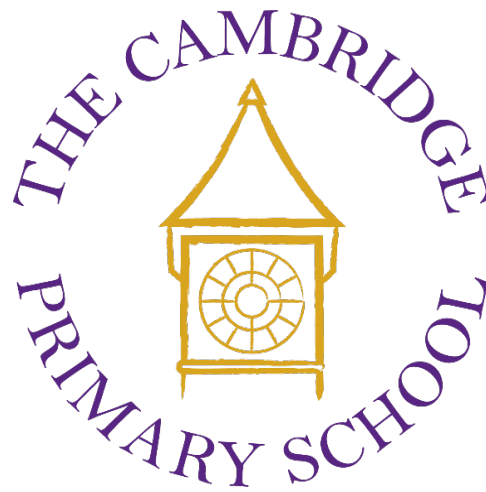


THE CAMBRIDGE PRIMARY SCHOOL

Special Educational Needs and Disabilities (SEND) POLICY

2026



Date of Approval:	April 2026
Date of Next Review:	April 2027

1. Compliance and Legislative Framework

This policy is written in accordance with the following legislation and statutory guidance:

- [Children and Families Act 2014](#)
- [SEND Code of Practice: 0 to 25 years \(January 2015\)](#)
- [Special Educational Needs and Disability Regulations 2014](#)
- [Equality Act 2010](#)
- [Supporting children with medical conditions at school](#)
- [Working together to safeguard children](#)

This policy should be read alongside the school's related policies and plans, which are available on the school website: [School Policies](#)

The school also publishes a SEND Information Report, which explains how this policy is implemented in practice and is reviewed annually.

2. Vision and Ethos for SEND

At The Cambridge Primary School, *we show that we care.*

We believe every child deserves an education that celebrates their unique strengths and supports them to flourish.

Our SEND provision is built on:

- **Inclusivity**
- **Relationships**
- **High expectations**
- **Strong partnerships with families**

We are committed to a **person-centred approach** that places each child at the heart of everything we do. We take time to truly understand each child's individual needs, interests, and aspirations, working in close partnership with families to create tailored support that helps children develop confidence, independence, and the skills they need to thrive both now and in the future.

Relationships matter. We recognise that strong, trusting relationships between staff, children, and families are the cornerstone of effective SEND support. Through Dan Hughes' PACE approach (Playfulness, Acceptance, Curiosity, and Empathy), we create a nurturing environment where children feel safe, valued, and understood. Our staff are trained to respond with empathy and curiosity, helping children to regulate their emotions and build positive connections with others.

We are dedicated to **developing and transferring skills** that will serve our children throughout their lives. Our curriculum is carefully designed to ensure that children not only acquire knowledge but also develop the practical, social, and emotional skills needed to navigate different situations and settings with growing independence.

Accessibility is at the core of our practice. We work continuously to remove barriers to learning, adapting our environment, teaching approaches, and resources to ensure every child can access a rich, ambitious curriculum. We make reasonable adjustments thoughtfully, always considering each child's long-term success rather than short-term fixes.

We are here to guide and support parents and carers through what can sometimes feel like a complex journey. We maintain open, honest communication and work collaboratively to ensure families feel informed, empowered, and supported. We recognise that parents are their child's first and most important educators, and we value their insights and expertise.

While we are committed to providing the best possible support within school, we also **recognise the importance of connecting with external services** when specialist expertise is needed. We work closely with educational psychologists, speech and language therapists, occupational therapists, and other professionals to ensure children receive holistic support. We are transparent about what we can offer as a school and will always signpost families to additional services and support when appropriate.

Together, we create a community where every child is celebrated for who they are, supported to overcome challenges, and empowered to achieve their very best.

3. Aims of the Policy

- children with SEND are identified early and supported effectively
- all children have access to high-quality teaching and an inclusive curriculum
- barriers to learning are reduced or removed
- support is outcomes-focused and regularly reviewed
- children and families are actively involved in decision-making
- the school meets its statutory duties under the SEND framework

4. Definition of SEND

A child is identified as having Special Educational Needs and/or Disabilities (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for them.

These needs typically fall within four broad areas:

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

We recognise that children may have needs across more than one area, that needs may change over time, and that some factors may impact learning but do not, on their own, mean that a child has SEND.

