



SEN Information Report

2026-2027

Elmley Castle First School



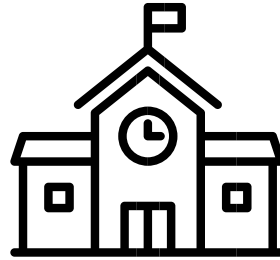
Government legislation requires schools to publish a report called the SEN Information Report. This is also known as the SIR.

It is hard to fully reflect all of the provision and strategies we use to support children with additional needs within our school but we hope this report answers your initial questions.

Our Acting Special Educational Needs/Disabilities Coordinator (SENDCo) is Mrs Anna Bayes.

Contact details: head@elmleycastle.worcs.sch.uk 01386 710279

Our SEN Governor representative is Mrs Emma Robinson.
clerk@elmleycastle.worcs.sch.uk



What types of SEND does Elmley Castle make provision for?

Elmley Castle is a fully inclusive school, committed to helping every child achieve their full potential—personally, socially, emotionally, and academically—across all areas of the curriculum. We welcome and support all pupils, regardless of gender, ethnicity, social background, religion, sexual identity, physical ability, or educational need.

We have a dedicated Intervention Teaching Partner who leads a range of intervention programmes, as well as several 1:1 Teaching Partners who provide tailored support. Working closely with the SENDCo and class teachers, our Teaching Partners ensure that children with SEND receive the very best opportunities to thrive and succeed.



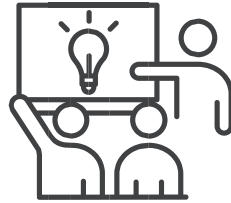
Inclusion is not tolerance – it is unquestioned acceptance.

What provision is made for pupils with SEND?

We use a number of levels of support to meet the needs of the children at Elmley Castle. Targeted classroom teaching is provided within all classrooms, this means:

- Teachers have the highest possible expectations for your child and all pupils in their class;
- Teaching is built on what your child already knows, can do and can understand;
 - Different ways of teaching are in place, so that your child is fully involved in learning in class;
 - An adaptive process is followed to allow for all learners to engage;

- Specific strategies (which may be suggested by an external professional or the SENDCo) are in place to support your child to learn;
- Close monitoring of your child's progress over time;
- Targeted interventions are implemented at the earliest opportunity.



How are Special Educational Needs identified and assessed?

A wide range of information will be used when deciding if a child requires additional support.

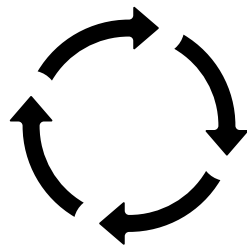
For example:

- Discussion with parents or carers;
- Discussion with external professionals or previous setting (if applicable);
- Judgements against the EYFS Framework / National Curriculum;
- Teacher assessments of progress including class-based observations and formal assessments;

- Monitoring on the Dyslexia or Dyspraxia pathways;
 - Observations of pupils over time;
 - Standardised testing, which take place termly;
- Pupil Progress meetings where staff meet with the Senior Leadership Team to talk about their class;
 - Drop in sessions with staff to raise awareness and discuss next steps.

Identifying needs: Interventions

At Elmley Castle C of E First School, we follow the Worcestershire Graduated Response of **Assess, Plan, Do, Review** when identifying potential SEN needs.



Interventions

If a child is identified by the class teacher as needing a little additional support in a specific area, then they will be placed in a carefully planned intervention for a short period of time. Some interventions are

implemented to support a child's academic knowledge whilst others are used to aid their social skills or mental health. All of our interventions are evidence-based to ensure maximum impact and are delivered by our trained Teaching Partners (TPs). Most children, after receiving intervention support, will make the expected progress and no further action will be needed, however some children may require further support.

Identifying needs: First Step forms First Steps

If a child has received intervention support via their class teacher/TP and progress is not evident, then a child will be placed on a First Step form. Working together in partnership with parents, First Step forms outline a child's strengths and areas of difficulty once a concern has been raised. Small, measurable targets are devised by the class teacher with guidance from the SENDCo and additional support/adapted provision provided to enable the child to meet these targets (this typically lasts 6 weeks).

