



THE BEWDLEY SCHOOL

We fly with our own wings

THE BEWDLEY SCHOOL

Special Educational Needs School Information Report

Adoption Date: January 2026

Person Responsible: Assistant Headteacher

Welcome

Welcome to the Special Educational Needs information report for The Bewdley School and for Bewdley Sixth Form.

The school SENCO is Mr Peter Willis. The role of the SENCO is to work with pupils, parents, teaching staff and the school's leaders to do everything we can to support pupils with Special Educational Needs and Disabilities (SEND). Mrs Baptiste and Miss McAllister are Assistant SENCOs. Mrs Stanley is the SEN administrator. The team can be contacted via the email address sen@bewdley.worcs.sch.uk.

SEND information Report

The information on this page is to tell you about how the staff at The Bewdley School and at Bewdley Sixth Form work to support children with additional or different needs.

1. Who can you contact about Special Educational Needs at The Bewdley School and at Bewdley Sixth Form?

Mr Willis is the Special Educational Needs and Disabilities Co-ordinator (SENDCo). Mr Willis has day-to-day responsibility for reviewing our SEND policy and arranges specific provision to support individual pupils with SEN, including those who have Education, Health and Care plans. Mr Willis is supported in the role by Mrs Baptiste and Miss McAllister as Assistant SENCOs.

Mrs Bennett is the school's Academic Intervention Leader. Mrs Bennett helps our children who require additional support through interventions, including literacy and numeracy interventions. Mr Burn leads on numeracy interventions.

You can make an appointment to see Mr Willis, Mrs Baptiste or Miss McAllister by sending an email to: sen@bewdley.worcs.sch.uk.

2. What kinds of Special Educational Needs does the school make provision for? How do we monitor and measure the impact of the provision?

All pupils with additional needs will have a pupil passport which highlights their needs and the best strategies to support them in the learning environment. Some pupils will go on an intervention programme for up to a number of weeks to help them develop ways in which they can access learning. Pupils will have access to a keyworker that will check in with them if this is required. The table below gives further information on the provision within the school.

Area of need and linked diagnosis	Examples of support in our school	How we monitor the impact
Cognition & Learning Needs • Dyscalculia • Dysgraphia • Dyslexia • Moderate Learning Difficulty • Severe Learning Difficulty • ...	• Pupil passport • Spelling and literacy intervention • Red Reading Box • Fresh Start Phonics • Peer reading support • Numeracy intervention work • Visual Screener • GSL screening tools • In-class TA support as appropriate. • Writing frames • Sentence starters • Identification of keywords • Use of Knowledge Organisers • Chunked instructions	• Lesson check ins • Reading age testing and monitoring • Reviewing the data progression tools • Staff feedback • Tracking of pupil achievement data • Monitoring use of pupil learning break permits • Pupil voice • SEND Audits (teacher feedback)
Communication & Interaction Autism • Speech Language and Communication	• Pupil passport • Social skills interventions • 1:1 check ins • Speech and Language interventions • WAAM support • Quality first teaching ○ Strategic seating ○ Chunked instructions ○ Task management ○ Teacher check-ins ○ Use of unambiguous language • Emotional Literacy Support	• SEND Audits (teacher feedback) • Speech and Language progression tool • Behaviour data • Pupil voice • Lesson check ins

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Social, Emotional & Mental Health difficulties • Anxiety • Attention Deficit Disorder. Attention Hyperactivity Deficit Disorder • Depression • Obsessive Compulsive Disorder • Trauma	• Pupil passport • Thrive • Keyworker support • ELSA • MELO • Use of in school learning break permits • Daily check-ins as appropriate. • Quality first teaching: ○ Use of name to cue a pupil in ○ Use of movement breaks ○ Giving a pupil a job in class ○ Strategic seating ○ Use of fidget tools ○ Use of doodle book ○ Use of ear defenders	• SEND Audits and teacher feedback • Behaviour data • Pupil voice • Lesson check ins • Monitoring use of learning break permits
Sensory and/or physical needs • Auditory Processing • Sensory Processing • Hearing Impairment • Visual Impairment	• Pupil passport • Sensory breaks where required • Modified texts • Adapted uniform as appropriate • Use of ear defenders • Use of writing slopes • Adapted pencil/pen grips • Use of enlarged resources as appropriate. • Use of visuals to support written text where appropriate • TA support in class • Access to a practical assistant as required. • Adapted PE curriculum as appropriate	• Pupil voice • SEND Audits and teacher feedback • Lesson check ins

3. How does the school identify and assess Special Education Needs?

At The Bewdley School and at Bewdley Sixth form, all staff are involved in assessing pupils in order to identify whether a pupil has special educational needs.

We do this by:

- Observing pupils in class, looking at their books, speaking to their teachers about what the pupil can and can't yet do.
- Using school tests, such as CAT (Cognitive Abilities Tests), Reading Comprehension assessments and other resources to find out exactly what a pupil can and are currently unable to do.
- Using information from parents, carers and from gaining the views of the pupil.
- Working with specialist teachers and outside agencies who advise and assess children.
- Using information from previous schools or settings.

