



## Special Educational Needs and Disabilities (SEND) Information Report 2025-2026

Introduction	We are a mainstream village primary school of currently 165 pupils aged 4 -11 years. We have seven classes split into single year groups; our class sizes range from 20 to 30. Our school comprises several buildings and a varied outdoor learning environment. For more information, please see our school website.	
% SEND	2025-26 Pupils with SEND: 23% EHC Plan: 5%	
Accessibility	A disabled toilet with changing facilities. A large car park with easy access to front door. All access points accessible to the outdoors. Ramps to mobile classrooms.	
Associated policies available on school website	<a href="#">Special Educational Needs and Disabilities Policy</a> <a href="#">Positive Behaviour Policy</a> Intimate care Policy <a href="#">Equality and Accessibility Plan</a>	<a href="#">Click here</a> to access details about the Cambridgeshire County Council SEND Local Offer.

SEN Needs that we support in school			
Communication & Interaction	Cognition and Learning	Social, emotional and mental health difficulties	Sensory and/or physical needs
Speech and Language needs which may include difficulty with specific speech sounds or difficulties with understanding and using language such as Developmental Language Disorder (DLD). Autism spectrum disorder (ASD) affecting how people interact with others, communicate, learn and behave.	This can include moderate learning difficulties or severe learning difficulties as well as specific learning difficulties such as dyslexia, dyscalculia and dyspraxia as a diagnosis or showing traits and tendencies. It also includes processing difficulties and working memory difficulties.	These difficulties can present in lots of different ways including becoming withdrawn, isolated, challenging behaviour or anxiety. Or there may be diagnosis or tendencies of Attention deficit hyperactive disorder (ADHD), attention deficit disorder (ADD) or attachment disorder.	These can include vision impairments including Irlen syndrome, or hearing impairments or it could be multi-sensory impairment (MSI). Some children may have a physical disability that we support.

Our approach to teaching children and young people with SEN	Universal provision for ALL pupils	Targeted support for <b>some</b> pupils identified as needing help to achieve good progress	Personalised provision for pupils with <b>Special Educational Needs or Disabilities</b>
	<b>Quality first teaching</b> , including well differentiated work to match the needs of ALL learners; accurate assessment and effective feedback.  <b>Termly achievement tracking with yearly pupil targets</b> ensures high expectations for all, identifies those in need of	<b>In-class support</b> , given by teacher or teaching assistant during specific lessons.  <b>Termly targets</b> set for pupils and shared with parents in the form of Assess, Plan, Do, Review (APDRs). Targets set are SMART and plans are made as to what provision is	<b>SENCO attention</b> Helen Thorpe is our Special Educational Needs Co-ordinator. She has weekly release time for monitoring, liaison and administration of SEND provision.  <b>Liaison with specialist agencies</b> , e.g. specialist teaching team, speech & language, educational psychologist, family support worker, occupational therapists, community paediatricians,

	<p>targeted support and ensures resources are effectively deployed.</p> <p><b>Communication with parents/carers</b>, including daily teacher accessibility through email and telephone calls; weekly &amp; termly curriculum emails; termly consultations and yearly reports.</p> <p><b>Involvement &amp; inclusion of learners</b>, through engaging learning contexts; explicit learning about learning; encouragement of pupil voice.</p> <p>Every effort will be made for <b>ALL</b> learners to take part in the activities of the school together. We aim to keep children in class as much as possible and adapt the learning through quality first teaching.</p>	<p>needed in order for these targets to be met.</p> <p><b>Intervention groups</b>, usually led by a trained teaching assistant, with the aim of making accelerated progress over a set amount of time. Usually focused on reading, writing or maths.</p> <p><b>Pupil well-being time</b>, through 'meet and greet' and 'trusted adult' time with a trained teaching assistant. Helping children deal with wider issues impacting on their learning, eg, worries and friendship issues through Play Therapy through Lego therapy.</p>	<p>school nurse, play therapists and the Children's Centre and Locality Team.</p> <p><b>Additional involvement of parents/carers</b>, in identifying, meeting and reviewing the needs of their child(ren).</p> <p><b>Education, Health &amp; Care Plans</b> (replacing Statements from Sept 2014), in line with the <a href="#">SEND Code of Practice 2014</a> and Equalities act 2010, ensure that, <i>"we will make reasonable adjustments for disabled children to help alleviate any substantial disadvantage they experience because of their disability, and will not discriminate against or harass them."</i> An EHC plan is created in consultation with the pupil, parents and professionals. It details the specific strategies, support, resources and targets in place for the child and is reviewed annually.</p>
--	--	--	---

