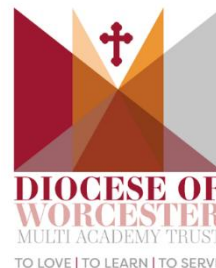




Madresfield CofE Primary School
40 Madresfield Village,
Madresfield,
Malvern WR13 5AA



Madresfield CE Primary School SEN Information Report 2026-2027

At Madresfield CE Primary we are a caring inclusive school, where everyone is welcome as Jesus welcomed all. We work closely with all stakeholders to support our children in achieving their God given potential. Inspired by *Psalm 119:105 "God's word is a lamp to guide our feet and a light for our path"*.

We follow the guidance in the Special Education Needs Code of Practice 2014 published by the DfE and take account of 'The Local Offer' made by Worcestershire County Council. Both documents are available in school or can be accessed by clicking the links at the end of this report.

What are Special Educational Needs and Disabilities (SEND)?

During a child or young person's school life, they may have a special educational need. The SEND Code of Practice 2014 defines SEND as:

'A child or young person has SEND if they have a learning difficulty or disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- A) Has a significantly greater difficulty in learning than the majority of others the same age, or*
- B) Has a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions'*

What types of SEND do we provide for?

At Madresfield CofE Primary School, we provide for the four broad areas of SEN:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and / or Physical

We are able to provide support for all of these areas recognising that at any point in their school life, a child may have a special educational need and there are a range of factors that could contribute to their difficulties, making barriers to learning.

The provision which we make will be delivered in a variety of forms, according to the individual needs of the child, and ensure equal access to a broad and balanced curriculum. Emphasis will be placed on the recognition of each child's particular strengths, the development of high self-esteem and a positive approach in order that each child can achieve his or her potential.

What are the policies for identifying pupils with SEND and assessing their needs?

At Madresfield we have a continuous process of assessment for learning, observation and scrutiny of pupil tracking and assessment data which allows us to identify children who are having difficulty in their learning and not making expected progress.

An *Identification of Need* document is used by teachers to highlight the particular needs of the child and strategies are implemented to support progress. When the child is still not making expected levels of progress, discussions with the SENCO and further information will be gathered. This can be done through tools such as;

- Dyslexia screening tool
- YARK reading assessment
- Maths Stacks assessment
- Standardized Maths and English tests
- Wellcomm language assessment for EYFS
- Speech Assessment Tool
- External professionals

What is our approach to teaching pupils with SEND?

In order to help children who have special educational needs, the school will adopt a graduated response as outlined in The Local Offer made by Worcestershire County Council. This involves a four part cycle of assessing, planning, doing and reviewing of a child and their needs.



When a child is identified as having SEND, we will take action to remove barriers to learning and put effective educational provision in place. Wherever possible, children will be taught alongside their peers within the classroom.

Learning is adapted for children's particular needs. This may involve modifying the lesson objective, scaffolding learning and providing support to allow children to access the learning. A range of strategies may be put in place such as;

- Now/next board
- Visual and physical resources e.g. number lines, word banks, sound mats, dictionaries
- Visual timers
- Coloured overlays or work printed on specific coloured paper
- Brain breaks
- Variety of pupil groupings
- Emotion thermometers
- Quiet areas
- Calm-down kits
- Lessons always starting with a recap of previous learning

The learning environment is well maintained with working walls to offer support to all children. Each class has a visual timetable. All resources are well labelled, with pictures to support access in Key Stage 1. Specific equipment can be provided such as writing slopes, wobble cushions, ear defenders and pencil grips. Some children use assistive technology for part of their learning.

Seating arrangements accommodate the needs of children with visual or hearing impairments and those with sensory processing difficulties, within the physical constraints of the classroom.

Some children may benefit from short-term interventions to close the gap or to address particular needs. Some of the interventions that we run at Madresfield are;

- Smart Moves programme for gross motor skills
- Jimbo Fun programme for Fine motor skills
- Number Stacks – number skills
- Little Wandle phonics interventions
- Talk For Thinking – expressive language
- Talkabout – social skills
- Small group teaching on specific English and Maths objectives
- Action Words programme for word recognition
- Pictoys programme for Listening and attention
- Touch typing skills
- Lego Therapy for social skills

[What support is available for improving Emotional and Social Development?](#)

Madresfield CofE Primary School is an inclusive Church of England school that holds every child's emotional, social and spiritual development as a priority. As a small school all members

of staff know children well and their views are always listened to both in and out of the classroom. This means that any problems or issues are always dealt with quickly.

