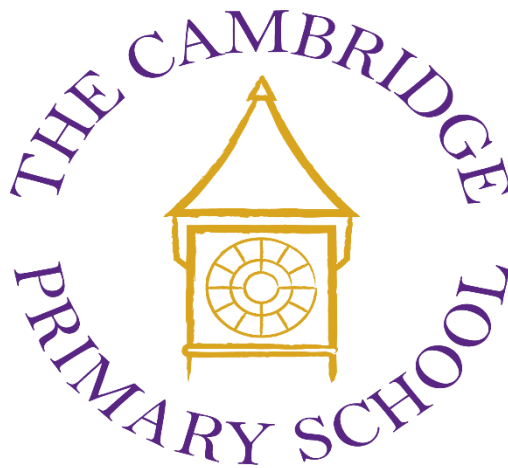


# THE CAMBRIDGE PRIMARY SCHOOL

## SEND POLICY

2026



<b>Date of Approval:</b>	January 2026
<b>Date of Next Review:</b>	January 2027

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Queens Avenue, Wellesley  
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## The Cambridge Primary School

### SEND Policy

***“Every child and young person with Special Educational Needs or a disability (SEND) will be entitled to a high quality educational provision; they will be supported by a skilled and confident work force who work in effective partnerships and are committed to ensuring children and young people achieve their personal potential.”***

At The Cambridge Primary School, we welcome the opportunity to fulfil our obligations towards SEND children and play a full and active part in their achievement. We respect the unique contribution which each and every individual can make to the school community and welcome individual differences in ability, aptitude and skill.

We are proud that we deliver a broad range of support and interventions to ensure all children progress academically, personally, and socially and emotionally. Our mission is to create a safe, happy and inclusive learning environment which challenges and motivates all our children.

At The Cambridge, we recognise and are aware that children who have SEND are at an increased risk of being abused compared with their peers (Jones et al, 2012) and are also less likely to receive the protection and support they need when they have been abused (Taylor et al, 2014).

With this in mind, it's vital that everyone who works with children who have SEND, understand how to protect them against people who would take advantage of their increased vulnerability.

#### **Definition of SEND**

At The Cambridge Primary School, we use the definition for SEN and for disability from the SEND Code of Practice (2015).

This states:

**SEN:** a child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning that the majority of others at the same age**. Special educational provision means **educational or training provision that is additional to, or different from**, that made generally for others of the same age in a mainstream setting in England.

#### **Disability:**

Many children and young people who have SEN may have a disability under the Equality Act 2010 - that is “... **a physical or mental impairment which is long term and substantial adverse effect on their ability to carry out normal day-to-day activities**”.

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### Key roles and responsibilities

The SENCO has day-to-day responsibility for the operation of the SEND policy and coordination of specific provision made to support individual pupils with SEN, including those who have EHC Plans. Part of the role of the SENCO is to coordinate arrangements with the class teacher and support assistants regarding those pupils with SEN and disabilities.

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### Role of the Special Needs Coordinator (SENCO)

- Assist in identifying and monitoring those children with SEN, whatever their need may be
- Ensure that, after consultation with the class teacher, the programme of work required for the child is relevant to their needs
- Ensure that, whatever additional resources are needed, they are made available to the class teacher
- Write, or assist in writing, reports for outside agencies
- Liaise with, and support the input of outside agencies
- Liaise with parents of children with higher levels of SEND and ensure good communication exists between home and school
- Provide the necessary professional support for staff and training if necessary
- Maintain an effective tracking system for SEND children
- Contribute to SEND Support Arrangement Plans and Individual Provision Maps where appropriate.
- Review SEND Support Arrangement Plans with class teachers on a termly basis
- Coordinate the work of the teacher and LSAs, offering advice and training opportunities
- Reallocate human and physical resources as necessary to meet the changing needs and number of children with SEND
- Maintain links with other schools and feeder/secondary schools to ensure smooth transition of SEND pupils
- Administer and analyse standardised tests as required
- Compile and update SEND register
- Report annually to LAC on the success of SEND provision
- Develop, implement and review SEND Policy

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### Introduction

This policy was initially created in partnership with representatives from our parent body and pupils, teaching and support staff, the SEN Governor, Head Teacher and SENCO. The policy reflects the statutory guidance set out in the Special Educational Needs and Disability Code of Practice 0 - 25 years (2015).

