fairly, with dignity and respect, and have equal access to learning and wider school life. We actively promote inclusion and prevent discrimination by identifying and removing barriers that may disadvantage pupils with SEND or other protected characteristics.

Reasonable adjustments are made where necessary to ensure pupils can access the curriculum, environment, communication and school activities. These may include adapting teaching and learning approaches, providing additional adult support, making environmental or sensory adjustments, allowing additional processing time or movement breaks, and adapting routines or expectations to meet individual needs. Adjustments are reviewed regularly in partnership with pupils, parents/carers and relevant professionals to ensure they remain appropriate and effective.

The school regularly reviews the effectiveness of equipment and facilities in place and works in partnership with parents, pupils and external agencies to ensure support remains appropriate and responsive to individual needs.

5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term through IPMS
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils. All pupils are encouraged to go on our residential trip(s).

All pupils are encouraged to take part in all activities, for example: sports day/school plays/special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

We use a multiagency approach during admission of disabled pupils to make sure they are not treated less favorably.

The position of Malvern Wells C of E Primary School on the side of the Malvern Hills means that accessibility to the whole school site may cause difficulties. Malvern Wells CE Primary School is committed to making reasonable adjustments to accommodate the needs of children with SEND.

Our school's accessibility plan can be found in the policies section of the school's website.

5.13 Support for Social, Emotional and Mental Health (SEMH)

We provide support for pupils to improve their emotional and social development in the following ways: every adult at Malvern Wells CE Primary school is emotionally available to every child in our care. THRIVE is used as an intervention for children who are identified, through screening, as requiring additional support.

We use MyHappyMind as a program throughout school as part of our offer for all children in response to the trend identified of more dysregulation in and around school.

Our curriculum is heavily geared towards providing opportunities to work as a team and build relationships, peer-to-peer feedback stimulates conversation and builds confidence. The practical nature of much of our curriculum provides diversity of experience, allowing children with non-academic strengths to shine.

We have a zero-tolerance approach to bullying.

We work closely with Early Intervention Family Support, who can provide support both in school and at home, working alongside pupils and families to identify needs, provide early help and promote positive outcomes.

Where more specialist support is required, we liaise with appropriate local authority and external services, including CAMHS (Child and Adolescent Mental Health Services), Family Front Door, Behaviour and Support Educational Psychology to seek advice, assessment and targeted intervention.

The school also provides regular opportunities for pupils and families to access pastoral support. The school nurse is available to discuss and support pupils and families with any health, wellbeing or emotional concerns. In addition, Mrs Hernandez provides a lunchtime/drop-in opportunity for pupils who would like to talk to a trusted adult about any worries or concerns. Each class has a worry box for confidential communication.

5.14 Working with other agencies

At Malvern Wells CE Primary School, we work with a wide range of external agencies to support the needs of SEND children: -

Pupils with English as an additional language (EAL) Minority ethnic and faith groups	Involvement of EAL team
Children in care and children who have previously been looked after	Involvement of social work team / Virtual School
Pupils with medical needs	Involvement of Health services

Young carers	Involvement of Young Carers Team/ Child and Adolescent Mental Health Service (CAMHS)
Pupils at risk of exclusion	Involvement of Behaviour Support Team. Educational Psychologists, Education Investigation Service.
Pupils from alternative gender groups Pupils from families under stress.	Involvement of CAMHS, Early Intervention Family Support (EIFS).

We also work closely with Speech and language, Educational Psychology, Learning support teams, Complex Communication team, PRU, Family Front Door and School Nurse.

5.15 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the class teacher and SENDCO in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that Malvern Wells C of E Primary School has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEND

Details of the services available to parents can be found on the Worcester Children's First local offer <https://www.worcestershire.gov.uk/sendlocaloffer> or by speaking to the SENDCO in school.

5.17 Contact details for raising concerns

Speak to the class teacher in the first instance via the school office - **Phone:** 01684 561179 **Email:** office@mwprimary.co.uk

SENDCO: Mrs Stevie Sharrock – send@mwprimary.co.uk

Headteacher: Mrs Aileen Dainty

SEND Governor: Jeni Frost jFrost@malvern-wells.worcs.sch.uk

SENDIASS <http://www.hwsendiass.co.uk/>

Offers free impartial advice in confidence.

Phone: 01905 768153

Email: sendiass@worcestershire.gov.uk

5.18 The local authority local offer

Our local authority's local offer is published here: <https://www.worcestershire.gov.uk/sendlocaloffer>

6. Monitoring arrangements

This policy and information report will be reviewed by Mrs Stevie Sharrock (SENDCO) every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:-

- Accessibility
- Behaviour and relationships
- Equality information and objectives
- Supporting pupils with medical conditions
- Safeguarding - Please refer to the school's safeguarding policy to see how school safeguards the needs of all children, including those with SEND.