FIRST STEP FORM

Child's Name:	
Class/Year Group:	
Date:	
Completed by:	
Nature of Concern:	<input type="checkbox"/> Academic progress (literacy/numeracy) <input type="checkbox"/> Speech, language and communication <input type="checkbox"/> Social skills / friendships <input type="checkbox"/> Emotional / behaviour / self-regulation <input type="checkbox"/> Concentration / attention <input type="checkbox"/> Physical / sensory needs <input type="checkbox"/> Other (please specify): _____
Details of Concern:	<p>What have you observed?</p> <p>When does the concern arise (time of day, subject, context)?</p> <p>How long has this been a concern?</p>
Current Support in Place	<p>What strategies or differentiation have already been tried in class?</p> <p>How has the child responded?</p>
Impact :	<p>How is the child's learning / wellbeing affected?</p> <p>Are peers or staff affected?</p>
Parent / Carer Contact	<p>Have parents been informed?</p> <p>Parent/carers views (if gathered):</p>
Next Steps (agreed with class teacher & SENCo) Review in 6/8 weeks (half termly)	<input type="checkbox"/> Continue to monitor in class <input type="checkbox"/> Try additional classroom strategies (list): _____ <input type="checkbox"/> Invite parents in for discussion <input type="checkbox"/> SENCo observation / assessment <input type="checkbox"/> Consider moving to My Plan if concerns continue
Signed:	

Identifying needs: Individual Provision Map (IPM)

If, after two cycles of *First Steps*, a child is not making the expected progress, the class teacher will work with parents and the SENDCo to create an **IPM**. Where resources allow, the SENDCo may also seek support from **external professionals** (for example, a Speech and Language Therapist or Educational Psychologist) to provide additional, needs-specific guidance.

An IPM outlines a child's **strengths**, **areas of difficulty**, and **specific targets**, which are reviewed termly with both the parents and the child. Once an IPM is in place, the child is added to the school's **SEND Register**.



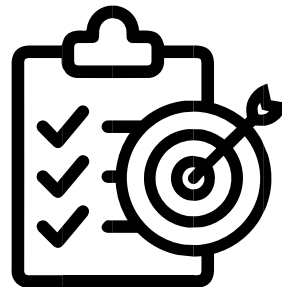
Identifying needs: Passports

Sometimes, a child's SEND needs require adjustments to be made in the classroom and wider school environment for them to flourish e.g. the use of sensory tools such as weighted cushions or ear defenders, technology, such as a reader lens or a specific seating position in relation to the teacher. A child may also require more pastoral support e.g. specific communicational phrases to be used, visual aids linked to a pastoral intervention or regular movement breaks. In these instances, a Passport is created by the class teacher. Some children with a Passport are placed on the SEND Register in consultation with the SENDCo and parents. Some children may have a Passport and IPM.



Educational Health and Care Plans (EHCPs)

EHCPs A small number of children with very specific needs may have an Educational Health and Care Plan (EHCP). This is a legal document which outlines the provision and support a setting must provide for a child with SEND. EHCPs also contain any relevant medical information relating to the child and are reviewed annually. 1:1 support may be available to pupils with significant learning or behavioural needs, to support their learning. Appropriate sessions will be planned to maximise learning and may take place in the classroom or in a group learning area. 1:1 support may be obtained through the statutory assessment process (EHCP) or at the discretion of the Head Teacher and SENDCo.



What is our approach to teaching pupils with SEND?

Carefully planned sequences of scaffolded learning, together with clearly modelled examples and thought provoking questioning ensures that every child has the opportunity to reach their potential. This is used, along with adaptive teaching styles to ensure that all children make progress within the lesson. Our neutral-toned classroom environments are designed to support children with a range of needs and we have dedicated spaces that are used for any necessary interventions and small group work. We are aiming to reduce visual stress and create a calm, purposeful environment for all of our children. Pupils with SEND are never excluded from any activity at Elmley Castle, including school trips and residential visits. Staff ensure appropriate adaptations are made so that all children can enjoy their learning and undertake a range of experiences during their time with us

What arrangements are there for informing and involving parents of a child with SEND?

Parents of all pupils are welcome to approach the school at any stage of the school year with any queries or concerns relating to their child. If staff have concerns about a child, then meetings will be arranged with parents at the earliest opportunity. Parents are formally invited into school regularly to look at their child's books. Parents' evenings take place during the autumn and spring term and in the summer term, parents are invited to discuss end of year reports if they wish. In addition to this, parents of children with SEND are invited to termly meetings with class teachers/SENDCo to discuss aspects of individual IPMS. If outside agency involvement is required, parents have the opportunity to meet with the specialist staff member and then discuss the report with the SENDCo once it has been completed. Parent views are always sought and included in the creation and monitoring of a child's IPM.

We listen to you—you know your child best.

What arrangements are there for talking to and involving a child with SEND?

All children are aware of their next steps through live marking and verbal feedback during their lessons. Any child with an IPM will have regular opportunities to talk to their class teacher/Teaching Partner about their individual targets and opportunities for extra help within class. There are dedicated sections for pupil voice in the My Plan document. As part of our curriculum monitoring schedule, subject leaders talk to a variety of pupils, including those with SEND, to better understand pupil views on different aspects of school life. Special Educational Needs and Disabilities are celebrated throughout the school year by the entire school community. For example we did a cake sale to raise money for a down syndrome charity.

