Defford and Besford Primary School

SEND Information Report

Academic year 2025/26 · Published September 2026

This report explains how we support children with special educational needs and/or disabilities (SEND) at Defford and Besford CE Primary School and what has been provided over the past year. It should be read alongside our SEND Policy and our School Offer, both available on the school website. The report is reviewed every year.

Key contacts

SENDCo	Mrs Naomi Standing
Contact email	ncs28@defford-cum-besford.worcs.sch.uk
Contact phone number	01386 750321
SEND Governor	Dan Hart
School Offer link	https://www.deffordschool.co.uk/page/?title=SEND&pid=29

1. Our whole-school approach to teaching and learning

High quality teaching and learning. All teachers are responsible for the learning and progress of every child in their class, including those with SEND.

- We take an inclusive, adaptive and personalised approach so that all learners, including those with SEND, can take part in every aspect of school life.
- Our curriculum is designed to be inclusive, so every child can succeed through careful, adaptive teaching and appropriate subject content.
- Further detail is set out in our Teaching and Learning Policy.

Wellbeing and pastoral support

We take a holistic approach to every aspect of a child's development and wellbeing. Our pastoral support for the emotional and social development of all children, including those with SEND, is set out in our School Offer. Our measures to prevent bullying are set out in our Anti-bullying Policy.

2. How we identify children who need additional or different provision

- The class teacher liaises with the SENDCo where there are concerns about a child's progress, or where a child may have additional needs in a specific area of learning.
- Ongoing curriculum assessments.
- Tracking progress using assessment data.
- Further assessments by specialists, including professionals from external agencies.

3. Our graduated response

- Continual monitoring of the quality of teaching.
- Identifying and tracking the progress of children who need support to catch up, through discussion with class teachers, half-termly data analysis, close monitoring of the impact of interventions, pupil voice and parental input.
- Identifying children who need SEN Support and starting the Assess, Plan, Do, Review cycle.
- Considering an application for an Education, Health and Care Plan (EHCP) where appropriate.
- Every child receiving SEN Support or with an EHCP has an Individual Provision Map (IPM) setting out how their specific needs will be met.

4. How we listen to the views of children and their parents

What	Who	When
Informal discussions	All pupils	Daily
Parent consultation evenings	Parents/carers and pupils	Twice a year
Progress reports	Parents	Termly progress reports, plus a full school report in Term 3
Home–school liaison books	Individual children	Daily
Assess, Plan, Do, Review monitoring	Pupils with Individual Provision Maps	Half-termly, or as appropriate
Team Around the Child/Family meetings	Individual pupils	As required
Questionnaires	All pupils and parents	Annually
EHCP annual review meetings	Parents, pupils and external professionals for pupils with an EHCP	Annually
Pupil voice feedback	Pupils with an identified SEND	Annually, or sooner if the need arises

5. The Assess, Plan, Do, Review cycle

For children receiving SEN Support, the SENDCo sets up an Assess, Plan, Do, Review cycle in partnership with the child, their parents and the class teacher. Further details are in our SEND Policy.

Provision for children on SEN Support this year

Area of need	Provision this year
Communication and interaction	Direct advice and support materials from Speech and Language Therapists; interventions such as Black Sheep Narrative (EYFS/KS1); block therapy delivered by a Speech and Language Therapist.
Cognition and learning	Specific interventions such as Little Wandle Phonics, Rapid Reading and Precision Teaching; support from the Early Years Inclusion Team.
Social, emotional and mental health	Attachment interventions; relationship-building activities; Perryfields Pupil Referral Unit.
Sensory and/or physical needs	Direct advice and support from Occupational Therapists; Jimbo Fun interventions; PD Outreach (Regency High School).

Our SEND register in 2025/26

During the 2025/26 academic year the number of pupils with an EHCP increased to 7. In total, 12 pupils were on our SEND register; this includes children with a diagnosis of a specific condition (including medical conditions) as well as children with an identified need and an EHCP in place.

Monitoring quality and impact

We monitored the quality of the provision by following the graduated response cycle: carefully considering targets for learning plans, reviewing targets in a timely way and setting SMART targets that reflect each review.

We measured the impact of this provision by observing learning in the classroom, talking with pupils and their parents, and analysing data for specific interventions where progress could be recorded in that way.