If we think a pupil has additional needs, we use a graduated approach to find out what level of support they may need.

We will assess the pupil, plan how to support them, carry out the support for a period of time and then review how well it has worked.

4. How do the school know how much progress is being made by pupils with Special Educational Needs?

At The Bewdley School and at Bewdley Sixth Form, pupils complete assessments and or trial exams during various points of the year, this is used to formally assess the progress of pupils including those with SEND. Pupils' reading ages are tested at least annually.

5. What extra-curricular activities can a pupil with Special Educational Needs access at school?

We believe that all children are entitled to a broad and balanced curriculum. This includes access to fun and stimulating contexts and extra-curricular activities. Full details of the school's extra-curricular activities can be found on the school website (<https://www.bewdley.worcs.sch.uk/enrichment/>).

6. How do the school get more specialist help for pupils if they need it?

In our school, if we feel a pupil needs more specialist help, we can work with the following people.

<i>Agent or Service</i>	<i>Who they work with</i>	<i>How school can get in touch with them</i>
Educational Psychology Service (EPS)	Children with complex needs and where an application for an Education, Health and Care Plan	The school can engage an Educational Psychologist via the SENCO. Parental consent is required. There is an extra cost incurred in this referral and a triage process will be used, following parental request. There are a finite number of EPS hours available through the local authority and for this

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<i>Agent or Service</i>	<i>Who they work with</i>	<i>How school can get in touch with them</i>
	assessment is made.	reason, it is not possible to make a referral to this agency at times.
Pupil and School Support through Onside Advocacy (PSS)	Children who may be vulnerable, disadvantaged or discriminated against. This includes mental and physical ill health, sensory impairment, learning disability, drug and alcohol misuse, older people, and carers.	Onside mentoring is provided where this is deemed appropriate. This is provided through an onside agency who supports pupils onside. Parental consent is required.
Complex Communication Needs Team (CCN)	Children who have a diagnosis of Autism Spectrum Condition (ASC). Pupils who are suspected of potential CAS.	We have an allocated worker who we can contact after a referral has been made. Parental consent is required. The delegated worker supports a range of schools and has a finite number of hours meaning an immediate referral may not always be possible. As this is a chargeable service, following a parental request for referral to the CCN team, the school will always triage the request to ensure it meets assessment criterion.
Physical Disability Support Service	Children with Physical Difficulties which impact on their school access. They also provide training for staff.	We have an allocated team who we can contact after a referral has been made. Parental consent is required.
Sensory Support Service (including the visual and hearing impairment teams)	Children who have hearing or visual impairment.	Pupils are usually referred directly after a diagnosis by the medical team. School can contact the relevant team if extra advice is needed.
Speech & Language Therapy Service	Children who are having difficulty with speech, language or communication. Children have an in-	If and when required we work with the Hereford and Worcester NHS Speech and Language Therapy services.

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<i>Agent or Service</i>	<i>Who they work with</i>	<i>How school can get in touch with them</i>
	depth assessment where needed.	
Community Paediatrician	The Umbrella Pathway is an NHS service who conduct assessment for potential Autism Spectrum Condition.	A referral is made to the NHS service. Please note that ASC is a medical condition, rather than an educational one. We recognise that with some pupils, ASC traits may be hidden in school. Under such circumstances, your local GP is also able to make a referral to this NHS service (see - https://www.hacw.nhs.uk/services/service/umbrella-pathway-125/).
Children and adolescent mental health services (CAMHS)	An NHS service to support pupils who may be exhibiting difficulties with managing effective mental health for a more prolonged period.	A referral is made to the NHS service. Please note that should concerns revolve around a child beyond school, we would recommend a visit to your GP. As CAMHS is an NHS service, they are able to make a referral on your behalf (see - https://camhs.hacw.nhs.uk/)
The Umbrella Pathway	The Umbrella Pathway is an NHS service who conduct assessment for potential Autism Spectrum Condition.	A referral is made to the NHS. Please note that ASC is a medical condition, rather than an educational one. We recognise that with some pupils, ASC traits may be hidden in school. Under such circumstances, your local GP is also able to make a referral to this NHS service (see - https://www.hacw.nhs.uk/services/service/umbrella-pathway-125/).
Learning Support Team (LST)	The Learning Support team can be used to conduct assessments of pupils. This may include a review of their cognitive abilities. The Learning Support Team are also commissioned for assessments for potential dyslexia or dyscalculia. The Learning Support Team also conduct the assessments for	Any referrals to the Learning Support Team are commissioned by the school and will only be actioned following appropriate intervention support which has not resulted in the expected progress. The Learning Support Team will accept private parental requests for assessments. Please contact the SEN team for further details (sen@bewdley.worcs.sch.uk). Access Arrangement documentation is updated annually. Details of provision for the academic year 2025-6 can be found here - https://www.jcq.org.uk/wp-content/uploads/2025/08/JCQ-AARA-2025_FINAL.pdf.

