



North Worcester Primary Academy Special Educational Needs (SEN) Information Report

March 2026

An extraordinary education for every pupil

North Worcester Primary Academy





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Purpose of the SEN Information Report

All schools are required as part of the Children and Families Act (2015) to publish a Special Educational Needs (SEN) Information Report.

The purpose of the SEN Information Report is to provide information to our current and prospective families, the Local Authority and Government agencies.

The SEN Information Report provides details about how North Worcester Primary implements The Rivers C.of E. Academy Trust's SEND Policy.

This report will be updated at least annually and include the required information as set out in the DfE SEND Code of Practice 0-25 Years (2015), Children and Families Act (2014) and The Special Educational Needs and Disability Information

North Worcester Primary is currently one of 16 settings within The Rivers C.of E. Academy Trust. North Worcester Primary is proud to be part of an innovative and inclusive trust with a vision to provide an extraordinary education for all pupils, including those with SEN.

North Worcester Primary Academy comprises of 16 classes and a preschool. Special Educational Needs (SEN) provision continues to be shaped by the strong foundations recognised in the school's recent Ofsted inspection, where the academy was judged *Good* across all areas, including its support for pupils with complex additional needs. Of the 405 pupils on roll, 85 (21%) are identified as having SEN, with 17 pupils (4.2%) holding Education, Health and Care Plans (EHCPs) and a further 70 pupils (17.3%) receiving SEN Support. Ofsted highlighted that staff "work diligently to tailor support to ensure that all pupils achieve well," reflecting the school's commitment to meeting diverse learning needs within an inclusive environment.

This ethos aligns with the academy's ongoing SEN strategy, ensuring that provision is responsive, well-structured, and designed to help every learner thrive from preschool through to the upper primary years

Meet the SENCO



The SENCO at North Worcester Primary is Rhian Duckworth

Mrs Duckworth is an experienced and dedicated teacher. She has been Assistant Head for the last 3 years. In Spring 2023, she successfully covered the SENCo role during the SENCo's maternity leave, a responsibility she embraced with enthusiasm and confidence. Having thoroughly enjoyed the position, she formally became the school's SENCo in September 2024.

Identifying Children with SEN

- Meet with parents/carers and discuss concerns.
- Put in place QFT (classroom) strategies and monitor progress.
- Check progress after a term/half-term.
 - If progress is good → continue QFT strategies.
 - If not → discuss with SENCO and record as a concern.
- Create a Support Plan (IEP) and share with parents.
- Review progress termly (repeat 2–3 cycles).
 - If progress is good → continue IEP and reviews.
 - If not → refer to external agencies and update support.
- Monitor progress over time with updates to parents.
 - If progress improves → continue support plan.
 - If not → request an EHCP (Education, Health and Care Plan).
- If sustained progress is made → child may be removed from SEND register.

Consulting with Families and Young People

At our school, we place the pupil and their family at the centre of every SEND decision, ensuring their voices shape all stages of the SEND process. We have a strong regard for family and young people's voices, gathering their views through structured meetings, informal conversations, and representation opportunities such as the school council.

In line with our SEND Policy, we meet *three times per year* with all families of children on the SEN register, reviewing progress, updating targets, and agreeing on next steps together.

When identifying whether a pupil may require special educational provision, we begin with an early conversation involving the pupil and their parents. These discussions ensure that everyone develops a shared understanding of the child's strengths and areas of difficulty, that parental concerns are listened to and valued, and that agreed outcomes and next steps are clear to all involved. This collaborative approach ensures that our SEND provision is shaped by those who know the child best, strengthening the partnership between school, pupils, and families.

Assessing and Reviewing Progress

At North Worcester, provision map targets are reviewed every half term to ensure they remain relevant and effective. Class teachers work closely with parents during this process, reviewing and updating targets so they are current and clearly linked to each child's next steps in learning and development. Parents are invited to meet with the class teacher three times a year to discuss their child's progress and how best to support them moving forward. In addition, the school invests in support from Speech and Language Therapy (SALT) and an Educational Psychologist, ensuring that specialist expertise is available to assess pupils and help review and plan appropriate provision for their needs.

Supporting Transition

Transitions in school are key to success, being built on year on year.

