

Great Malvern Primary School SEND Information Report

School Information Report for children with Special Educational Needs or Disabilities – See Worcestershire’s Local Offer for the provision the LA expects to be available for children and young people in the area with SEND and/or disabilities [SEND Local Offer | Worcestershire County Council](#)

WCC Graduated Response guidance to outline expectations re: 'Ordinarily Available' provision [The SEND Graduated Response | Worcestershire County Council](#)

Supporting children with additional educational needs at Great Malvern

When children join us at Great Malvern, we take time to observe how they learn and flourish within our environment. We assess their understanding of the curriculum and identify any challenges they may face. If a teacher feels that a child may have an additional educational need, it could be because they are not progressing at the same rate as their peers, not reaching their potential, or finding new situations particularly difficult.

We believe in early intervention. By adapting our provision promptly, we can address concerns effectively and help children experience success. Throughout this process, we work in close partnership with parents, and the children themselves, to share our observations and plan the next steps together.

To better understand a child’s needs, we may carry out specific and targeted assessments. In some cases, this may involve support from external professionals. We collaborate with a wide range of agencies to ensure every child receives the care and guidance they need. These include:

- Behaviour Intervention Teams
- Health Services: GPs, School Nurses, Paediatricians, Speech & Language Therapists, Occupational Therapists
- Social Services: Early Help teams, Social Workers
- Educational Psychologists

If a child has already been identified as having Special Educational Needs and Disabilities (SEND), or if parents have concerns, we will work closely with all involved to ensure the child’s needs are met with compassion, expertise, and consistency.

Working together to identify and support special educational needs

At Great Malvern, we believe that early and open communication is key to supporting every child’s learning journey. As soon as we have concerns about a child’s progress or well-being, we reach out to parents and carers. This initial conversation allows us to explore how challenges may present both at school and at home, helping us build a fuller picture of the child’s needs.

If we feel a child would benefit from tailored support, the class teacher, working closely with our Special Educational Needs Coordinator (SENDCo), will create a personalised Learning Plan. This plan outlines specific strategies and goals designed to help the child thrive. Importantly, we share this plan with both the child and their parents or carers, ensuring everyone is involved and informed.

We see this as a partnership: by working together, we can make meaningful progress and celebrate every step forward.

Evaluating the effectiveness of our provision

At Great Malvern, we are committed to ensuring that every child receives the support they need to thrive. To evaluate the effectiveness of our provision, we review each child's Learning Plan on a termly basis. These reviews include a meeting with parents to share insights, celebrate progress and achievements, and plan the next steps together.

Class teachers are always available to discuss any concerns, and we encourage ongoing communication. Where appropriate, we also provide specialist resources and activities for families to use at home, helping to reinforce learning and build confidence.

Miss Richards plays a key role in coordinating support. She works closely with parents, class teachers, and teaching assistants to ensure that each child's provision is tailored and effective. She also monitors pupil performance data to assess progress and evaluate the impact of interventions.

As a school, we follow the Assess, Plan, Do, Review model to guide our approach. This cyclical process ensures that support is responsive, evidence-based, and continually refined. For more information, please refer to our SEND Policy available on the school website.

How we use other adults to support pupils with special educational needs

At Great Malvern, we are proud of the expertise and dedication of our staff in supporting children with Special Educational Needs and Disabilities (SEND). Our teachers and teaching assistants continually develop their skills through specialised training, enabling them to deliver a wide range of targeted intervention programmes. These include:

- SMART Moves – supporting physical development and coordination
- Black Sheep Press – enhancing speech, language, and communication
- Time to Talk – building social interaction and conversational skills
- ...and many other tailored approaches designed to meet individual needs.

In addition to academic and developmental support, we recognise the importance of emotional well-being. That's why we have a Pastoral Support Lead; someone children can turn to when they're feeling overwhelmed or simply need a safe space to talk.

This collaborative, compassionate approach ensures that every child receives the right support at the right time, helping them to grow in confidence and thrive both in and beyond the classroom.

Using specialist resources to support pupils with special educational needs

At Great Malvern, we are committed to meeting the diverse needs of all our pupils through high-quality, inclusive teaching. In every classroom, teachers differentiate learning by adapting tasks, activities, environments, and resources to suit individual needs. This ensures that all children can access the curriculum and make meaningful progress.

For children with social and emotional needs, we offer additional support through our trained Thrive Practitioner, who provides a safe and nurturing space for pupils to talk and receive guidance when needed.