We pride ourselves on teaching our children about the diverse world in which we live, through Collective Worship, visitors, shared story times and class discussions.

How do we assess and review pupils' progress towards their **outcomes**?

Pupil progress meetings take place across the school with the Senior Leadership Team including the SENDCo. IPM targets are assessed termly by the class teachers and new targets set. If an external professional is involved, a review meeting is typically held with parents and the class teacher/SENDCo to establish progress the term following the initial visit. All SEND assessments and reviews are analysed to ensure the correct interventions are being used and are impacting on pupil progress. Actions are set to focus on improving the provision to enable SEND pupils to make accelerated progress leading to narrowing the gap.

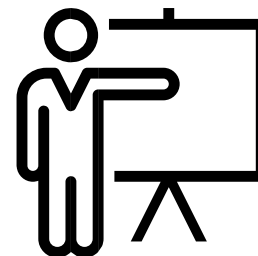


What training is provided for staff?

The SENDCo's job is to support the class teacher in planning for children with SEND. The school provides training and support to enable all staff to improve the teaching and learning of all children, including those with SEND. Professional Development Staff Meetings are held for teaching staff weekly and advice for supporting children with SEND is often a focus within these. SEND specific twilight training sessions are planned during the year for all staff and are led by the SENDCo and/or external professionals e.g. Educational Psychologists or Speech and Language Therapist.

Our staff work closely with specialist external agencies to ensure pupils are fully supported and their needs are being met. We have our own Thrive Practitioner, a speech and language therapist who works on site every other week, a family

support worker and an SEN Champion.

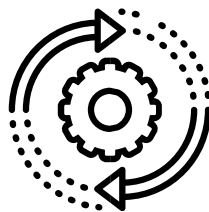


How does the school evaluate the effectiveness of provision for pupils?

Teaching staff are observed throughout the school year as part of the school monitoring cycle; provision for all pupils is evaluated during these observations to ensure progress within lessons. Observations of additional adults take place regularly during the year. Reports are then shared with the Senior Leadership Team. The reports contain strengths and specific actions, if required, to ensure effective provision is taking place. The SENDCo completes additional monitoring across the school to ensure strategies from outside agencies are being used consistently and targeted classroom teaching is taking place for SEND pupils. All of our interventions are evidence-based and recommended by colleagues from Worcestershire Children First (WCF) and the Education Endowment Foundation (EEF).

How are children with SEND prepared for transition?

We work hard with parents and other schools to take steps to ensure that any transition is as smooth as possible. Reception transition:
Reception staff contact pre-schools to learn a little more about new arrivals during the summer term. Additional visits are arranged for children with known additional needs to allow children and parents to visit their classroom and take photos if needed. External professionals (if applicable) are contacted to ensure targets are known to the Reception staff before September. These will be shared with the class teacher and the SENDCo. If your child is moving to another school: We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that needs to be made for your child.
We will make sure that all records about your child are passed on as soon as possible. If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them. We will endeavour to work with the new school to achieve this.



How are children with SEND prepared for transition? (continued)

When moving classes in school: Information will be passed on to the new class teacher in advance and a planning meeting will take place with the new teacher.

This is called a 'transition meeting'. In this meeting, First Step forms, My Plans and Passports will be shared with the new teacher, along with any information that the new class teacher needs to know, i.e. data, progress, social groups. Children will receive a transition booklet (either electronic or paper) detailing photos and information that they can look at over the summer holidays with their family.

Transition from Year 5: The SENDCo will discuss the specific needs of your child with the SENDCo of the child's middle school. Transition forms, specific to children with SEND, are completed ahead of time so middle school are aware of all interventions that have taken place alongside strategies that work to support your child. All information from Elmley Castle will be passed onto your child's new school and we have an open dialogue to answer any queries

What can be done if parents are concerned about the schools provision for children with SEND?

In the first instance we encourage you to contact your child's class teacher. This can be done either in person or via the school office:

office@elmleycastle.worcs.sch.uk 01386 710279.

If you still have concerns then please contact the SENDCo, then the Head Teacher: head@elmleycastle.worcs.sch.uk

In the unlikely event that your concern is not resolved then please contact our Chair of Governors, Emma Robinson or Paul Cornish:
clerk@elmleycastle.worcs.sch.uk

Worcester SENDIASS service will also be able to give you advice on SEND support within schools: <http://www.hwsendiass.co.uk/>

01905 768153

sendiass@worcestershire.gov.uk

Where can parents find information about services to support them or their child?

We have contact details of local services available on the SEND section of our school website.

[Families in Partnership](#) work with parents across Worcestershire and offer support forum for families to share their experiences.

Parents can also contact the [Early Help](#) Family Support for advice and support in Worcestershire.

The Worcestershire county council [SEND local offer](#) website, also holds information for parents with regards to Special Educational Needs.