<i>Agent or Service</i>	<i>Who they work with</i>	<i>How school can get in touch with them</i>
	Access Arrangements. Full details of the regulations regarding examination support can be found on the JCQ site.	

7. How are the parents and carers of our pupils with Special Educational Needs involved?

At The Bewdley School and at Bewdley Sixth Form, we aspire to always involve parents/carers in their pupil's education.

Our website offers lots of information about our curriculum and the support children can get. In addition to this we offer:

- Meeting with the SENCO and other staff from the SEND team.
- Parents' Evenings where the SEN Team are may be available to speak to parents.
- Parents are invited to reviews of provision where appropriate.
- Signposting and supporting our parents with other services/external agencies.
- SEN Parent Forum — to discuss general SEND needs and suggestions.
- Termly "Meet the SEN team" meetings.
- The termly SEN newsletter.

8. How are pupils with Special Educational Needs involved in their own education?

We involve children by prioritising development of independent learning skills. We involve children in a variety of ways, including:

- There is information about all SEND pupils on the SEN database which is available to all staff to help understand their needs.
- We have access to person-centred trained staff who help us to involve children in review of their needs.
- We run regular interventions with trained staff to support the pupil and their specific need.
- We offer staffed homework support after school (until 16.30 on Monday to Thursday and until 16.00 on a Friday), where pupils can get support with their homework before leaving the school for the day.

9. If a parent of a pupil with Special Educational Needs has a complaint about the school, how does the governing body deal with the complaint?

If you are a parent of a pupil at The Bewdley School and at Bewdley Sixth Form who has Special Educational Needs, and there is something which you think is not quite right, please contact the SENCO in the first instance — sen@bewdley.worcs.sch.uk.

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Alternatively, please telephone the school office on 01299 403277. Our staff will then be able to advise the best way to get in touch with our SEN Governor.

Full details about the school's complaints procedure can be found on the school website (<https://www.bewdley.worcs.sch.uk/wp-content/uploads/2024/09/The-Bewdley-School-Complaints-Policy-Sept24.pdf>)

10. How does the governing body involve other people in meeting the needs of pupils with Special Educational Needs including support for their families?

The SEN Governor is Mrs Kate Hazelwood. Mrs Hazelwood and Mr Willis (Assistant Headteacher, senior leader link for SEN) meet during the academic year on Governor Days and for reporting at Governor Meetings. As required, Mrs Hazelwood requests supplementary information from Mr Willis or the SEN team to feed this back to the Governing body.

11. Who are the support services that can help parents with pupils who have Special Educational Needs?

Name of Support Service	How they can support parents	How you can contact them
Autism West Midlands	Support and advice is given and opportunities to meet regularly.	Telephone 0121 450 7582 Website: www.autismwestmidlands.org.uk
SENDIASS	The Local Authority's impartial advice and support service.	Website - https://www.worcestershire.gov.uk/sendiaass Telephone: 01905 768153 Email: sendiaass@worcestershires.gov.uk
CAMHS	A range of services and facilities focussed around the individual needs of 0 - 25 year olds. 24/7 access to mental health crisis support.	https://camhs.hacw.nhs.uk/ Herefordshire and Worcestershire Health and Care NHS Trust 2 Kings Court Charles Hastings Way Worcester, WR5 1JR Telephone: 01905 760000
The GP	Schools are establishments of education rather than health. The GP can support with: - Mental health	Please speak to your GP practice.

	- Right to Choose referrals for potential Autism (https://www.autism.org.uk/advice-and-guidance/topics/diagnosis/before-diagnosis/how-to-request-an-autism-assessment) - or ADHD (https://adhduk.co.uk/right-to-choose/right-to-choose-learning-about-nhs-right-to-choose/). -	
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12. How does the school support pupils with Special Educational Needs through transition?

When a pupil with special educational needs transitions from their primary school to The Bewdley School, we:

- Liaise with the primary school to collate information about the pupil in advance.
- Use the termly “Meet the SEN team” meetings to meet with them and their parents to ask and answer questions about their needs;
- Provide a transition book with photos and information about their new school as appropriate;
- Invite the pupil to our extended transition, where appropriate. The list of pupils who will attend the school’s extended transition offer is informed by recommendations from the primary schools they attended in year 6.

When a pupil with special educational needs moves into a new class at The Bewdley School, where required we:

- Talk to the pupil and their family about any changes and how to support at home;
- Introduce the pupil to their new class and teacher well before their transition (if this is a teacher the pupil is not already familiar with).

When a pupil with special educational needs leaves The Bewdley School in Year 11, we:

- Work with the pupil's College or Sixth Form Placement to make sure they have a transition which is as thorough and as extensive as it needs to be.
- Help to arrange interviews and visits to support the pupil to make a successful transition to their College or Sixth Form.

13. How can parents find the Worcestershire Local Authority's local offer?

Worcestershire County Council has a website which has up-to-date information about the range of services provided for children with Special Educational Needs. You can access the Worcestershire County Council Offer by visiting the following website:

<https://www.worcestershire.gov.uk/send-local-offer-0>