5. Our SEND Team

- Mr O. Tomlinson — Head of Inclusion
- Mrs E. Abbot Cole — SENCo
- Mrs K. Nugent – Specialist SEND Teacher
- Mrs B. Harnden & Miss C. Horne – SEND Practitioners
- Mr K. Jones — ELSA

6. Roles and Responsibilities

Governing Body

- ensuring the school meets its statutory duties under the Children and Families Act 2014, the SEND Regulations 2014 and the SEND Code of Practice
- monitoring the effectiveness and quality of SEND provision
- ensuring appropriate staffing, resources and training are in place
- reviewing and approving the SEND Policy

- appointing a named SEND Governor

Headteacher/Head of School

- ensuring the needs of all children, including those with SEND, are met
- promoting an inclusive ethos across the school
- overseeing the strategic development of SEND provision
- ensuring the SEND Policy is implemented effectively
- ensuring the SENCo has the time and resources needed to carry out the role effectively

SENCo

- overseeing the day-to-day implementation of this policy
- coordinating provision for children with SEND
- supporting staff with identification, planning and review
- maintaining the SEND register
- liaising with parents, carers and external agencies
- overseeing referrals and specialist assessments
- supporting annual reviews for children with EHCPs
- ensuring smooth transitions between phases
- promoting inclusive practice and staff development

Teachers

- providing high-quality adaptive teaching for all children
- identifying concerns early and discussing them with the SENCo
- implementing agreed strategies and support plans
- monitoring progress and reviewing outcomes
- communicating regularly with parents and carers
- creating inclusive classroom environments

Support Staff and Specialist Staff

- delivering interventions as planned
- supporting children' learning, wellbeing and independence
- feeding back to teachers and the SENCo
- helping children transfer skills from intervention into classroom life

Parents and Carers

- sharing information and insights
- contributing to plans and reviews
- attending meetings
- working collaboratively with school staff
- engaging with the Parent SEND Network and support workshops

Children

- sharing their views, strengths and aspirations
- contributing to Pupil Passports and plans
- reflecting on what helps them learn

- developing increasing independence and self-advocacy

7. OAP, SEND Support and EHCP Provision

To make our graduated response clearer, we distinguish between Ordinarily Available Provision (OAP), SEND Support and Education Health and Care Plan Provision.

Level	What it means
Ordinarily Available Provision (OAP)	Additional strategies, scaffolds and adaptations within classroom practice
SEND Support	Targeted, personalised provision that is additional to or different from what is ordinarily available
EHCP	For children whose needs are more complex and cannot reasonably be met from the resources ordinarily available to the school, even with SEND Support in place

Ordinarily Available Provision (OAP)

All children receive high-quality teaching, adaptive practice and reasonable adjustments where needed. OAP may include:

- adapted teaching approaches
- additional scaffolds and visual supports
- sensory strategies
- seating and environmental adjustments
- carefully selected resources
- short-term pastoral support

Useful OAP documents: [OAP Parent Guide](#) | [OAP in Early Years](#) | [OAP and SEND Support – KS1+2](#)

When a child moves to SEND Support

A child will be placed on SEND Support when:

- they continue to make less than expected progress despite high-quality teaching and OAP
- there is a persistent gap in attainment, development, communication, emotional regulation or participation
- additional provision is required that is different from or additional to that normally available in class

This decision is based on teacher assessment, progress data, observations over time, parent and carer views, child voice, professional judgement and specialist advice where appropriate.

Further information: [Special educational needs \(SEN\) criteria](#) | [Education and learning](#) | [Hampshire County Council](#)

When a child moves off SEND Support (and off the SEND Register)

A child will be removed from the SEND Register when:

- they no longer require access to provision which is different from that ordinarily available
- they have met the targets set on the Individual Support Plan and no longer require targets above that ordinarily available

This can happen at any point in the year. Parents will receive a letter of confirmation.

8. Education, Health and Care Plans (EHCPs)

A child may be referred for an EHC Needs Assessment when evidence shows that their needs cannot be met through the resources ordinarily available to the school, even with SEND Support in place.

We support families through:

- gathering evidence
- liaising with Hampshire SEN
- completing documentation

- attending meetings
- coordinating multi-agency involvement

Further information: [EHC Plans – Frequently Asked Questions](#) | [EHC assessment checklist for parents and carers](#)

9. Identification and Assessment of SEND

Identification is early, rigorous and built around partnership with families.