Autumn Term

- Settling into class
- Displays the same in each room to help children feel at home.
- Silent signals and listening rules are the same in every year.
- Baseline assessments
- Applications for High School completed **31st October**

Spring Term

- Reviewing progress
- Transition planning
- Getting ready for the next stage

Summer Term

- Transition visits Year R and 6
- PSHE – next steps
- Meet next class teacher. Time in your new class.
- Pupil Passports
- Ensuring smooth transitions to the next year – What's the same? What's different? work completed

**Smooth Transitions for Every Child
Parents, Teachers & Child Working Together**



Teaching Pupils with Special Educational Needs

Universal Provision

High-quality inclusive teaching in the classroom.
Differentiated learning activities to meet a range of needs.
Clear routines, visual supports and structured lessons.
Regular assessment and monitoring of pupil progress.
Classroom strategies to support communication, attention and engagement.
Strong partnership with parents to support learning and wellbeing.
Teaching Children to Listen programme.
Concept Cat is used in Early Years to support language development.
The use of dual coding and language-rich environments.
Trauma Informed School.

Targeted Provision

Small group interventions to support specific areas of need such as literacy, numeracy or communication.
Advice and assessment from external professionals such as Speech and Language Therapists and Educational Psychologists.
Short-term targeted support programmes delivered by trained staff.
Additional scaffolding and adapted resources to support learning.
Provision maps with clear targets that are reviewed regularly.
Regular review meetings with teachers, the SENCo and parents.
Pupil passports to share key information, strategies and support needs with staff.

Specialist Provision

Provision maps with clear targets that are reviewed regularly
Advice and assessment from external professionals such as Speech and Language Therapists and Educational Psychologists.
A range of SEMH provisions are used, such as Redgate Sports, Play Therapy and Mentor link.
Personalised interventions and specialist programmes recommended by professionals.
Pupil passports to share key information, strategies and support needs with staff.
Close collaboration between school staff, specialists and families to review progress and plan next steps.

Adaptations to the Curriculum

We adapt the curriculum to ensure all pupils are able to access learning and succeed. We use a range of strategies to support pupils' needs. For example, some pupils use iPads with audio-to-text software to help them record their ideas when writing, reducing barriers caused by handwriting or spelling difficulties. We provide robust phonics teaching and regular assessment to ensure pupils develop strong early reading and spelling skills. Where appropriate, pupils may also be given extra time in tests so they can fully demonstrate

their understanding. Teachers plan lessons that explicitly teach vocabulary so that pupils can understand and use subject-specific language confidently. Our curriculum is mindful of cognitive load, meaning learning is carefully structured into clear steps with explicit teaching to help pupils process new information. Teaching is episodic and follows an “I do, we do, you do” approach, where teachers first model the learning, then practise it together with pupils before pupils apply the learning independently. These adaptations help ensure all children can engage with the curriculum and make strong progress.

Adaptations to the Learning Environment

At NWPA, the learning environment is carefully adapted to support all pupils, including those with Special Educational Needs (SEN). Pupils are greeted at the door each morning by their class teacher to provide a positive start to the day and build strong relationships. A feelings check-in board is available and used throughout the day so pupils can share how they are feeling and access support if needed.

Classrooms include clearly labelled resources, consistent classroom routines, reduced visual clutter, the use of timers and countdowns to support transitions, and access to manipulatives and concrete resources where needed. All classrooms use a range of visual supports such as visual aids, dual coding and word mats to help pupils understand and remember key information. Visual timetables and task management boards help pupils to organise their learning and know what to expect throughout the day, reducing anxiety and supporting independence. Each classroom includes a calm corner where pupils can go if they need a quiet space to regulate their emotions. Children are explicitly taught calming and self-regulation strategies so they can manage their feelings and return to learning successfully. Sensory circuits and movement breaks are built into the school day to support focus, attention and regulation. Flexible seating options such as wobble cushions and chair bands are available for pupils who benefit from movement while learning. Word mats and other supportive resources are used to scaffold pupils' work.

These adaptations help create a supportive, predictable and inclusive learning environment where all pupils can feel safe, engaged and ready to learn.

Staff Development

- Speech and Language training from the NHS SALT team
- OT support and training on Sensory Circuit breaks
- Maths Targeted Intervention training.
- Training on support plans.
- ACEs training
- WEST (Wellbeing Emotional Support Team) training for staff

- Teaching Children to Listen staff training
- RWInc Development days
- Behaviour as communication training

Engagement in Activities

School Activities

We proactively ensure that pupils with SEND are able to engage in learning alongside their peers through careful planning and inclusive teaching strategies. Lessons are designed with appropriate adaptations and scaffolds so that all pupils can access the same learning while working towards individual outcomes. Teachers and support staff provide targeted support where needed, while encouraging independence and participation in whole-class and group activities. By using strategies such as visual supports, structured tasks and collaborative learning, pupils with SEND are able to take an active role in lessons and feel fully included within the classroom community.