How adaptations are made to the curriculum and the learning environment of children and young people with SEN & Specialist services we can access.			
Communication & Interaction	Cognition and Learning	Social, emotional and mental health difficulties	Sensory and/or physical needs
<p>Range of targeted questioning and additional processing time.</p> <p>Talking partners and different working groups in class.</p> <p>Visual timetables.</p> <p>Drama and role play.</p> <p>Adult role modelling.</p> <p>Word Aware strategies across the curriculum.</p> <p>Following an individual programme of support as recommended by an external speech and language therapist (SALT).</p> <p>Lego Therapy.</p> <p>Sensory circuits.</p> <p>Meet and greet as needed.</p>	<p>High quality teaching including careful questioning, models and images, interleaved learning, high expectations range of assessment strategies.</p> <p>Range of resources such as word mats including visuals, sound mats, writing frames, working walls, task planners, maths manipulatives such as Diennes, numicom.</p> <p>Support from Teaching Assistants (TA).</p> <p>Precision teaching.</p> <p>Daily reading</p> <p>Phonics intervention groups.</p> <p>Specialist equipment such as pencil grips, coloured</p>	<p>Whole School behaviour policy including praise and high expectations.</p> <p>School and class rules.</p> <p>PSHE work</p> <p>Visual timetables</p> <p>Individual behaviour plans.</p> <p>Class jobs.</p> <p>Timers</p> <p>Sensory circuits</p> <p>Anxiety workbooks and resources such as Blob Trees.</p> <p>Social stories and comic strip conversations.</p> <p>Talk Time with a trusted known adult.</p> <p>Play therapy</p> <p>Support through Young Carers, EHWP team, YoUnited, Educational Inclusion Family Advisor, Access and Inclusion team.</p>	<p>Differentiated curriculum planning.</p> <p>Individual work stations.</p> <p>Adaptations to environments (where appropriate)</p> <p>Sensory circuits</p> <p>Additional movement breaks.</p> <p>Visual prompts</p> <p>OT support with resources</p> <p>OT and/or Physiotherapy programmes of support</p> <p>Outdoor learning opportunities</p> <p>Fidget kits.</p> <p>Wobble cushions.</p> <p>Ear defenders.</p> <p>Fine motor skills e.g. Write from the start.</p> <p>Use of IT equipment.</p> <p>Support from Teaching Assistants (TA).</p>

Support from Teaching Assistants (TA). Strategies for ASD learners. Social stories and comic strip conversations.	overlay, coloured exercise books. Use of IT equipment. Support from SEND team offering specialist advice for learners and access to the <a href="#">Ordinarily Available Provision Toolkit (OAP)</a> and the <a href="#">Early Years OAP Toolkit</a> .	Support from Teaching Assistants (TA). Support from Access & Inclusion team offering specialist advice for learners.	
---	--	---	--

Graduated approach for identifying and addressing an individual's needs	Assess	Plan	Do	Review
	Is the child unable to access the same opportunities as others? Is the child not making good progress in their learning and development? If quality first teaching is unable to address issues above, move to <b>Plan</b> stage. Assessments can be made from both the termly assessments pupils complete but also from observations and pupils' progress in class.	Set SMART targets which are Specific, Measurable, Accurate, Realistic and Timed.  Targets should not remain the same each term, they need careful adjustment to ensure the child is making progress and need to ensure the 'do' section is achievable and effective.	Targeted support or interventions from school staff.  Adaptation of curriculum to meet the individual needs of pupils.  Specialist support and recommendations from other agencies.  Additional resourcing.	Re-assess progress and development termly.  Discussion with class teacher, headteacher and SENCO about progress at pupil progress meetings.  Discuss progress made and ongoing strategy with pupil, parents / carers and involved professionals.

Interventions regularly used	<p><b>Reading &amp; Writing:</b> one to one reading, one to one and small group phonics, Y6 writing interventions, handwriting support, reciprocal reading groups.</p> <p><b>Maths:</b> Y6 maths booster interventions, times table groups, basic skills group.</p> <p><b>Other:</b> ELKAN Speech &amp; Language, Sensory Circuits, pupil well-being time, Lego therapy, Play Therapy, Social Stories and learning skills.</p> <p><i>This gives examples of interventions most commonly used and in which staff are trained. Individual children's progress during interventions is closely monitored. In consultation with other agencies, we will always seek the most effective interventions for the individual in question.</i></p>
Staff expertise and training	<p>The SENDCo attends half termly county SEND network meetings to ensure that we are up-to-date with the county messages and resources.</p> <p>We also access the Emotional Health and Well-being (EHWB) team termly network meetings and bespoke training from the service such as Risk and Resilience.</p> <p>We have a Young Carers Champion and attend regular training opportunities including termly network meetings.</p> <p>The SENDCo has a yearly link planning meeting with our link specialist teacher from the SEND team and our link educational psychologist.</p> <p>We have accessed training from the Speech and Language Team including using Word Aware, Developmental Language Disorder (DLD) training and Intensive Interaction.</p> <p>We have had training from the Virtual School on Developmental Trauma and the importance of relationships.</p> <p>Through the SEND team we have accessed Girls with Autism training, Attention Autism training Level 1-3.</p>