How we identify needs

- continuous teacher observation
- monitoring progress against age-related expectations
- analysis of behaviour, wellbeing and engagement
- information from parents and carers
- information from previous settings
- insights gained through interventions or pastoral support
- discussion with the SENCo and, where needed, external professionals

Examples of assessment tools used

- EYFS: DfE SEN Assessment (“Help for Early Years Providers”)
- Speech and Language: WellComm
- Literacy: Helen Arkell Spelling Test
- Reading: Salford Sentence Reading and Comprehension Test
- SEMH / relational profile: Boxall Profile
- Additional specialist assessments as required

What we mean by “persistent difficulty”

A difficulty may be considered persistent when concerns continue over time despite appropriate teaching, support and reasonable adjustments, and where evidence shows that the child is not making expected progress academically, socially, emotionally or developmentally.

Parent and child involvement

Parents contribute to assessment, support planning and review. Child voice is gathered through structured conversations, visuals, check ins, and person-centred approach.

10. The Graduated Response: Assess – Plan – Do – Review

We follow a structured and consistent graduated approach.

Assess

A holistic assessment is made using teacher observations, assessment information, parent and child views, intervention data and external advice where relevant.

Plan

Outcomes, strategies and provision are agreed and recorded. At our school, this is managed through TES Provision Map and Individual Support Plans /EHCP in Practice Plans where appropriate. [TES Provision Map](#)

Do

Teachers remain responsible for children’ learning, even when support is delivered by another adult. Strategies are implemented through adaptive classroom practice, targeted interventions, enhanced resources, specialist advice and environmental adjustments.

Review

Each Assess–Plan–Do–Review cycle typically runs over a term, allowing sufficient time to implement strategies and evaluate impact. Decisions to adapt, continue or escalate provision are based on progress data, child voice, parent feedback, professional judgement and specialist input where needed.

Our formal review cycles run:

- November to February

- February to June
- June to November

Interventions are reviewed half-termly or when the intervention ends.

11. Interventions and Provision

Where children require support beyond OAP, provision may include:

- targeted interventions
- additional adult support
- access to specialist agencies
- adapted resources and environments
- enhanced classroom strategies
- specialist teacher input

Current interventions include

- Zones of Regulation
- WellComm
- ELSA
- Essential Skills Building
- Specialist SEND Teacher support
- Play therapy (external)

Outcomes and impact

The success of all provision is measured by its impact on:

- progress towards individual targets
- greater access to the curriculum
- increased independence
- improved emotional regulation and wellbeing
- stronger communication, participation and confidence

Provision is only sustained where it demonstrably improves outcomes.

13. Accessibility and Inclusion

We are committed to removing barriers to learning and participation. The school maintains an Accessibility Plan to support this work.

We ensure accessibility through:

- curriculum access — adapted teaching, differentiated resources, scaffolds and targeted support
- communication access — visuals, communication supports, simplified language, pre-teaching and structured routines
- physical access — adjustments to the environment where required
- sensory access — regulation strategies, calm spaces and sensory-aware approaches
- assistive approaches or technology where appropriate

14. Safeguarding, Attendance and Vulnerability

We recognise that children with SEND may be at increased risk of:

- social exclusion
- poor attendance
- anxiety and mental health difficulties

- bullying
- safeguarding concerns
- repeated behaviour incidents or exclusion

The school works with safeguarding at the heart of discussion to ensure early identification, cohesive support and appropriate intervention.

Safeguarding information can be found here: [Safeguarding](#)

15. Staffing, Training and Expertise

Staff training includes:

- ACEs
- Ordinarily Available Provision (Hampshire)
- PACE
- Trauma-Informed Language
- ADHD awareness
- ELKLAN Speech and Language
- Regular SEND CPD

External agencies include:

- Hampshire SEN
- NHS Speech and Language Therapy
- Occupational Therapists
- Educational Psychologist
- Primary Behaviour Service
- Play Therapist
- School Nursing Team
- Local Trust schools (EEEA) and nearby schools for shared expertise

16. Monitoring and Evaluating SEND Provision

How we track progress

- TES Provision Mapping
- Assess–Plan–Do–Review cycles
- Intervention/provision outcome measures
- assessment tools such as WellComm, Salford, Helen Arkell and Boxall
- classroom observations
- child voice
- parent feedback
- Person-Centred meetings
- Transferring Skills Agreements

How we evaluate effectiveness

- Data is reviewed half-termly
- Individual Support Plan and EHCP in Practice Plan targets are reviewed termly (within the Cycle)
- Provision is evaluated according to progress made, quality of implementation, transfer of skills into classroom practice, child confidence and independence, and parent and staff feedback
- This ensures our approach remains impact-led, not simply provision-led

17. Partnership with Parents and Carers

We demonstrate Kindness and Respect through genuine partnership. We involve parents and carers by:

- sharing support plans and inviting comments
- holding at least half-termly Parent SEND Network meetings and Workshops led by external professionals (such as the link Educational Psychologist)
- including parents in all reviews and annual EHCP meetings
- encouraging parental contribution to Transferring Skills Agreements
- maintaining open communication by email, phone and meetings
- signposting the Hampshire Local Offer and other support services

18. Child Voice

We ensure children are active, respected participants by:

- involving them in the creation of Pupil Passports where relevant
- talking with them during support planning
- using visuals, sentence starters and child-friendly review formats
- checking in during and after interventions
- encouraging them to identify what helps them learn
- using approaches such as PACE to support emotional readiness and safety

19. Transitions and Preparation for Adulthood

We plan transitions carefully and sensitively. This includes:

- sharing key information with the next teacher or setting
- holding transition meetings with families
- preparing transition materials and booklets where helpful
- liaising with external agencies, pre-schools and secondary schools
- providing enhanced transition arrangements for children with higher levels of need

Our approach to transition also supports preparation for adulthood by developing:

- independence
- self-advocacy
- emotional resilience
- social understanding
- life skills and transferable skills

20. Local Offer and SEND Information Report

The Hampshire SEND Local Offer provides information about available services, support, eligibility and processes for children and young people with SEND and their families: [Hampshire SEND Local Offer](#)

The school also publishes a SEND Information Report explaining how this policy is implemented in practice.

21. Complaints Procedure

We aim to resolve concerns quickly through open, respectful and collaborative communication.

1. Speak with the class teacher
2. Contact the Assistant Headteacher responsible for the Key Stage if needed
3. Contact the SENCo or Specialist SEN Teacher
4. Follow the school's formal Complaints Policy if the matter remains unresolved

Complaints information can be found within the school policies area: [School Policies](#)

We will always listen carefully, take concerns seriously, and work with families to find a constructive resolution.

22. Contact Information

General SEND enquiries:	inclusion@cambridgeschool.hants.sch.uk
Lower School (Years R–2):	lowerschool@cambridgeschool.hants.sch.uk
Upper School (Years 3–6):	upperschool@cambridgeschool.hants.sch.uk

23. Review Arrangements

This policy will be reviewed annually by the SENCo, Headteacher and Governing Body, or sooner if there are significant changes to legislation, statutory guidance or school practice.

Appendix A: Glossary of Common SEND Terms and Acronyms (A–Z)

Term / Acronym	Meaning
AAC	Augmentative and Alternative Communication — ways of communicating other than, or alongside, spoken language, such as symbols, signing, communication boards or electronic devices.
ADHD	Attention Deficit Hyperactivity Disorder — a condition that can affect attention, concentration, activity levels and impulse control.
Annual Review (AR)	A formal review of an EHCP that must take place at least once every 12 months to check whether the plan and provision are still appropriate.
APDR	Assess, Plan, Do, Review — the graduated approach schools use to identify needs, plan support, put support in place, and review its impact.
ASC / ASD	Autism Spectrum Condition / Autism Spectrum Disorder — a developmental difference that can affect communication, interaction, sensory processing and flexibility of thinking. Different professionals may use either ASC or ASD.
CAMHS	Child and Adolescent Mental Health Services — NHS services that assess and support children and young people with emotional, behavioural or mental health difficulties.
Children and Families Act 2014	The law that underpins the current SEND system in England, including EHCPs and the Local Offer.
C&I	Communication and Interaction — one of the four broad areas of SEND. It includes speech, language and communication needs and may also include autism.
C&L	Cognition and Learning — one of the four broad areas of SEND. It relates to how a child learns, remembers, understands and applies information.
Code of Practice / SEND Code of Practice / CoP	The statutory guidance schools, local authorities and other services must follow when supporting children and young people with SEND.
DfE	Department for Education — the government department responsible for education in England.
DSL	Designated Safeguarding Lead — the member of staff responsible for leading safeguarding in school.
EAL	English as an Additional Language — when a child's first language at home is not English. EAL on its own does not mean a child has SEND.
EHC Needs Assessment / EHCNA	A formal assessment carried out by the Local Authority to decide whether a child needs an Education, Health and Care Plan.
EHCP	Education, Health and Care Plan — a legal document for children and young people with more complex SEND. It sets out their needs, outcomes and provision.
ELSA	Emotional Literacy Support Assistant — a trained member of staff who supports children's emotional wellbeing and social understanding.
EP	Educational Psychologist — a specialist professional who helps schools and families understand children's learning, development and emotional needs, and advises on support.
EYFS	Early Years Foundation Stage — the phase of education from birth to the end of Reception.
HI	Hearing Impairment — a sensory need relating to hearing. Some children may need specialist equipment or adapted teaching strategies.