My Extraordinary Experiences (MEE)

The My Extraordinary Experiences (MEE) initiative launched in September 2025 as a commitment from The Rivers C.of E. Trust to deliver an extraordinary education for all pupils.

The MEE app helps teachers at North Worcester Primary to ensure that every pupil has access to a rich variety of experiences that build confidence, character, and curiosity.

All pupils can access the bespoke MEE app as an area to log enrichment activities, reflect on their growth, and earn digital badges for their achievements.

This is an exciting development this academic year and we would love for you to learn more using this link: [Rivers MEE Explained](#)



Emotional and Social Development

We place a strong emphasis on supporting pupils' emotional and social development. Through our Jigsaw PSHE Programme, pupils are taught about emotions, relationships and strategies to support their wellbeing.

Each classroom has a calm corner where children can take time to regulate their emotions, and staff explicitly teach a range of self-regulation strategies so pupils can recognise and manage their feelings. Sensory circuit breaks and movement opportunities throughout the day help pupils maintain focus and emotional balance.



We also provide a range of enrichment and intervention opportunities that support confidence, teamwork and wellbeing. These include cooking club and music sessions through Rocksteady Music School, as well as physical activity/mentor programme delivered by Redgate Sports. For pupils who require additional emotional support, we work closely with the Wellbeing and Emotional Support Team (WEST) and provide targeted interventions and CBT work. We also have an in-house nurture support with our pastoral lead. We have a play therapist in school once a week and use mentoring through Mentor Link.

Our SENCo is also trained as a Level 5 Trauma-Informed Practitioner, ensuring that the school adopts approaches that recognise the impact of trauma and prioritise safety, trust and emotional regulation. Together, these approaches help pupils develop emotional resilience, positive relationships and the confidence to engage fully in school life.

Evaluating the Effectiveness of Provision

The SENCo, leadership team and Trust work together to evaluate the effectiveness of SEND provision. Pupils with SEND have targeted plans that outline strategies and outcomes, which are reviewed half-termly with parents. The SENCo monitors these plans and the impact of interventions to ensure they are effective and meet pupils' needs. Regular pupil progress meetings also track the progress of pupils with SEND, allowing staff to review the impact of provision and make any necessary adjustments. This ongoing monitoring ensures that support remains effective and responsive.

Engaging with External Agencies

To secure further specialist expertise, North Worcester Primary will often consult and liaise with external agencies including:

Advisory Services (LA/Other)	NHS Services	Social Care
<ul style="list-style-type: none"> Educational Psychologist Specialist Advisory Teachers Sensory Support Team (VI and HI Teachers) Complex Communication and Autism Team (CCAT) 	<ul style="list-style-type: none"> Speech and Language Therapy Occupational Therapy Physiotherapy School Health Nurse Hospital Consultants/Pediatricians Child and Adolescent Mental Health Services (CAMHS) 	<ul style="list-style-type: none"> Social Workers Early Help MST



When a pupil is identified as a Child who is Looked After (CLA/LAC) by the local authority and has a Special Educational Need, the SENCO will provide a high level of input into Personal Education Plan (PEP) meetings and may be a point of contact for alongside the Designated Teacher for Looked After Children.

Local Offer Contribution

Our school may serve pupils from a number of different local authorities. Each local authority has a Local Offer for SEND which can be accessed online using the links below:

Birmingham	<u>Birmingham City Council Local Offer Information</u>
Dudley	<u>Dudley Council Local Offer Information</u>
Sandwell	<u>Sandwell Metropolitan Borough Council Local Offer Information</u>
Walsall	<u>Walsall Council Local Offer Information</u>
Wolverhampton	<u>City of Wolverhampton Council Local Offer Information</u>
Worcestershire	<u>Worcestershire County Council Local Offer Information</u>

Raising a Concern

Should a parent or carer have a concern about the special educational provision made for their child, they should in the first instance discuss this with the class teacher.

If the matter is not resolved satisfactorily, parents or carers have recourse to the following options:

- Discuss the concern with the school SENCO – Rhian Duckworth
- Discuss the concern with the school Headteacher – Kerry Postans

Should the concern still not be resolved, The Rivers C.of E. Academy Trust Complaints Policy is published on the school website and can be followed.