

## SEND INFORMATION REPORT

### 1. What is this report for?

This SEND Information Report explains how The Cambridge Primary School implements its SEND Policy in practice. It is intended to help parents, carers and other professionals understand the support available in school, how pupils' needs are identified and reviewed, and how families can be involved in decision-making. This report is reviewed annually and updated sooner if there are significant changes to practice.

This report should be read alongside the school's SEND Policy, Accessibility Plan, Safeguarding Policy, and other related school policies, which are available on the school website: [School Policies](#)

### 2. Our 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. We ensure pupils with disabilities are not treated less favourably. Our SEND provision is built on inclusivity, relationships, high expectations and strong partnerships with families.

We are committed to a person-centered approach, where each child is at the heart of decision-making and support is tailored to their needs, interests and aspirations.

Strong relationships are central to our practice. Through Dan Hughes' PACE approach (Playfulness, Acceptance, Curiosity and Empathy), we aim to create an environment where pupils feel safe, valued and understood. We work to remove barriers to learning, develop transferable skills, and support children to grow in confidence, independence and wellbeing.

### 3. Who are the key contacts for SEND?

**SENCo / Inclusion Lead:** Mr Oliver Tomlinson — Assistant Headteacher

**SEND Governor:** Freya Wall

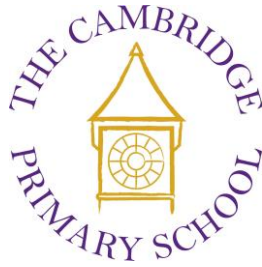
**General SEND enquiries:** [inclusion@cambridgeschool.hants.sch.uk](mailto:inclusion@cambridgeschool.hants.sch.uk)

**Lower School (Years R–2):** [lowerschool@cambridgeschool.hants.sch.uk](mailto:lowerschool@cambridgeschool.hants.sch.uk)

**Upper School (Years 3–6):** [upperschool@cambridgeschool.hants.sch.uk](mailto:upperschool@cambridgeschool.hants.sch.uk)

Current SEND team:

- Mr O. Tomlinson — Assistant Headteacher, SENCo and Inclusion Lead
- Mrs E. Abbot Cole — Specialist SEND Teacher
- Mr K. Jones — ELSA



## 4. What kinds of SEND do we support?

A pupil is identified as having SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. At The Cambridge Primary School, we recognise that pupils' needs may fall within the following four broad areas:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health (SEMH)
- Sensory and/or Physical Needs

We recognise that pupils may have needs across more than one area and that these needs can change over time. The most common areas of need currently supported in school are SEMH and Communication and Interaction.

## 5. What is the difference between Universal Provision, OAP, SEND Support and EHCPs?

At The Cambridge Primary School, we use a graduated model of support so that provision is matched carefully to need.

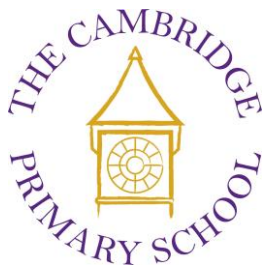
Level	What it means
Universal Provision	High-quality adaptive teaching for all pupils
Ordinarily Available Provision (OAP)	Additional classroom strategies, scaffolds and adaptations that help pupils access learning successfully
SEND Support	Targeted, personalised provision that is additional to or different from what is ordinarily available in class
EHCP	For pupils whose needs are more complex and cannot reasonably be met from the resources ordinarily available to the school, even with SEND Support in place

A pupil will usually move onto SEND Support when they continue to make less than expected progress despite high-quality teaching and OAP, where there is a persistent gap in attainment, development, communication, emotional regulation or participation, and where additional provision is needed beyond normal classroom practice.

## 6. How do we identify and assess pupils with SEND?

Identification is early, rigorous and built around partnership with families. We identify needs through:

- 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 in school include:

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

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

## 7. How do we involve parents, carers and pupils?

We believe that parents and carers are essential partners in their child’s education. Parents contribute to assessment, support planning and reviews, and we work hard to maintain open, respectful communication through meetings, phone calls and email. Support plans are shared with parents, and they are invited to comment on these. Parents are also involved in annual EHCP reviews and encouraged to contribute to Transferring Skills Agreements where these are used.

We hold at least half-termly Parent SEND Network meetings and workshops, including sessions led by external professionals such as the link Educational Psychologist. We also signpost families to the Hampshire SEND Local Offer and other services where appropriate.

Pupil voice is gathered through structured conversations, visuals, check-ins and person-centered approaches. Pupils are involved in support planning, Pupil Passports and reviews wherever appropriate, and are encouraged to identify what helps them learn best.

## 8. How do we assess and review progress?

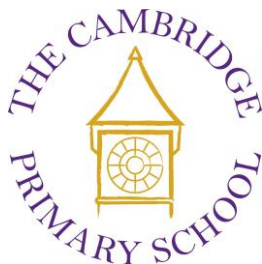
We use a structured Assess – Plan – Do – Review cycle to assess and review pupils’ progress and provision. This approach allows us to evaluate the impact of support and decide whether provision should continue, be adapted or be increased.

