

# Special educational needs and disabilities (SEND) information report

Stapleford Community Primary School



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1. Our Approach: Supporting All Children ..... 1

Quality First Teaching (QFT).....	1
Ordinarily Available Provision (OAP).....	1
2. What types of SEND does the school provide for?.....	1
3. Which staff will support my child, and what training have they had?.....	1
4. What should I do if I think my child has SEND?.....	1
5. How will the school identify if my child needs SEN support?.....	1
6. How will the school measure my child's progress?.....	1
7. How are Governors involved?.....	1
8. How do teachers adapt the curriculum for my child?.....	1
9. How is the level of support decided?.....	1
10. How do we evaluate the impact of support?.....	1
11. Our school's offer:.....	1
12. How will I be involved in decisions made about my child's education?.....	1
13. How will you help me to support my child's learning?.....	1
14. How will my child be involved in decisions made about their education?.....	1
15. What is the pastoral, medical and social support available in the school to ensure my child's overall well-being?.....	1
16. How does the school manage the administration of medicines and personal care?.....	1
17. The Local Offer.....	1
18. How will the schools resources be secured for my child?.....	1
19. Supporting transitions.....	1
20. Who should I contact if I am considering whether my child should join the school?.....	1
21. What support is available for me and my family?.....	1
Glossary.....	1

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Dear parents and carers,

At Stapleford Community Primary School, we are committed to supporting every child so they can thrive, feel valued and achieve their best. This SEND Information Report explains how we identify and support children with special educational needs and disabilities (SEND), and how we work with you as partners in your child's education.

If you would like more detail, our full SEND Policy is available on our school website or from the school office.

A glossary is included at the end if you come across any unfamiliar terms.

## 1. Our Approach: Supporting All Children

At Stapleford, we believe that **high-quality teaching** is the foundation for helping every child to succeed.

## Quality First Teaching (QFT)

This means that all teachers:

- plan lessons that all children can access
- adapt teaching to match different learning needs
- check understanding regularly and respond quickly
- use clear routines, visuals and models
- provide scaffolds, explanations and structured support

QFT is the first and most important step in supporting children, including those with SEND.

## Ordinarily Available Provision (OAP)

In addition to QFT, we offer a wide range of support that is part of our everyday classroom practice. These are things that *all* children can access without needing to be on the SEND register, such as:

- visual timetables
- word banks and writing frames
- adapted resources
- small-group support
- sensory tools
- quiet spaces
- support for emotional wellbeing

Most children's needs are fully met through **QFT + OAP**.

Only when a child continues to experience difficulties **despite** these universal approaches do we consider additional SEN support.

## 2. What types of SEND does the school provide for?

We provide support for children across all four areas of need described in the SEND Code of Practice:

AREA OF NEED	CONDITION
<b>Communication and interaction</b>	Autism spectrum disorder
	Speech and language difficulties
<b>Cognition and learning</b>	

	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
<b>Social, emotional and mental health</b>	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
	Attachment disorder (AD)
	Anxiety and mental health difficulties
<b>Sensory and/or physical</b>	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

For more information on these four areas of SEND, please refer to our Schools SEND Policy on our website: [www.staplefordprimaryschool.org](http://www.staplefordprimaryschool.org)

### **3. Which staff will support my child, and what training have they had?**

At Stapleford Community Primary School, your child’s class teacher oversees their day-to-day learning and wellbeing and will meet with you regularly to discuss progress and support.

If further information is needed, the Inclusion Team are able to help. These are:

- Mrs Jayne Hore – Headteacher and Pupil Premium lead
- Mrs Katie Street - Deputy Headteacher
- Mr Lloyd Douglas – SENDCo
- Mrs Maggie Webb – SEND Support
- Mr Martin Brown - SEND Governor

### **Our special educational needs and disabilities co-ordinator, or SENDCo**

Our SENDCo is Lloyd Douglas.

