



Powerstock Primary School SEND Information Report 2025–2026

At Powerstock, we believe that children's voices are central to shaping their learning and support. Our SEND provision is built around listening, responding, and co-planning with pupils and their families.

Pupil Voice

Children know how they need to be supported and speak freely with staff. They describe their strengths and areas needing support.

Examples include:

- "I feel excited to come to school and I like the fact that we do Maths because it is my favourite subject."
- "I like doing running club and having a teacher supporting me when I find it difficult to remember my ideas."
- "I like working in a quiet place and movement breaks like running the daily mile help me to concentrate."

Children are involved in reviewing and setting new targets.

Assess, Plan, Do, Review documents are talked through each term with the child and then with the child's parents, to ensure that everyone is on board and aware of the specific targets being worked on at that time.

Types of SEND at Our School

Powerstock Primary School supports pupils across four broad areas:

1. **Communication and Interaction**
2. **Cognition and Learning**
3. **Social, Emotional and Mental Health**
4. **Sensory and/or Physical Needs**

In **June 2026**, there were a total of **twelve** pupils identified on the SEND register, with **seven** of them having an Education, Health and Care Plan (EHCP).

Identifying SEND

We identify SEND through:

- Liaison with previous settings
- Monitoring progress and assessments
- Classroom observations
- Parental and teacher concerns
- Input from external agencies
- Standardised assessments
- Existing EHCPs

If you have concerns, please speak with your child's class teacher or our SENDCo, **Mrs Claire Merritt**.



Supporting Pupils with SEND

Support is tailored to individual needs and may include:

- Adapted curriculum and resources
- Visual aids and ICT tools
- Individualised **Assess, Plan, Do, Review (APDR)** plans
- Regular reviews and parent meetings
- EHCP annual reviews
- Strong home-school communication

Access to a Broad Curriculum

SEND pupils access a rich curriculum through:

- Quality First Teaching
- Pre- and post-teaching strategies
- Word banks and catch-up sessions
- Group and individual support
- Specialist interventions
- Participation in trips, clubs, and sports

Well-being Support

Emotional well-being is supported through:

- Mindfulness sessions
- PSHE curriculum
- Hamish and Milo sessions
- Social games and play partners
- Movement breaks
- Zones of Regulation
- Nurture and Forest School sessions
- Medical support and care plans

Monitoring Progress

Progress is tracked via:

- Pupil Support Grids
 - Termly reviews
 - APDR/EHCP reviews
 - Parent consultations
 - Formal assessments
 - Communication platforms (e.g., Tapestry)
 - SENDCo monitoring schedule each term
 - The SENDCo meets with the governor responsible for overseeing SEND provision each term
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Impact (2025–2026 KS2 SATs)

In 2025-26 there were **two** Year 6 pupils with identified SEND. One pupil had attendance of 89% and the other pupil had only been at Powerstock for 7 months and had an attendance of 81%.

SEND pupil outcomes:

- **Maths:** Neither pupils reached ARE, but were only 6 points off.
- **Reading:** Neither pupils reached ARE, although one pupil was only 2 points off.
- **SPaG:** Neither pupils reached ARE, although one pupil was 1 point off and the other was 3 points off.
- **Writing:** Neither pupils achieved ARE

Specialist Services

We work with:

- Educational Psychologists
- Speech & Language Therapists
- Behaviour Support
- Hearing/Vision Services
- CAMHS, School Nurses
- Occupational and Physiotherapy Services
- Family Support and Social Services

Staff Training

Staff have received recent SEND training, including:

- Hamish and Milo
- Therapeutic Thinking
- Attachment Awareness
- Phonics and literacy

Inclusion in School Trips

We ensure all pupils can participate in trips by:

- Discussing arrangements with parents
- Making reasonable adjustments
- Including SEND needs in risk assessments

Accessibility and Facilities

Powerstock Primary School is committed to providing an inclusive and accessible environment for all pupils. We are compliant with the **Disability Discrimination Act (DDA)** and continually review our **Accessibility Plan** to improve access.

Key features include:

- Accessible entrances and facilities
- A dedicated sensory room



- A quiet room and outdoor learning area
- Adaptations for medical needs and mobility
- An accessible daily mile track
- SEND budget allocation for specialist equipment

Transitions

Support includes:

- Home visits and induction
- Liaison with previous settings
- Enhanced transitions within and beyond school
- Familiarisation activities (e.g., social stories, classroom visits)

SEND Resources and Interventions

We provide:

- Bluetooth keyboards
- Speech and language tools such as visual timetables
- Sensory and emotional regulation resources
- Booster sessions for literacy and numeracy
- Movement breaks and social support

Decision-Making and Funding

Support decisions are based on:

- Needs identified on the SEND register
- EHCP funding bands
- Deployment of staff and resources by the Headteacher and SENDCo
- Regular review of provision

Parent Involvement

We encourage parent engagement through:

- Home Learning Journals
- Website and Tapestry updates
- Celebration Assemblies
- Open-door policy
- Parent support group '**Conkers**'
- Annual reviews and consultations

Complaints Procedure

If you have concerns about your child's SEND provision, please speak to the class teacher or SENDCo in the first instance. If concerns remain, please follow our school's **Complaints Policy**, available on the school website or from the school office.

SEND Governor Role



The link governor for SEND provides strategic oversight of the school's provision for pupils with special educational needs and disabilities, ensuring that statutory responsibilities are met and that pupils receive the support they need to achieve their full potential.



Statutory Compliance

This report complies with:

- **Section 69 of the Children and Families Act 2014**
- **SEND Code of Practice (2015)**

Contact Information

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Additional Support Links

- <http://powerstock.dorset.sch.uk/>
- <https://familyinformationdirectory.dorsetforyou.gov.uk>
- <https://www.autismwessex.org.uk/>
- [https://www.helpandkindness.co.uk/organisations/1424/bridport-children's-centre-\(west-dorset-locality\)](https://www.helpandkindness.co.uk/organisations/1424/bridport-children's-centre-(west-dorset-locality))
- <https://www.dorsetsendiass.co.uk/>
- <http://www.dorsetparentcarercouncil.co.uk/>