### Assess

We gather information from teacher assessment, observations, parent and pupil 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 / Individual Provision Maps where appropriate. [TES Provision Map](#)



## Do

Teachers remain responsible for pupils' learning, even where support is delivered by another adult. Strategies may include adaptive teaching, targeted interventions, enhanced resources, specialist advice and environmental adjustments.

## Review

Each cycle typically runs over a term. Our formal review cycles run from November to February, February to June, and June to November. Interventions are reviewed half-terminally or when the intervention ends. Provision is adapted in response to progress data, pupil voice, parent feedback and professional judgement.

## 9. What is our approach to teaching pupils with SEND?

Our first response is always high-quality adaptive teaching. Every teacher is a teacher of pupils with SEND, and teachers are responsible for making sure that lessons are inclusive, carefully scaffolded and responsive to need.

All pupils receive Ordinarily Available Provision (OAP) where needed. This 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](#)

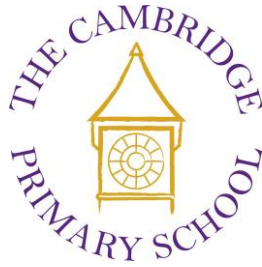
## 10. What additional provision and interventions are available?

Where a pupil requires provision beyond OAP, support 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)



We measure the success of provision 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

## 11. How do we support emotional and social development?

We recognise that emotional wellbeing is a vital part of learning. Our practice is underpinned by PACE, relational approaches and the understanding that pupils with SEND may need support with regulation, self-esteem, friendships or anxiety. We use approaches such as Zones of Regulation, ELSA, check-ins and person-centered support to help pupils develop emotional literacy and resilience.

We also recognise that pupils with SEND may be at increased risk of social exclusion, poor attendance, anxiety, bullying, safeguarding concerns and repeated behaviour incidents. We work with safeguarding at the heart of discussion to ensure early identification, cohesive support and appropriate intervention.

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

We work closely with the Virtual School, social workers, carers and other professionals to support pupils who are looked after by the local authority and have SEND. We ensure that their education, wellbeing and additional needs are carefully coordinated, regularly monitored and formally reviewed so that they receive joined-up support, experience stability, and are enabled to make strong progress both academically and socially.

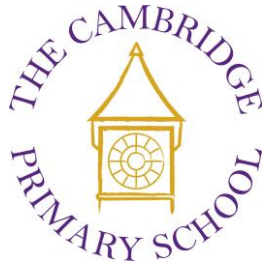
## 12. How do we adapt the curriculum and learning environment?

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

We also work to make sure pupils with SEND can participate fully in the wider life of the school, including trips, enrichment activities and clubs, by using reasonable adjustments and careful planning.

Sourcing resources occurs through allocating school budget, seeking external funding sources and through support from Local Authority projects.



### 13. How do we support pupils with EHCPs?

A pupil 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. In these cases, we support families by:

- gathering evidence
- liaising with Hampshire SEN
- completing documentation
- attending meetings
- coordinating multi-agency involvement

Pupils with an EHCP have an 'EHCP in Practice' document in the place of an Individual Support Plan. This ensures that the outcomes and provisions stated in the EHCP are transferred into school.

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

### 14. What expertise and training do staff have?

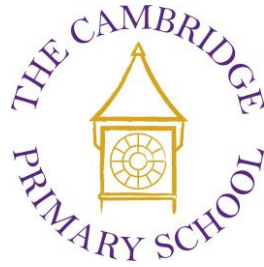
We are committed to ensuring that staff have access to ongoing professional development so they can meet the needs of pupils with SEND effectively. Current staff training includes:

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

External agencies currently involved in supporting the school include:

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

External professionals regularly work closely with staff to support them to develop strategies and approaches.



## 15. How do we evaluate the effectiveness of SEND provision?

We track progress using:

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

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

## 16. What is the admissions arrangements for children with SEND?

Admissions for pupils with disabilities follow the same process as all pupils, in line with the school's admissions policy. If a child has an EHCP, the school will need to be consulted by the Local Authority.

It is always recommended that parents contact the school prior to applying to discuss and share information about their child's needs so that the school can plan effective transitions and proactive support.

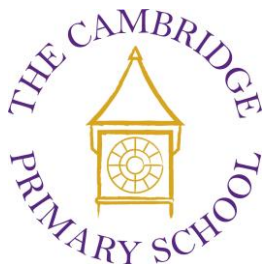
## 17. How do we support transitions?

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 pupils 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



## 18. How do we handle concerns or complaints?

We aim to resolve concerns quickly through open, respectful and collaborative communication. If a parent or carer has concerns about SEND provision, they should:

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

Complaints information can be found here: [School Policies](#)

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

## 19. Where can I find the Local Offer and further information?

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

For wider school policies, including safeguarding, accessibility and complaints, please visit the school website: [School Policies](#)