6. How we deploy support staff

This year, support staff were deployed to provide:

- Support in the classroom
- 1:1 support for pupils with SEND
- Catch-up interventions, including Little Wandle Catch Up (early reading)
- Small-group interventions
- Support with transitions
- PPA cover (HLTAs)
- First aid
- Support for medical needs

We monitored the quality and impact of this support by observing learning and talking with the pupils and support staff involved. We also analysed progress and attainment data where children were supported in class, in small groups or through 1:1 interventions.

7. How we use our SEND funding

SEND funding was allocated to:

- Support staff
- External services (see our School Offer)
- Teaching and learning resources
- Staff training
- Equipment and resources to support pupils directly (Widgit/ Clicker/laptops/ online packages and resources to support learning)

8. Continuing development of staff skills

Professional development (CPD) this year

Area of knowledge or skill	Staff member and role	Training provided by
SENCO network briefings	NS – SENDCo	WCC
SENCO Leadership Development Programme	NS – SENDCo	WCC
Worcestershire Pupil Premium leads network meetings	NS – SENDCo	WCC
Inclusion conference	NS – SENDCo	WCC
SCERTS approach for EYFS	NS– SENDCo	WCC
ACE training	NS– SENDCo	Virtual Schools
Complex Communication Needs in EYFS	NS– SENDCo	WCC
Adaptive teaching and ordinarily available provision	NS– SENDCo	WCC
Planning the year as SENCO	NS– SENDCo	Southwest SEND services
Emotion Coaching and PACE	NS– SENDCo	WCC
Complex Communication Needs / Helping your child to communicate	TG – SALT intervention TA	SALT TEAM
Supporting children with complex needs	TG- SALT intervention TA	SALT TEAM
Communication TA	KB	SALT TEAM
Trauma Informed parent journey	VW HLTA	Virtual Schools/WCC

Area of knowledge or skill	Staff member and role	Training provided by
Trauma training	VW HLTA	Virtual Schools/WCC
Trauma, Attachment and Disadvantage Responsive schools	VW HLTA	Virtual Schools/WCC
Emotion coaching and PACE	VW HLTA	Virtual Schools/WCC
Engaging families through TISC approach	VW HLTA	Virtual Schools/WCC

WCC = Worcestershire County Council.

The impact of this training can be seen in how well we understand the needs of pupils currently in school and in the support in place for them. The quality of our interventions has improved as a direct result of this training, and we will continue to monitor this through the progress made by pupils accessing them.

9. Partnerships with other schools and managing transitions

We have worked with cluster schools in the area by:

- Sharing expertise and taking part in small cluster groups with a specific focus on SEND provision.
- Working together as a whole staff team to make sure transitions between classes within school are successful.

Starting school in Reception

We made the move into Reception as smooth as possible through parent meetings and settling-in sessions. Half of the children who joined Reception in September 2025 had attended our pre-school. For children joining from other settings, we gathered additional information from parents and, where appropriate, from the setting.

Moving from Early Years to Key Stage 1

We supported children moving from the Early Years Foundation Stage into Key Stage 1 through clear communication and transition opportunities in the summer term. A transition project will commence in Autumn 2026 to carefully monitor the impact of the transition from YR to KS1.

10. Ongoing development

We work hard to identify any areas of support for our learners that could be improved and to put strategies in place to make those improvements. We do this through our School Development Plan and our SEND Development and Action Plan.

11. Our complaints procedure

Anyone wishing to make a complaint about SEN support and provision should contact the Headteacher, Mr Liam Hanson, or our Chair of Governors, Mrs Georgia Pritchard / Stephanie Fogwill.

The school's Complaints Policy is available on the school website.

12. Other relevant information

- **Designated Safeguarding Lead:** Mr Liam Hanson
- **Designated Teacher for Looked After and Previously Looked After Children:** Mrs Naomi Standing
- **Worcestershire's SEND Local Offer:** www.worcestershire.gov.uk/sendlocaloffer
- **Accessibility Plan:** available on our website, www.deffordschool.co.uk

Our SEND Policy and School Offer (our contribution to the Local Offer) can be found through the SEN and Inclusion links on our website. Details of our curriculum, including how it is made accessible to children with SEND, are also available on the website, as is our Safeguarding Policy, which explains how we keep children safe.

Our SEND Policy, School Offer and Annual SEN Information Report have been written in accordance with the Disability Discrimination Act 1995, the Equality Act 2010 and the Children and Families Act 2014.

Report updated: September 2026 **Next review:** September 2027