Where children require more targeted support, we design tailored interventions to help bridge gaps in learning. These may include:

- Intervention groups that offer provision beyond what is ordinarily available in their year group
- Specialist resources that enable personalised learning experiences
- Home-based activities to reinforce skills and build confidence

We also ensure that children with SEND are fully included in all aspects of school life. This means they are supported to take part in:

- Extracurricular clubs and activities
- Educational visits and residential trips
- Whole-school events and celebrations

Our goal is to create an environment where every child feels valued, supported, and empowered to succeed, alongside their peers.

Supporting pupils through transitions

At Great Malvern, we understand that transitions, whether between year groups, key stages, or schools, can be significant moments in a child's educational journey. That's why we place great importance on planning transitions carefully and sensitively, tailored to each child's individual needs.

We work closely with families and other educational settings to ensure that every child has the best possible start in their new environment. For children joining our school, we gather relevant information to help us understand their strengths, interests, and any areas where

they may need support. For those moving on, we share detailed insights with their next school to ensure continuity and care.

Our goal is to make every transition smooth, reassuring, and positive, so that children feel confident, secure, and ready to thrive in their new setting

How additional funding supports pupils with SEND

All schools receive dedicated funding to support pupils with Special Educational Needs and Disabilities (SEND). At Great Malvern, we use this funding to provide:

- Specialist equipment and resources tailored to individual learning needs
- Additional staffing, including trained teaching assistants and intervention specialists
- Targeted support programmes to help children make progress and feel successful

If a child has an Education, Health and Care Plan (EHCP), they may be allocated further funding to ensure their specific needs are met.

We value the input of parents and carers in this process. When additional funding is provided, we consult with families to discuss how it will be used to best support their child's development and well-being.

Where parents and carers can get extra support

At Great Malvern, we understand that supporting a child with additional needs can sometimes feel overwhelming. That's why we're committed to working in partnership with parents and carers, helping them access the guidance and support they need.

We can connect families with a wide range of external agencies and support groups tailored to their child's specific needs. These may include:

- Health services such as Speech and Language Therapy, Occupational Therapy, and Paediatric care
- Educational support including Behaviour Intervention Teams and Educational Psychologists
- Emotional and social support through Early Help services, counselling, and family support networks
- SEND-specific organisations that offer advice, advocacy, and community connections

If you have concerns or would like to explore additional support, please speak to your child's class teacher or our SENDCo. We're here to help every step of the way.

Further information and advice

At Great Malvern, we operate an open-door policy and are always here to support you. If you have any concerns or questions about your child's learning or well-being, your first point of contact is their class teacher, who is usually available at the beginning and end of each school day.

For more specific concerns related to Special Educational Needs and Disabilities (SEND), our SENDCo, Gemma Richards, is available to listen, advise, and guide you through the support process.

If you feel your concern has not been fully addressed, you are welcome to speak with our Headteacher, Mrs Burton.

Additionally, independent advice and support are available through:

- Parent Partnership Service
- SEND Services

These organisations offer guidance, advocacy, and resources to help families navigate SEND processes and ensure their child's needs are met.

SEN Services - SENDIASS (Formerly Parent Partnership Service) [Welcome to SENDIASS Herefordshire and Worcestershire | Worcestershire County Council](#)

Email: sendiass@worcestershire.gov.uk

Helpline: [01905 768153](tel:01905768153)

Office opening hours are Monday to Friday from 8.30am to 4.00pm

Area of Need	Examples	School Entitlement / Provision
Communication & Interaction	ASD, Speech, Language and Communication Needs (SLCN)	• Child-friendly pupil profiles and support plans • Staff trained in SEND and communication needs • Targeted interventions and small group support • Access to external agency advice • Adapted resources and use of ICT • Strong parent partnership and regular communication
Cognition & Learning	Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD)	• Needs-based plans and personalised support • Adapted teaching and learning resources • Small group and intervention programmes • Appropriate deployment of support staff • Use of ICT to support access to learning • Ongoing assessment and progress monitoring
Social, Emotional & Mental Health (SEMH)	Behavioural, Emotional and Social Needs	• Inclusive ethos and positive behaviour approaches • Pastoral support and family liaison • Reasonable adjustments to support participation • Small group interventions for social and emotional development • Risk assessments where required • Access to specialist advice and support services
Sensory & Physical Needs	Hearing Impairment, Multi-Sensory Impairment, Physical or Medical Needs	• Access to specialist advice and support

		• Adapted resources and use of ICT • Staff training in medical and physical needs • Support for pupils with medical conditions • Accessible school environment, including ramps and lift access • Partnership working with parents and external professionals
Whole-School Entitlement (Applies to All Areas of Need)	All pupils with SEND	• Inclusive policies reviewed regularly • Pupil and parent voice informs provision • Effective assessment and identification systems • Support plans shared with relevant staff • High-quality teaching with reasonable adjustments • Monitoring of provision, outcomes and value for money • Resources reviewed to ensure accessibility and inclusion