Great Malvern Primary School

Great Malvern
Primary School

SEND Information Report

2025-2026

Our School

Our School Vision

At Great Malvern Primary School, the well-being and development of each child underpins all that we do. Our aim is to develop children into confident and resilient learners, for them to develop a love of learning and to encourage them to explore opportunities to step outside of their comfort zone whilst not neglecting the need to develop wider life skills that they can use to underpin their future development.

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 SEN and/or disabilities:

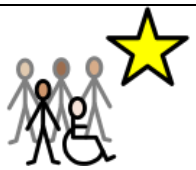
SEND Local Offer | Worcestershire County Council

WWC Graduated Response guidance to outline expectations re: 'Ordinarily Available' provision The SEND Graduated Response | Worcestershire County Council

Meet our Inclusion Team

The Inclusion Team

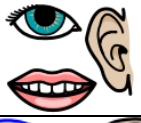
Gemma Richards – SENDCo & Inclusion
Jo Cory – Attendance Lead & Family Support
Kerry Williams – Pastoral Lead
Helen Jenkins - Speech and Language Specialist Teaching Assistant



Special Educational Needs

At Great Malvern Primary School, we support children with a variety of differing special educational needs, and we pride ourselves on being a highly inclusive school with an ethos which encourages and celebrates diversity and difference.

SEND is categorised into the following areas in the SEN code of practise 2014:

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

Identifying and Assessing Need

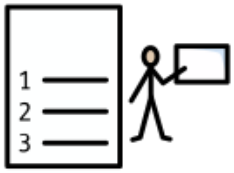
How we identify children with Special Educational Needs

When children join us at Great Malvern, we will observe their learning characteristics and how they thrive within our learning environment, we will assess their understanding of what they are learning in school and identify any difficulties that might arise. If teachers feel that a child has an additional educational need this may be because they are not making the same progress as other pupils, not achieving their potential, or that they are finding new situations challenging. The earlier we act and modify our provision; the sooner we can resolve concerns and help children feel success. Throughout the identification process the school will liaise with parents, and the children themselves, to share our findings and plan next steps.

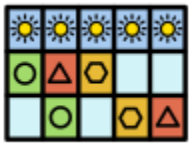
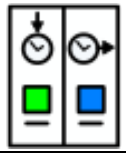
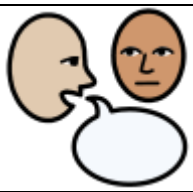
We may feel it appropriate to administer specific and targeted tasks to identify areas of concern. Sometimes this will involve outside agencies working with your child. As a school we work closely with a range of external agencies to meet individual children's needs within our school. These include Behaviour Intervention; Health – GPs, School Nurse, Paediatricians, Speech & Language Therapists; Occupational Therapists; Social Services – Early Help, Social Workers and Educational Psychologists.

Where parents have concerns or have a child who has already been identified as having a SEND, the school will work closely with everyone involved to meet the needs of the child.

  Our approach to teaching children with SEND	We are an inclusive school. Wherever possible children are taught alongside their peers in flexible teaching groups. Children's individual learning needs are planned for through high quality first teaching which is ordinarily available in our classrooms. This is where class teachers differentiate the learning, the task, the activities, the environment and the resources provided. If required, children with social and emotional needs will have access to the Pastoral Lead who is a trained Trauma Informed Schools practitioner, which they can access when needed. Tailored interventions are designed to help children bridge the gap to their peers. Children will access intervention groups where provision is not ordinarily available in that year group. To ensure that we meet the specific learning needs of all our children we use the additional resources, where required, to provide specific, tailored interventions. In addition, we ensure we meet the needs of all our children to allow them to participate in extra-curricular activities, school trips and residential activities. SEN children are enabled to engage in all activities with those in the school who do not have SEN.



Curriculum adaptations

		
Visual timetables	Task boards	Peer mentoring
		
Assistive technology	Talk partners	Peer marking
Self-assessment	Word banks	Positive behaviour
Ear defenders	Timers	Explicit instruction

We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment.

We also seek advice and equipment from outside agencies as and when the need arises.

Parent Consultations

Where parents/carers can get extra support

At Great Malvern we are happy to work with parents by putting them in touch with a wide range of support groups and agencies as appropriate to the specific needs of their child.

We also hold drop-in sessions for parents to attend, where they can discuss any queries or concerns that they may have.

We also promote community events and support networks for parents to access.

Child Consultations

Pupil's views are very important; they have a right to be involved in decisions about their education, and they are made aware of the support that surrounds them in school.

Pupils are given regular opportunities to:

Self-assess how they are doing	Attend meetings and help decide the support needed.	Feedback and Review progress/interventions.

