
SEN Information Report

September 2026

At Chawson we strive to meet the needs of all children and have an inclusive environment where all children can become independent, articulate and aspirational members of the community. This includes those with additional needs.

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.

For any extra queries please contact one of our Special Educational Needs Coordinators (SENCOs):

- Mrs Jones (covering Mrs Bartle's maternity leave) - Pre-school, YR & Yr 1
- Mrs Sage- Year 2 and 4
- Mrs Coles- Year 3

You are able to contact all of our SENCOs on the following email-
senco@chawson.worcs.sch.uk

Please use the questions below for more information about how we support children with Special Educational Needs.

What kind of special educational needs does Chawson First School make provision for?

Chawson is a fully inclusive school, which strives to ensure that all pupils achieve their potential; personally, socially, emotionally and academically in all areas of the curriculum, regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational need.

How are special educational needs identified and assessed?

We pride ourselves in getting to know our children inside and out. This allows us to identify and assess any additional needs a child may have. A variety of information will be used when deciding if a child needs extra help. These may include all or some of the following-

- Discussion with parents or carers
- Discussion with external professionals or previous setting
- Wellcomm screening tool used in Yr R, Autumn term
- Judgements against the National Curriculum
- Teacher assessments of progress
- Monitoring on the Dyslexia or Dyspraxia pathways
- Observations
- Standardised testing

- Class Pupil Progress and additional SEN specific Pupil Progress meetings where staff meet with a member of the Senior Leadership Team/SENCO to talk about their class.

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 queries relating to their child.

Parents are also formally invited into school regularly to meet the class teacher so that they are kept informed regarding their child's progress. 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.

Additional to this, parents of children with SEND will receive their child's Individual Provision Maps (IPM's) each term. Parents will be invited to share their views about the initial IPM and provision through a drop in appointment with the class teacher or SENCO. Subsequent plans are sent to parents with the opportunity to comment, offer an update or arrange a meeting with the class teacher or SENCO to allow for further discussion.

If outside agency involvement is required, parents have the opportunity to meet with the specialist staff member and then discuss the report with the SENCO and/or class teacher once it has been completed.

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

All children, regardless of SEN, are aware of their next steps through marking and verbal feedback during lessons. Any child with an IPM will have opportunity to talk to the class teacher/teaching assistant about their individual targets and opportunities for extra help within class.

How can parents let staff know they are concerned about their child's progress?

If you have concerns about your child's progress, you should speak to your child's class teacher initially.

If you continue to be concerned that your child is not making progress, you may speak to the appropriate Special Education Needs/Disabilities Co-ordinator, Mrs Sage or Mrs Bartle. The school SEN Governor can also be contacted for support through the school office.

What provision is made for children with SEND?

As a school, we ensure we follow the [Worcester Graduated Response](#) to support children with SEND. We follow the assess, plan, do, review approach to identify what provision needs to be provided, and the impact this is having on our children.

We use a number of levels of support to meet the needs of the children at Chawson-

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 (see adaptive teaching info), so that your child is fully involved in learning in class. This may involve using more practical learning, adult focus groups within literacy and numeracy focusing on specific skills and pupil targets. Specific strategies (which may be suggested by the SENCo) are in place to support your child to learn. Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

Individual Provision Map

Children on the SEN register will have an IPM or an Individual Support Plan containing individual targets and details of the additional and different provision/strategies they are receiving. These will be shared with parents and views sought termly. Children are also spoken to by the teacher or teaching assistant.

Work on children's targets will be incorporated into whole class teaching, adult led focused sessions and/or small group interventions.

EHCP

Children with an Education, Health and Care Plan (EHCP) will also have an IPM which will clearly show the linked outcomes from their EHCP and the small step termly targets being worked towards on a daily basis.

Advice from specialist outside agencies:

If a need is identified by the SENCO and the resources are available, we will liaise with specialist outside agencies to work with your child to understand their needs and make recommendations as to the ways your child is given support. You will be asked to give your permission for the school to refer your child to a specialist professional. This will help the school and you, to understand your child's particular needs better and be able to support them more effectively in school.

1:1 support:

1:1 support may be available to pupils with significant learning or behaviour 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 Headteacher and SENCO.

What training is provided for staff to support pupils?

The SENCO's job is to support the class teacher in planning for children with SEN. The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEN. The SENCO (Mrs Sage) and Headteacher (Miss Peck) have completed the national award in special educational needs co-ordination in line with expectations within the SEND code of practice. Mrs Sage, Mrs Bartle & Mrs Wood (designated safeguarding lead) are completing the new NPQSENCO Qualification (this has replaced the previous national award).

1:1 support staff work closely with specialist agencies to ensure pupils are fully supported and their needs are being met.

Adaptive Teaching

As a whole school, we include adaptive teaching strategies within our planning and day to day teaching. We follow a C-STEP profile, focusing specifically on communication, space, task, equipment and people. Teachers plan and deliver lessons that are flexible and responsive to the needs of all learners, including those with Special Educational Needs (SEN). Instead of using a one-size-fits-all approach, adaptive teaching encourages staff to make real-time adjustments to teaching methods, resources, and levels of support so that every pupil can access the curriculum and make progress. Barriers to learning for individuals and groups are identified and then adaptations put in place.