All children in the school complete an emotional check-in when they enter the classroom in the morning. These are then monitored to allow staff to quickly follow-up with any children who are struggling emotionally.

We have a TIS practitioner in school who has dedicated time to support children with their emotional wellbeing. In addition to this many of the staff have been trained in the PACE approach and Emotion Coaching.

Small group targeted programmes are delivered to pupils who benefit from support for their social skills and emotional resilience. We run a Lunch Club to support children who find lunchtimes overwhelming.

[What support is there for Behaviour, avoiding exclusion?](#)

If a child has significant behaviour difficulties a *Strength and Difficulties* questionnaire is filled in by the Class Teachers and discussed with SENCO and parents. This enables us to identify specific needs and tailor our provision for the child,

We get support from Perryfield PRU outreach team to advise us on strategies to use with specific children to promote positive behaviour.

When appropriate, a Personal Support Plan (PSP) is written to identify specific issues, put relevant support in place and set targets with a view to identifying and addressing the behaviour issue. This is written in collaboration with parents.

Our school's behaviour policy is designed to promote positive behaviour and relationships. We employ a Restorative Approach, which provides children the opportunity to engage in discussions with an adult and reflect on the impact of their behaviour on others. More information on this is included in our Behaviour Policy on our website.

[How are pupils with SEND enabled to engage in activities available to pupils in the school who do not have SEND?](#)

All children are included in all essential learning experiences. Activities are planned to be as inclusive as possible. Where a child has a specific physical or sensory need, advice from specialist teachers and parents or carers is followed and adaptations are made to the physical environment or to the equipment used, including assistive technology.

We have a bathroom facility with accessible toilet, basin, shower and adjustable table. An annual audit, and subsequent maintenance is carried out to ensure that the school meets the needs of children with visual and hearing impairments.

Children with physical or sensory difficulties are provided with the equipment required to carry out daily routines and tasks.

We offer Breakfast Club and After-school club which is open to all pupils. We also offer extra-curricular activities which are accessible to all pupils.

We are committed to ensuring that all offsite trips and residential activities are accessible to every pupil. We will implement necessary adjustments to support children with Special Educational Needs in participating in these events.

[How is learning reviewed?](#)

When children are identified as having Special Educational Needs an Individual Support Plan (ISP) is created. This document outlines the specific needs of the child and the strategies identified as beneficial for their support. It also includes three or four short-term targets that match the child's needs. The ISP will be shared and discussed with parents and then reviewed at the end of the term or sooner if it is felt that targets have already been met. Where necessary, new targets for the child to work on will be created for the next term. Targets may be worked on in class with the teacher or TA or as an intervention with a small group of peers.

At Madresfield, we implement interventions that cater to children with similar needs across various classes. These interventions are coordinated by the SENDCo, who also conducts termly monitoring and reviews to assess the impact on children's learning.

In rare cases the conclusion may be reached that, despite actions taken, the child's needs remain substantial and cannot be effectively met with the resources normally available to school. In these circumstances the school may make a request for statutory assessment to the LA for an Educational Health Care Plan (EHCP).

If the LA agrees that there is a need for an EHCP, it will be written in conjunction with views from the child, parents, school and external professionals. It will be reviewed annually to assess learning against the outcomes that have been set.

[Who do I contact if I have concerns about my child?](#)

If you have concerns about your child's progress you should initially speak to your child's teacher. They will be able to inform you of the support that your child is receiving in class. If you feel that you would then like further discussion about your child's needs, we invite you to book a meeting with the SENDCo – Mrs. Bradshaw.

What are the arrangements for consulting parents of children with SEND and involving them in their child's education?

When concerns arise regarding a child's progress, parents will be invited to meet with the class teacher to discuss their observations and share their insights. During this meeting, the class teacher will outline the strategies that can be implemented to support the child effectively.

When an ISP is created for a child, it will be shared and discussed with the parents, followed by a review at the end of the term. Parent Consultation Evenings provide regular opportunities to discuss and review progress and parents are encouraged to make additional appointments with the class teacher and or SENDCo in between these meetings.

An annual report will be sent home during the summer term.

What are the arrangements for consulting pupils with SEND and involving them in their education?