He has 9 years’ experience in this role and has worked as SENDCo at Stapleford since 2021, while also working as SENDCo at another school. He is a qualified teacher and achieved the National Award in Special Educational Needs Co-ordination in 2018. He has also had training in a number of areas including ELKLAN, ASD, Dyslexia and Literacy Difficulties and is currently undertaking his Level 5 Diploma in Dyslexia and Learning Difficulties.

He is allocated 2 days a week to manage SEND provision at Stapleford.

## SEND Support

Our SEND Support is Maggie Webb

She started in this role in 2023 and has a number of years experience as a class teacher at Stapleford. She has undergone training in being a SEND Specialist Teacher, currently in the process of completing her NPQ for SENCOs while also continuing to train in a number of areas.

### Class teachers

All of our teachers receive in-house SEND training, and are supported by the SENDCo to meet the needs of pupils who have SEND.

### Teaching assistants (TAs)

We have a skilled team of TAs, including 3 higher-level teaching assistants (HLTAs) who are trained to deliver teaching to classes.

We have number of teaching assistants who are trained to deliver interventions such as Sensory Circuits, Spirals, Tagtiv8, Elklan and ELSA.

### External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- › Speech and language therapists
- › Educational psychologists
- › Occupational therapists
- › GPs or paediatricians
- › School nurses
- › Child and adolescent mental health services (CAMHS)
- › Education welfare officers
- › Social services and other LA-provided support services
- › Voluntary sector organisations

## 4. What should I do if I think my child has SEND?

**Talk to us** – In the first instance, contact your child's class teacher; who will arrange a meeting at the earliest, mutually convenient time to discuss any concerns. If there are still concerns, the class teacher or you can contact the SENDCo or the headteacher.

At Stapleford Community Primary School we pride ourselves on building positive relationships with parents and carers in which we are open and honest and encourage you as parents and carers to do the same with us.

Tell us about your concerns

We will invite you to a meeting  
to discuss them

We will decide whether your  
child needs SEN support

If you think your child might have SEN, the first person you should tell is your child's teacher.

You can arrange this through the office or through a discussion with the class teacher at drop off/pick up.

They will complete a SEND Concern form and pass this on to our SENDCo, who will be in touch to discuss your concerns.

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

## 5. How will the school identify if my child needs SEN support?

*'The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person.'* SEND Code of Practice 2015 (6:14, p94)

We identify needs through:

- Ongoing teacher assessment
- Concerns raised by parents
- Observations of behaviour, emotional wellbeing or social interaction
- Progress meetings between teachers and senior leaders
- Advice from external professionals, e.g. Specialist SEND Services, the School Nursing Team or Speech and Language Specialist
- Information from previous schools or early years settings
- Medical diagnoses

Before identifying SEND, we ensure that:

- your child has received Quality First Teaching,
- your child has accessed Ordinarily Available Provision, and
- concerns continue *despite this*.

All our staff are aware of SEND needs and are on the lookout for any pupils who aren't making the expected level of progress academically or socially.

If the teacher notices that a pupil is falling behind, they seek to identify the pupil's gaps in their learning. If they find a gap, they will give the pupil extra support to try to fill it. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENDCo, and will contact you to discuss the possibility that your child has SEND needs.

The SENDCo may observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENDCo will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