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HLTA	Higher Level Teaching Assistant — a teaching assistant with additional responsibilities or training.
KS1 / KS2	Key Stage 1 / Key Stage 2 — the main stages of primary education. KS1 usually refers to Years 1–2 and KS2 usually refers to Years 3–6.
LA	Local Authority — the local council responsible for education services, including EHC needs assessments and EHCPs. In your case, this is Hampshire.
LAC / CiC	Looked After Child / Child in Care — a child who is looked after by the local authority.
Local Offer (LO)	Information published by the Local Authority about the support and services available for children and young people with SEND and their families.
MLD	Moderate Learning Difficulties — a type of cognition and learning need where a child may learn more slowly than their peers and need ongoing support.
MSI	Multi-Sensory Impairment — a combination of visual and hearing difficulties, often requiring specialist support.
OAP	Ordinarily Available Provision — the classroom strategies, scaffolds, adjustments and inclusive approaches a school can provide as part of everyday good teaching before a child moves onto SEND Support.
OT	Occupational Therapist / Occupational Therapy — helps children develop the skills needed for everyday activities and school tasks, such as handwriting, fine motor skills and sensory regulation.
PACE (Dan Hughes)	Playfulness, Acceptance, Curiosity and Empathy — a relational approach developed by Dan Hughes that helps adults respond in ways that build trust, emotional safety and connection.
SALT / SLT	Speech and Language Therapy / Therapist — supports speech, language, communication and social communication needs. In some schools “SLT” can also mean Senior Leadership Team, so context matters.
SEMH	Social, Emotional and Mental Health — one of the four broad areas of SEND. It includes emotional regulation, anxiety, attachment, trauma or behaviour linked to underlying need.
SEN	Special Educational Needs — a child has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for them.
SEND	Special Educational Needs and Disabilities — the broader term used in schools for children and young people with special educational needs and/or disabilities.
SEND Information Report	A document schools publish on their website explaining how their SEND Policy is put into practice. It should be updated annually.
SEND Support	The support a school provides for a child with identified SEND that is additional to, or different from, what is generally available for other children of the same age.
SENCo / SENDCo	Special Educational Needs Co-ordinator — a qualified teacher who leads and coordinates SEND provision in school.
SLCN	Speech, Language and Communication Needs — a type of Communication and Interaction need affecting understanding, speaking, listening or social communication.
SLD	Severe Learning Difficulties — a more significant learning need where a child is likely to need substantial support across the curriculum.
SpLD	Specific Learning Difficulties — a term used for difficulties such as dyslexia, dyscalculia or dyspraxia.

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TAC / TAF	Team Around the Child / Team Around the Family — a group of professionals who work together with the family to plan and coordinate support around a child or family.
TSA / Transferring Skills Agreement	A school-based agreement used in your setting to make sure strategies and goals are carried over between interventions, classroom practice and home where appropriate.
Universal Provision	The inclusive teaching and classroom practice that all children receive as part of everyday school provision. In your policy, this is the first level of support before OAP or SEND Support.
VI	Visual Impairment — a sensory need relating to vision. Some children may need modified resources or specialist support.
Virtual School	A local authority service that supports the education of children who are looked after or previously looked after.

Appendix B: Plain-English SEND Terms Used in School (A–Z)

Term	Meaning
Adaptive Teaching	Teaching that is adjusted so children can access the learning in different ways.
Barriers to Learning	Anything that makes it harder for a child to access learning, participate fully or make progress.
Graduated Response	The step-by-step way a school responds to need, usually through Assess, Plan, Do, Review.
Individual Support Plan (ISP)	A tool used to record support, interventions, targets and outcomes for children. Your school uses TES Provision Map.
Outcomes	The changes or progress we want to see for a child as a result of support, for example increased independence, better communication or improved wellbeing.
Person-Centred Approach	An approach that puts the child's strengths, needs, views and aspirations at the centre of planning.
Preparation for Adulthood	Helping children and young people build independence, self-advocacy, resilience and life skills for the future.
Pupil Passport	A school-based document that summarises a child's strengths, needs and helpful strategies so that staff can support them consistently.
Reasonable Adjustments	Changes a school makes so that disabled children are not disadvantaged and can access learning and school life.
Review Cycle	The termly cycle used to review provision, progress and next steps. In your school this is November–February, February–June and June–November.

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