The policy is available to parents and carers in a number of ways:

- The school website under curriculum/SEND
- A hard copy on request from the school office (enlarged font if preferred)

### Context

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25yrs (2015) and has been written with reference to the following related guidance and documents;

- Equality Act 2010 (Advice for schools DfE Feb 2013)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions (2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers' Standards 2012

### Our Aims and Objectives

At The Cambridge Primary School all pupils, regardless of their particular needs, are provided with inclusive teaching which will enable them to make the best possible progress. In school we will work hard to make them feel a valued member of the community.

- We aim to have a curriculum that is accessible to and inclusive of **ALL** children, and which meets their needs
- We aim to identify and assess the children's needs and to act upon the results of such identification
- We expect that all pupils with SEND will meet or exceed the high expectations set for them based on their age and starting points
- We aim to ensure that children with SEND receive a broad and balanced curriculum and join in all school activities as far as possible
- We aim to encourage parents and carers as partners in the learning process for their children
- We aim to celebrate the notable achievements made by all pupils
- We want all pupils to become confident individuals who will be able to make a successful transition to secondary school

### Identifying Special Educational Needs

Many children, at some time in their school career will have SEND of some kind. The difficulties that a child may experience can vary, and may involve problems in one area or several areas. Early identification of pupils with a SEND is considered a priority and to facilitate this we have developed close links with our feeder schools. Some children will need help and support for all of their time at school, whilst others may need help for a short time.

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The Code of Practice 2015 describes 4 broad categories of need:

- **Communication and Interaction** including:

Speech, Language and Communication Needs

Autistic spectrum disorder

- **Cognition and Learning** including:

MLD – Moderate Learning Difficulties

SLD – Severe Learning Difficulties where pupils are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication

PMLD – Profound and Multiple Learning Difficulties where pupils are likely to have severe and complex learning needs as well as physical disability or sensory impairment

SpLD – Specific Learning Difficulties where one or more specific aspects of a pupil’s learning are affected. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia

- **Social, Emotional and Mental Health** including:

ADD – Attention Deficit Disorder

ADHD – Attention Deficit Hyperactivity Disorder

Attachment Disorder

A wide range of difficulties which manifest themselves in a variety of ways including becoming withdrawn and isolated, displaying challenging or disruptive behaviour

Underlying mental health conditions such as anxiety, depression, self-harming, substance misuse and eating disorders may be evident.

- **Sensory and/or Physical** including:

VI – Visual impairment

HI – Hearing impairment

MSI – Multisensory impairment

PD – Physical disability

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Identification of need takes evidence from various strands:

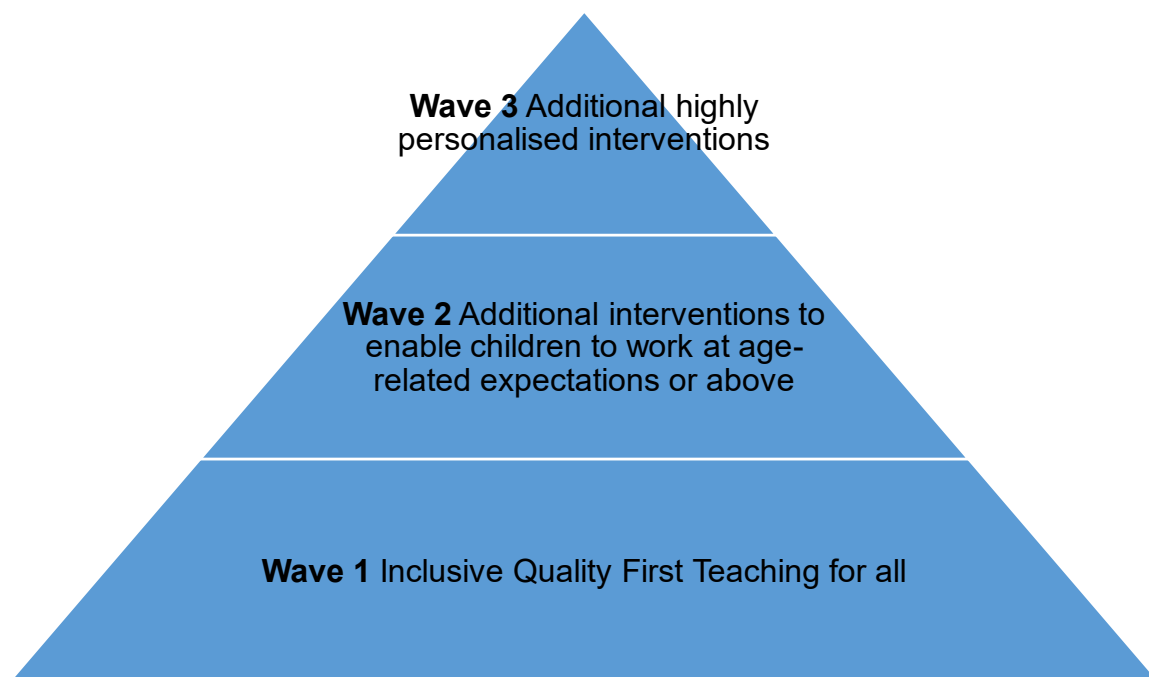
- Liaison with feeder schools/nurseries
- EYFS/KS1 results
- Discussion with parents
- Screening tests e.g. HAST-2, New Salford Reading, Nessy Dyslexia Screener (KS2 only)
- Teacher assessments, formal and informal
- Assessment/observations by SENCO
- Advice from professional bodies