Evaluating Provision

Learning Plans are reviewed termly. A meeting will be held with parents to share information, celebrate progress and achievement and plan next steps. Class teachers are always available to discuss any concerns that parents may have.

Miss. Richards, as part of her role liaises with parents, class teachers and teaching assistants to ensure the very best provision is in place for every child. She also analyses individual pupil performance data to monitor progress and the impact of interventions. As a school we follow the assess, plan, do and review model. For further details please see our SEND policy on the school website.

Staff Training

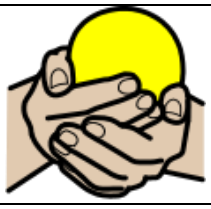
At Great Malvern Primary School, we believe in professional development and aim to ensure all our staff have the understanding they need to enable them to support your child.

When a new member of staff joins the school, we ensure they understand the systems within school, and they are given information about the children they are working with.

The senior leadership team are constantly moderating needs within the school and, where an area of concern is highlighted, whole school training could be organised to ensure all staff understand specific learning difficulties and appropriate teaching or support strategies that could be utilised.

If your child needs specialist support from an outside agency, such as the Speech and Language Service (SALT), Educational Psychologist (EP), Learning Support Team (LST) Occupational Therapist (OT) or school nurse, we will always discuss this with you first.

Some of our staff have completed training in the following areas. When staff go on a course, they have an opportunity to give feedback to the rest of the staff.

Play Therapy	Lego Therapy	Positive Handling
Autism	Speech and Language	Phonics Read Write Inc
		
Specific Learning Difficulties	Complex Needs training	Trauma Informed Schools
De escalation	Attachment	Sensory needs

Transition Support

Nursery to Reception

We hold a parent and carer session in the summer term for our new reception starters, providing parents with the opportunity to meet with the class teacher and SENDCO.

Transition to Reception, and then into each successive year-group, is supported by meetings, information leaflets and taster sessions in each new class.

End of Year transition

When children move up a year, we provide transition sheets which include photos of the teacher, TA and classroom environment if needed.

We hold a transition session during the summer term allowing the children to go up to their new classroom and meet their teacher.

Some children may require extra transition visits to their new classroom to help reduce their anxiety and ensure that the transition is successful and positive.

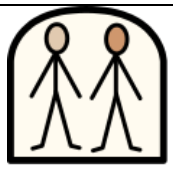
Class teachers and TAs meet with each other during the summer term to discuss the needs of the children and share Individual Learning Plans and targets.

Secondary Transition

We liaise very closely with our partner schools to ensure that the transition from primary school to the secondary school is as smooth as possible.

Mid-Year new starters

When we are aware that pupils joining us from other settings have identified special educational needs, we arrange a meeting with the family to enable us to gain a greater understanding on the support we need to put in place.



Outside Agencies

We work with the following agencies to provide support for children with SEND:

- CCN Specialist Teacher
- Speech and Language Therapy (SALT)
- Educational Psychologist
- Visual and Hearing impairment team
- Behaviour Support

We will ask your permission before we arrange for any outside agencies to come in and work with your child. Once the feedback has been received, we will call you in for a meeting to share the advice.

Clubs and Trips

Our extra-curricular activities and school visits are available to all our children, including our before-and after-school clubs.

All children are encouraged to go on our trips, including residentials.

All children are encouraged to take part in sports day, school competitions, school assemblies and performances, workshops, etc.

All children are encouraged to apply for roles of responsibility in school e.g. Pupil Parliament, House Captains, Eco Council etc.

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

Please read the school's accessibility plan for further information about the steps we have taken to prevent disabled children from being treated less favourably than other children and the arrangements we have made to help children with SEND access our school.

 Complaint Procedure	***Further Information and Advice*** Our school operates an open-door policy. Your first point of contact is your child's class teacher, who is usually available at the start and end of every school day. In addition, our SENDCo and Pastoral Lead are here to listen to your concerns. If you are not satisfied that your concern has been addressed then you may speak to the Headteacher, Mrs Green, or our Deputy Headteacher, Miss Grace. Alternatively, the Parent Partnership Service or SEN Services, also provide independent information and advice. **SENDCo Contact:** Miss. Richards **Tel:** 01684 574 219 **Email:** GMPSSENDCo@metacademies.org.uk **SEN Services - SENDIASS (Formally Parent Partnership Service)** Email: **SENDIASS@worcestershire.gov.uk** Helpline: 01905 768153 (24-hour answer service)
 Worcestershire Local Offer	**The Worcestershire Local Authority Local Offer can be found at** SEND Local Offer | Worcestershire County Council ***WWC Graduated Response guidance to outline expectations re: 'Ordinarily Available' provision*** The SEND Graduated Response | Worcestershire County Council