In practice, this might include:

- Varying the level of challenge or support within a lesson.
- Using different ways to explain or present key concepts (e.g. visual aids, practical activities, simplified language).
- Providing scaffolding, modelling, or additional prompts where needed.
- Allowing alternative ways for pupils to show their understanding.
- Ensuring that feedback is personalised and helps each pupil to move forward in their learning.

The focus on adaptive teaching aligns with the national emphasis on inclusive education and supports the principle that all pupils—whatever their starting point—should experience high-quality teaching every day. It also ensures that pupils with SEN are not taught through separate or simplified curricula, but are fully included in mainstream learning, with adjustments made to help them succeed.

How does the school evaluate the effectiveness of provision for pupils and assess/review their progress?

Staff are observed throughout the school year as part of the school monitoring cycle and provision for all pupils is evaluated during these observations to ensure progress within lessons.

Specific SEN pupil progress meetings (PPM) and drop in observations take place twice a year. The PPMs allow the SENCO to meet with class teachers to discuss individual children, their concerns and review the provision that is being provided to ensure it is planned to meet the needs of individual children.

Drop in observations also focus on the provision being provided. It may have a specific focus based on the needs of a class or individuals following the SEN PPM.

Any reports or feedback from PPMs and observations are shared with the Senior Leadership Team, focusing on strengths and specific actions, if required, to ensure effective provision is taking place.

A range of data is used to assess/review the progress of children with SEND, this includes:

Reading and maths standardised testing- These are completed termly across the school.

Children with SEND are tested on the appropriate curriculum level NTS assessment and these are recorded and analysed at the end of the year to show progress over time.

Writing curriculum grids- Each child on the SEN register will be assessed termly against the writing national curriculum. Staff will highlight elements of the curriculum they have achieved to show progress over time. The SENCO will review these termly.

Little Wandle- Specific assessments dates are set to track progress through the Little Wandle phonics scheme. Catch up/SEN specific interventions are then delivered by a TA.

Individual provision maps- IPM targets are assessed termly by the class teachers and new targets set. Reviewed My Plans are analysed by the SENCO to identify progress across year groups and classes. Where patterns are identified or the amount of targets being achieved is of concern, further analysis and actions will be put in place.

[How accessible is Chawson for children with SEND?](#)

The school is on a split-level however the needs of individual pupils are considered when placing children in specific classrooms and each year group has a classroom on the ground floor. There is also a bathroom management area.

We ensure where ever possible that equipment used is accessible to all children regardless of their needs. Risk assessments are carried out to ensure pupils are not at risk to themselves or others within school or on education visits. Parents are informed of additional requirements that are required.

Every effort is made to make extra-curricular activities accessible for children with SEN.

[How are children prepared for transition?](#)

We work hard with parents and other schools to take steps to ensure that any transition is as smooth as possible.

We utilised the school website to share Teacher/teaching assistant information.

Reception transition:

The Early Years SENCO contacts feeder pre-schools to learn a little more about new arrivals during the summer term.

All children are invited for stay and play sessions to meet their new class and teachers.

Additional visits can be arranged for children with known additional needs to allow children and parents to visit their classroom and take photos if needed. Part time sessions over the first week are used within reception to ensure a smooth transition for all pupils.

Parents are welcome to request an additional meeting with the SENCO if they have concerns or information they wish to share.

For children with an EHCP or awaiting an EHCP assessment, a formal transition meeting will be offered between Mrs Bartle, parents and the new class teacher. This will be arranged for the Summer term.

If your child is moving to another school:

We will contact the school SENCo 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 understand moving on, then one will be made for them. We will endeavour to work with the new school to achieve this.

When moving classes in school:

Information will be passed on to the new class teacher in advance and a transition meeting will take place. Individual provision maps will be shared with the new teacher. Additional transition meetings will take place to discuss children on the SEND register with a formal meeting for those with an EHCP to ensure a thorough handover of information has been shared. Again, parents will be invited to be a part of this process during the summer term with current and new class teacher.

Transition from Year 4:

The SENCo will discuss the specific needs of your child with the SENCo of the child's middle school. A transition group for Witton and Westacre will take place and include an additional visit and photo sheet. For those children with an EHCP or where requested by parents, Mrs Sage will arrange a formal meeting with Middle school SENCO, an appropriate staff member and parents to share full transition information.

[What can be done if parents are concerned about the schools provision for pupils with SENs&D?](#)

In the first instance we encourage you to contact your child's class teacher.

If you still have concerns then please contact the SENCO then the Headteacher.

In the unlikely event that your concern is not resolved then please contact our Chair of Governors.

Worcester SENDIAS service will also be able to give you advice on SEN support within schools, please see the links for parents tab.

[Where can parents find further information about services to support them or their child?](#)

Worcestershire parent partnership is available to support parents of SEN pupils.

Parents are also able to contact the Early intervention family support service through an online referral system.

The Worcestershire county council SEND local offer website:

<http://www.worcestershire.gov.uk/thelocaloffer> also holds information for parents with regards to Special educational needs.

Links to these websites are available through the 'Links for parents' button.