Regular monitoring throughout the school year is quick to pick up lack of progress or specific difficulties.

### **A Graduated Approach to SEN Support**

All pupils in The Cambridge Primary School receive a differentiated learning experience through 'Quality First Teaching'. Class teachers are responsible for all pupils in their class, including those pupils who have additional needs and those who access support from learning support assistants or specialist staff.

The school follows the SEND Code of Practice 2015 0 to 25 years graduated response to identify, assess and review pupils' needs.



Regular assessments are undertaken by class teachers and these are monitored by the senior leadership team, including the SENCO. These assessments seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

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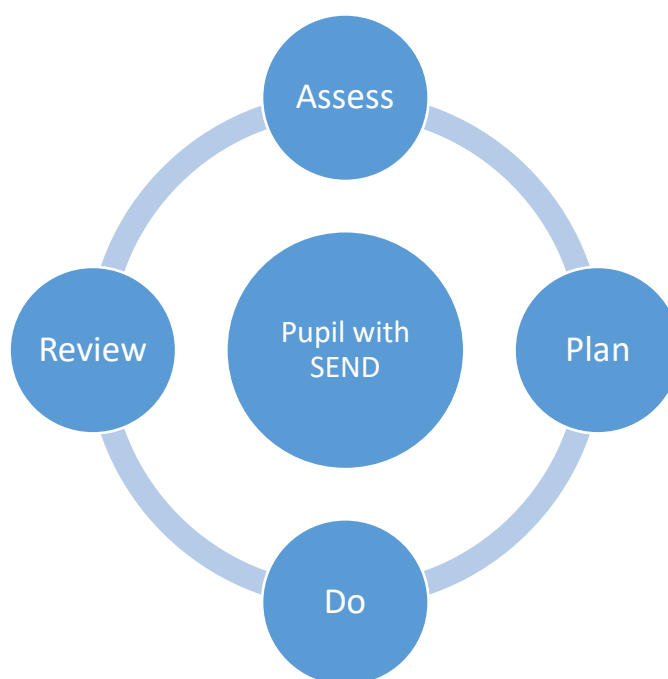
- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the pupil's previous rates of progress
- fails to close the attainment gap between the pupil and their peers
- widens the attainment gap.

The progress and attainment of all pupils is reviewed termly, pupil progress meetings are held with the Senior Leaders/Headteacher, and SEND children are discussed with the SENCO.

We seek to involve the parents/carers of the pupils in the process and, where appropriate, the pupils themselves. Feedback at parents' evenings always includes discussion about additional support or interventions being carried out.

### Identification of needs and placing pupils on the SEND register

When pupils are placed on the SEND Register following concerns raised by staff the school follows the cycle of Assess, Plan, Do and Review:



**Assess:** The class teacher (and when appropriate, SENCO), regularly assesses pupils' needs so that each child's progress and development is carefully tracked compared to their peers and national expectations.

**Plan:** Where SEND Support is required, the teacher and SENCO will agree a plan outlining the adjustments, interventions and support which will be put in place for the pupil as well as their expected outcomes. All staff who work with the pupil will be made aware of the contents of the child's 'personalised provision map'. Parents/ carers will be involved from an early stage and encourage to support progress through reading and supportive activities at home too.

**Do:** The class teacher is responsible for working with the pupil on a daily basis. She/he will also liaise closely with Learning Support Assistants and/ or specialist staff from external agencies who provide

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any support which is set out in the plan and monitor the progress being made. The SENCO will provide support, guidance and advice for the teacher.