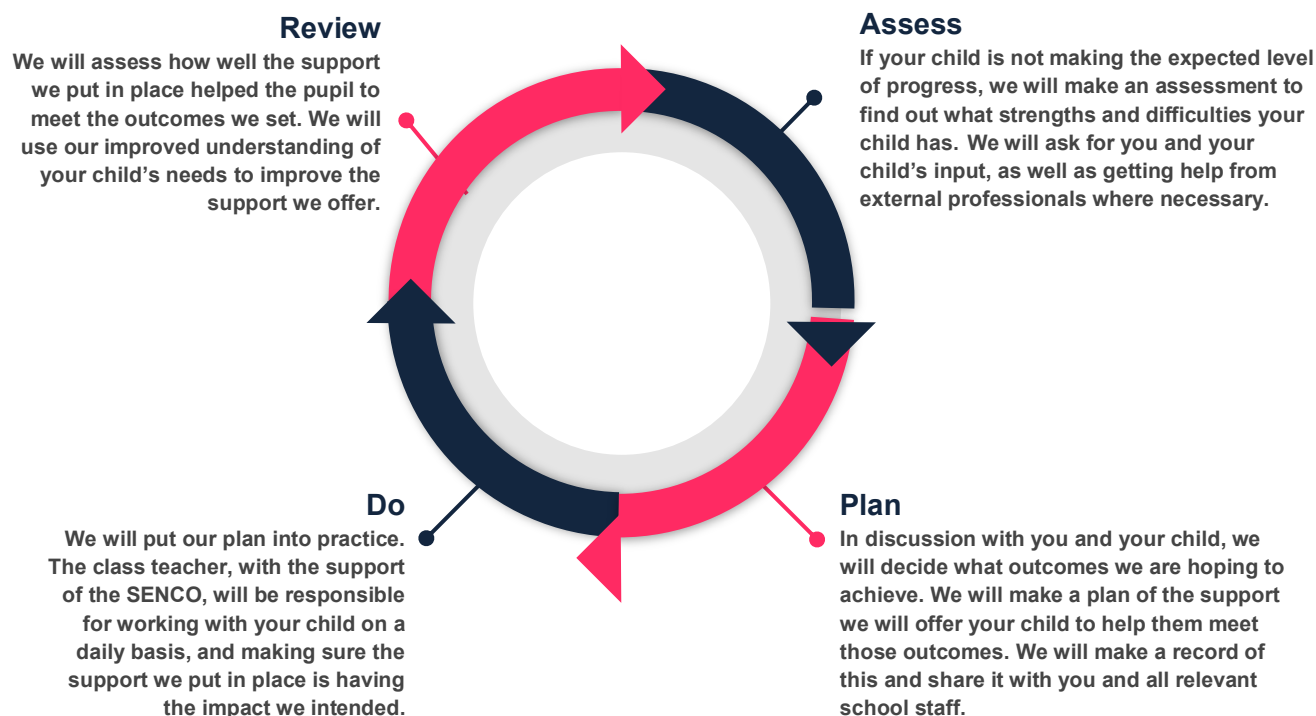
Based on all of this information, the SENDCo will decide whether your child needs additional support. You will be told the outcome of the decision in writing.

If your child needs SEND support, their name will be added to the school's SEND register, and the SENDCo will work with the class teacher and you to create a SEND support plan for them which will take the form of our Assess, Plan, Do, Review (APDR) process.

## 6. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEND needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



- The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made. A SEND Support Journey will be created to follow the support your child is receiving and evaluate the success of any interventions. This will take the form of a

Communication Passport in the first instance followed by an Assess, Plan, Do, Review (APDR) if further support is needed. This is an ongoing document but is shared with parents/carers termly.

- Our SENDCo oversees all support and progress of any child requiring additional help across the school.
- There may be a teaching assistant working with your child either individually or as part of a group if the class teacher sees this as necessary. Information on these sessions will be explained to parents/carers and the child when the support starts.
- We have staff trained to run a number of specific interventions including Accelerated/Acceleratewrite, Boosting Reading Potential, First Class @ Number, Talking Partners, Enhanced Rehearsal Technique (ERT), Rockerbox, Spirals, Sensory Circuits, Tagtiv8, ELSA and ELKLAN.
- As a school, we measure children's progress in learning against national age-related expectations.
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. We track children's progress from their admission through to Year 6, using a variety of different methods, including formative assessments (teacher judgement) and some standardised tests such as GL assessments as appropriate.
- Children who are not making expected progress are identified through termly Pupil Progress Meetings. In this meeting, a discussion takes place about those pupils experiencing difficulties and what further support can be given to aid their progress.

If a child is on the SEND Register and their SEND Support Journey is reviewed, comments are made against each target to show what progress has been made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps, or a different approach may be tried to ensure the child does make progress. At these meetings, both yours and your child's voice will be recorded, so we incorporate all views into a child's journey of support.