	<p>For new teachers we ensure they access training that they require such as ADHD awareness training and ASD awareness training.</p> <p>We have accessed the Tiered training on literacy difficulties and how to support all learners in maths. We have been focussing on the Maximising the Impact of Teaching Assistants (MITA) project and are working with all the stakeholders to ensure this is embedded.</p> <p>We have had a refresher training session for sensory circuits and how these can best be used to provide sensory input for children during movement and brain breaks.</p> <p>We provide an annual refresher to all staff on our Therapeutic Thinking approach to behaviour management.</p>
Pupil Voice	<p>We carry out a yearly pupil voice survey, often linked to a SEND governor visit and ensure we look closely at the feedback and review areas of our provision as needed. Pupils views are sought at the beginning and end of interventions and pupils have a chance termly to input into their APDR target setting.</p>
Parent / carer engagement	<p>We welcome parental involvement, especially in planning for and meeting the needs of children with SEND. APDRs are shared termly at parents' evenings, with follow up meetings as needed. Parents &amp; carers are often asked to attend meetings with outside agencies. Teachers, SENCO and/or senior leaders are keen to meet with families regularly and when necessary to review and improve individual provision. Any concerns or complaints should be communicated to the Headteacher as soon as possible.</p>
Transition Arrangements	<p>If a new child joins us with SEND then we work closely with parents and the child to ensure we can provide the best transition, this may include extra visits when the school is empty or during the school day, we give them a chance to look at the school uniform and we can send a personalised social story home with photos of our school and their new classroom.</p> <p>At the end of each year, the class teachers liaise closely to provide opportunities for SEND children as needed to visit the new classroom, teachers spend time 1:1 getting to know and build relationships with the children during their release time, and the children are sent home with photos of the new adults and classroom with a countdown calendar for the summer holidays. For some children we meet with parents with both teachers to help with the transition too.</p> <p>For children leaving us in Year 6, we work closely with all the secondary schools to provide a variety of a transition arrangements such as 1:1 visits, group visits, teachers visit them in our school and we also liaise with young carers and the secondary school speech and language transition team too.</p>
Evaluating the effectiveness of the provision made for children and young people with SEN	<p>Class teachers are constantly reviewing and evaluating the provision for all learners, including SEND children as part of their teaching, assessing, marking, feedback and planning for the next learning opportunities. They take constant feedback from our teaching assistants.</p> <p>This runs alongside if the child as an APDR and making sure the provision is effective for the child, the APRD are reviewed and rewritten termly.</p> <p>The SENDCo reviews the APDR termly and provides support to teachers as needed to make sure these are as effective as they can be.</p> <p>The SENDCo attends the termly pupil progress meeting to add another level of monitoring ensuring that all children's needs are being met across the school.</p> <p>Interventions are monitored by the SENDCo termly and outcomes are reviewed from pupil and staff questionnaires.</p> <p>Children with EHC Plans have an annual review to ensure that outcomes are being met with the correct provision. There is an additional phase transfer in the summer term of Year 5 for transition to Year 7.</p> <p>The SEND governor does a bi-annually visit or meeting with the SENDCo to complete the monitoring cycle.</p>
Further support for your family	<ul style="list-style-type: none"> <li>• <u><a href="#">Pinpoint</a></u></li> </ul> <p>We give help and information to parent carers of children and young people aged 0-25 with SEND (Special Educational Needs and Disabilities) and/or additional needs, as well as give parent carers opportunities to have a say and get involved in improving local services. No formal diagnosis is required in order to access support from Pinpoint – for example, a child may be on a waiting list, accessing services, had a referral turned down, or just be struggling. 01480 877333 <a href="mailto:information@pinpoint-cambs.org.uk">information@pinpoint-cambs.org.uk</a></p>

	<ul style="list-style-type: none"> <li>• <a href="#">SENDIASS</a>: SENDIASS can help you with: Confidential support and someone to talk to in confidence Advice and information about special educational needs Independent Support for children, young people and families as Statements are transferred to EHC Plans Preparing for meetings with your child’s school or with professionals who are working with your child Information on your rights and responsibilities as a parent, children’s rights and SEN law and guidance Information about local support groups and voluntary organisations <a href="mailto:sendiass@cambridgeshire.gov.uk">sendiass@cambridgeshire.gov.uk</a> Confidential helpline open during term times: 0300 365 1020</li> <li>• <a href="#">Spectrum</a> We provide events, sessions, and support for families of children with Autism, additional needs, learning difficulties, and disabilities. As an organisation, we are family-focused, advocates of collaboration, passionate about increasing inclusion and reducing isolation whilst supporting Special Education Needs &amp; Disabilities (SEND). Our membership is free. <a href="mailto:hello@spectrum.org.uk">hello@spectrum.org.uk</a> 01223 955404 between 10 am and 4 pm Monday to Friday</li> </ul>
Complaints	If there are any complaints please speak to Headteacher, Mrs Simpkin Smith via the school office as soon as possible.
Contact details	SENCO: Mrs Helen Thorpe Headteacher: Mrs Rebecca Simpkin Smith Contact via the school office: 01223 293357 <a href="mailto:office@teversham.cambs.sch.uk">office@teversham.cambs.sch.uk</a>
Date	September 2025
Authors	Co-created with SENDCO, Headteacher, SEND governor, parents and staff