**Review:** Where the interventions involve group or 1:1 teaching away from the main teacher, the class teacher will still retain responsibility for the pupil. She/he should also liaise with LSAs and outside agencies where appropriate to assess the impact of interventions and how they can be linked to classroom teaching. The SENCO continues to provide support, guidance and advice for the teacher. Pupils who are on the SEND Register have their provision recorded on a personalised provision map. Details about different interventions can be found on the school website under SEND. These targets, as well as the impact of any interventions, will be reviewed each term by the teacher and SENCO. This will inform the planning of next steps for a further period or, where successful, the removal of the pupil from SEND Support.

<p><b>November:</b> new targets are set by the class teacher and SENCO. These are shared with the pupil and with parents/carers during Parents' Evening. The parents of 'higher need' SEND children are invited to a meeting with the SENCO.</p>	<p><b>February:</b> targets are reviewed, progress shared and new targets set. These are shared with the pupil and with parents/carers during Parents' Evening.</p>	<p><b>July:</b> targets are reviewed. Progress is shared with the pupil. Parents and carers will receive a reviewed copy of the personalised provision map and will also have the opportunity to discuss the targets with the teacher.</p>
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For pupils with an Education, Health and Care Plan, (EHCP), the Local Authority must review the plan at least annually.

#### **Additional support**

SEND Support can take many forms. These can include:

- a specific learning programme or intervention
- extra help from a teacher or a learning support assistant
- making or changing materials or equipment
- working with the pupil in a small group
- observing the pupil in class or at break times and keeping informative records
- helping the pupil to take part in class activities
- ensuring that the pupil has understood instructions or teaching points by encouraging them to ask questions and to try and have a go at things they may find difficult
- helping other children to work or play with the pupil
- supporting the pupil with physical or personal care difficulties

This list is not exclusive and varies depending upon the need of the children. Up-to-date provision can be found on the school provision map in the SEND area of the school website.

#### **Outside agencies**

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The school benefits from active involvement through outside agencies. Links with local primary schools is maintained through a SENCO network where expertise can be shared. Outreach Services are also available.

### **Managing pupils' needs on the SEND register**

At The Cambridge Primary School each pupil is seen as an individual and we endeavour to develop a programme of support to meet each child's specific needs.

- The class teacher, together with the SENCO, monitors progress and targets are reviewed termly. At this stage any SEND may be identified.
- The teachers maintain the records of progress for the pupils.
- The process of Access, Plan, Do and Review links in with the Parents' Evenings although parents/carers of children may request additional meetings with the SENCO and/or class teacher. An end of year report is written for all children during the summer term.
- The intervention programmes used in the school are tailored for our children and several are created by experienced members of staff. All are monitored for effectiveness.
- A few pupils on the SEND register are referred to outside agencies who offer support, guidance and assessment. The SENCO will refer the pupils to the relevant agency with parental permission. Opportunities for the parents/carers to meet with these agencies is encouraged.
- The SEND Register is maintained and kept up-to-date by the SENCO. The class teachers retain a copy and the register is reviewed on a termly basis.
- All children on the SEND register are classified under the category of SEND Support unless they are in receipt of an Education, Health and Care Plan.
- When a pupil has made significant progress and no longer needs to receive additional support it may be decided to remove that pupil from the SEND register. After removal from the SEND register the pupil is closely monitored by the class teacher and SENCO to ensure continued expected progress is made.

### **Education, Health and Care Plans (EHCPs)**

Where a pupil has a significantly greater level of need, even after putting in place a wide range of interventions and support, the decision to request a formal assessment for an EHC Plan may be made with the parents/ carers, the school and any relevant outside agencies. An application is usually made following two full cycles of Assess, Plan, Do and Review.

The SEN team at Hampshire County Council, together with the input of an Education, Health and Care Plan Coordinator, will make the decision whether to issue an EHC Plan. This Plan will outline the outcomes being worked towards, and provision to be provided in order to meet the pupil's needs.

### **Supporting pupils and their families**

Parents can access the Hampshire's Local Offer on the county's website.

<https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>

This provides information for parents/carers about what is available in the local area, including local agencies.

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The Cambridge Primary School SEND information can be found on the school's website under Curriculum, SEND. This includes the:

- SEND Policy
- SEND Information Report
- Frequently Asked Questions (also known as the '14 Questions' or 'School Local Offer')
- Whole School Provision Map
- Intervention details

### **Transition between phases**

Transition can be a difficult time for pupils with SEND. At The Cambridge Primary School, we support any key transitions that the pupils may make including:

- Settling into school (Reception)
- EYFS to Key Stage 1
- Key Stage 1 to Key Stage 2
- Key Stage 2 to Keys Stage 3 (secondary)

We also support transitions between year groups e.g. Year 3 to Year 4. Pupils can be given opportunities to visit the new class teacher prior to moving up, learning support assistants can produce transition booklets with pictures of the new classroom, cloakroom and teacher etc.