When an ISP is created, pupils are invited to contribute towards it by expressing their strengths and weaknesses and how they would like to be supported. Teachers plan opportunities for children to work towards their ISP targets. They make the child's objectives explicit and discuss the child's progress towards them on a daily basis. Children are asked to reflect on their learning and how they feel they are working and progressing.

Some children in school have a Pupil Passport. This is a document which helps adults understand a child's needs and preferences. It is created in collaboration with the pupil and sets out in detail their preferences, their dislikes and how they like to be helped. These are amended if a child's needs change.

What expertise and training do staff have to support pupils with SEND, and how will specialist expertise be secured?

Staff have a range of qualifications and training which is regularly updated. We are supported by the DOWMAT Educational Psychologist who regularly provides training for TAs in a variety of areas relevant to SEN.

Mrs Bradshaw holds the National Award for SEN Co-ordination (NASENCo). She also regularly attends SENCO support Networks to access further training and support.

We have a qualified TIS practitioner who supports children with Social and Emotional needs.

We have staff trained in ASD, Lego Therapy, Speech and Language Needs, Emotion Coaching, ADHD, and PACE approach to wellbeing.

We are also supported by a variety of external professionals;

- Behaviour support from Outreach Services at Perryfields Pupil Referral Unit
- Speech and Language support from SALT
- Chadsgrove school support services
- Health Services – GP, School Nurse, Occupational Therapy, Paediatricians, Child and Adult Mental Health Service School Nurse
- Educational Psychologist.
- Children's Services – Early Help Hub, social workers, family support workers

[What are the arrangements for supporting pupils in moving between phases of education?](#)

We encourage all new children to visit the school before they start attending Madresfield. For children starting in Reception, the Early Years Staff will meet with staff from pre-schools and parent or carers prior to pupils starting school. Concerns about particular needs will be brought to the attention of the SENDCo after these meetings. Where necessary the SENDCo will arrange a further meeting. Extra transition days and appropriate support can be put in place where necessary.

We liaise closely with other schools during the processes of receiving and transferring students, ensuring all relevant paperwork is passed on and all needs are discussed at the earliest point to ensure support is planned appropriately. If there is a SEND issue the SENDCo will request further information if it has not already been provided by the previous school.

Transition between year groups and key stages within the school will be dealt with as part of our annual programme of transition and handover to the next class teacher. When necessary for the needs of the child, extra transition activities and opportunities are arranged.

When children transition from Year 6 to Secondary school, we welcome and participate fully in all transition opportunities. We have good links with the SEN departments at the local secondary schools and the SENDCo will discuss specific needs with the SEN department.

[How does school evaluate the effectiveness of the provision made for pupils with SEND?](#)

- Through regular monitoring of all children with SEND, to ensure that academic progress is being made against National/Age Related Expectations (ARE) and that the gap is narrowing between them and their peers.
- By reviewing the children's targets on their ISP's and ensuring that they are being met.
- Through verbal feedback from the child, the parent and teacher to build a wider picture.

- Through children moving off the SEND Register when they have made sufficient progress.
- Through regular monitoring of interventions to ensure they are making an impact.
- Regular learning walks are completed to ensure there is a whole-school approach to supporting children with additional needs.
- The governor responsible for SEND meets every half term with the SENDCo. They report on their visit to the governors to keep them all informed with school or LA (Local Authority) information.

How does the school deal with complaints about SEN provision?

Most concerns voiced by parents can be resolved by simple clarification or the provision of information and it is anticipated that most concerns can be readily resolved at this informal stage. However, there may be more serious concerns and parents may wish to make a formal complaint. If this is the case reference should be made to the DOWMAT policy and procedure for handling complaints. A link for this is provided on our website.

Useful Websites for Parents

SEN Code of Practice

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Worcestershire Local Offer

[SEND local offer Worcestershire County Council](#)

Special Educational Needs and Disabilities Information Advice and Support Service

[Welcome to SENDIASS Hereford and Worcester](#)

Special Needs Jungle

<https://specialneedsjungle.com/>

National Autistic Society

<https://www.autism.org.uk>

The ADHD Foundation

<https://www.adhdfoundation.org.uk>

Worcestershire Speech and Language

<https://www.hacw.nhs.uk/childrensslt/>

Social and Emotional support

<https://youngminds.org.uk>