### **Supporting Pupils at school with medical conditions**

The Cambridge Primary School recognises that pupils with medical conditions should be supported discreetly so that they have full access to education, including school trips and physical education as outlined in the statutory guidance 'Supporting pupils at school with medical conditions' DfE, September 2014.

Pupils who have medical conditions can be supported by:

- individual healthcare plans
- access to toilet facilities
- trained staff
- emotional support if necessary

Some children with medical conditions may be considered to have a disability and where this is the case the school will comply with the duties under the Equality Act 2010.

Other pupils may also have special educational needs and may have an Education, Health and Care Plan which encompasses health and social care needs as well as their special educational provision. The school adheres to the SEND Code of Practice (2015) as well as the DfE document outlined above. All staff are first aid trained- this is renewed on a regular basis. Many staff are Epi-Pen trained and some have had training in more specific areas e.g. epilepsy, asthma and diabetes.

### **Social and Emotional Development**

The well-being of all our pupils is our primary concern. They are supported with their social and emotional development throughout the school day, through the curriculum and explicitly through our school values. Members of staff are readily available for pupils and parents who wish to discuss issues and concerns. As part of our review process for children with EHCPs, we will discuss their views and concerns. The Cambridge School offers pastoral support for pupils encountering emotional difficulties.

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This may include an ELSA programme, Nurture groups, one to one support, special arrangements for particular parts of the school day or referral to external agencies, such as the Mental Health Support Team (MHST), Early Help Hub (EHH) or Primary Behaviour Service (PBS). The well-being of our pupils is supported by our Behaviour Policy, which includes guidance on expectations, rewards and sanctions. If a child requires a personalised approach to behaviour an Individual Behaviour Plan (IBP) is created by the SENCO in liaison with appropriate staff members. We regularly monitor attendance, supporting pupils returning to school after absence with the aim of avoiding long-term absence.

### **Monitoring and evaluating SEN**

The monitoring and evaluating of provision is a continual process. The SENCO/Headteacher meets termly with the SEND Governor to discuss provision and current practice and she will then report back to the Full Governing Body. The SENCO/Headteacher meets with class teacher regularly to ensure support provided to children with SEND is appropriate. Interventions are closely tracked and observed in order to improve the quality of provision. The SENCO/Headteacher also carries out learning walks. Meetings between all the learning support assistants and the SENCO/Headteacher take place weekly. Issues are discussed and planned for, training is given as appropriate.

### **Training and development**

We encourage all staff to continue to develop their quality of teaching and participate in regular training. This training can be through in-house INSET and staff meetings or via outside agencies including Hampshire Specialist Teachers, Educational Psychologists and health professionals. Many useful training opportunities are offered through our network of local schools.

Individual staff members (teachers and LSAs) have recently received, or are receiving, training on autistic spectrum disorder, Speech and Language, social, emotional and mental wellbeing including behaviour and bereavement, specific medical conditions including epilepsy and diabetes and reading and maths interventions.

The SENCO is a member of the local SENCO Network group, as well as working with the EEEA trust SENCOs in order to keep up-to-date with local and national changes in SEND and has fostered partnerships with local schools in order to continue to develop best practice. Where there are specific training needs the school will source a provider to deliver this.

### **Storing and managing information**

Confidential information on pupils with SEND is stored in the SENCO's office in a locked cabinet. All staff are aware of the importance of confidentiality. Electronic records are stored on the school's server. Records are stored in accordance with the Data Retention Policy.

All relevant information is shared between appropriate teaching staff and LSAs. Up to date information is also passed on to the next class teacher at the end of the academic year to ensure an effective transition takes place. When a pupil moves to another school all records are forwarded on to them.

### **Dealing with complaints**

The school endeavours to work in partnership with parents and carers. We encourage parents/carers to approach the class teacher in the first instance, followed by the involvement of the SENCO if necessary.

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All complaints are taken seriously and are dealt with in line with the school's complaints policy and procedure (details can be found on the school website under 'Policies').

This policy should be read in conjunction with:

- Children with Medical Conditions policy
- Safeguarding and Child Protection policy
- Equality policy
- Behaviour and relationship policy
- Anti-Bullying policy
- Data Retention Policy
- Accessibility Plan
- Single Equality scheme and Action Plan
- SEND Information Report
- Whole School Provision Map
- The School's Local Offer (also called Frequently asked questions/14 Questions) – which is included in the SEND Information Report
- Intervention detail

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