## **7. How are Governors involved?**

- The SENDCo provides termly updates to governors (no individual names are shared).
- Our SEND Governor (Martin Brown) meets with the SENDCo and reports to the Governing Body.
- Governors help ensure SEND funding is used effectively to support children.

## **8. How do teachers adapt the curriculum for my child?**

Our teachers use Quality First Teaching strategies, including adaptive teaching, scaffolding, visual support, and targeted questioning. These approaches help most children make good progress without the need for SEND-specific interventions.

Examples of how we make sure learning is accessible for all children are by:

- Differentiating activities
- Adapting resources
- Adjusting teaching approaches
- Using visual timetables, writing frames, or larger print
- Providing additional adult support and feedback where needed
- Pre-teaching vocabulary

- Allowing extra processing time

## 9. How is the level of support decided?

During termly pupil progress meetings, the Head Teacher and Deputy Head will meet with class teachers to discuss the child's needs and what support would be appropriate. The SENDCo will be present when appropriate and information will be passed on as required. Different children will require different levels of support to help them make progress and achieve their potential. This is then communicated with you through Parent Consultations, and a SEND Support Journey will be created or updated to track the child's progress.

## 10. How do we evaluate the impact of support?

- We review the children's targets termly on APDRs and ensure the actions are in place to support them. Parents/carers will be involved in the review meeting and the setting of new targets if necessary. A copy of the targets will be given to the parent/carer and the child's view will be added,
- By seeing whether the child is making progress academically against national/age expected levels, discussed at Progress Meetings, attended by Class Teachers, a member of the SEND team and the Senior Leadership Team,
- By using verbal or written feedback from the teacher, parent and pupil,
- By reviewing and editing the Special Educational Needs register based on progress. This discussion will be had with parents/carers and an overall decision made with the child's best interest in mind.
- The SENDCo will analyse the impact of interventions termly across both KS1 and KS2.

## 11. Our school's offer:

We are very lucky here at Stapleford Primary School as we have skilled TAs who are both trained in a range of interventions and are passionate to deliver them. The school is also fortunate to have several volunteers who are available to help with a number of these interventions across the school. We also practise Dyslexia friendly classrooms to ensure that all the children can access the work. Here is an overview of available interventions here at Stapleford Community Primary School.

*Enhanced Rehearsal Technique (ERT)* - This is a quick-fire intervention delivered once, sometimes twice daily designed for children who struggle to retain phonics and need 'sight word' strategies. The style can be adapted to any words including days of the week or reading numbers.

*Boosting Reading Potential (BRP)* - A reading programme designed to improve both reading fluency and comprehension.

*Daily reading* - This is where a child will read one-to-one with an adult once, maybe twice every day. The impact of daily reading can be huge and a great use of time.

*Talking Partners* - This intervention is designed to enhance speaking and listening skills in the classroom by linking sessions to the English lessons that happen in the classroom. It is a language enhancement which also helps to develop children's writing.

*First Class @ Number* - This Maths intervention covers number, place value, addition and subtraction and multiplication and division. It is aimed at children who are working towards age related expectations in Maths and is a 45 mins extra Maths lesson 3 times a week.

*NumberSense* - Number Sense Maths programmes have been carefully researched, trialled and iterated over

the last decade, and are modelled on the structure and pedagogy of phonics programmes to provide exactly what you need to achieve factual fluency in additive and multiplicative facts for every child.

*Success @ Arithmetic* - Similarly to First Class @ Number, these structured extra Maths sessions are 45 minutes 3 times a week and are run in addition to regular Maths sessions. These sessions focus on the number system & fluency with arithmetic facts and is usually available to Y5 and Y6.

*Rockerbox* - Rockerbox News is a non-fiction literacy improvement tool, designed to help children achieve the national curriculum aims for English. Through inspiring non-fiction content that's age appropriate, no matter a pupil's working-at level, Rockerbox News helps every young learner to excel in reading.

*Spirals* - The SPIRALS language book contains a wealth of effective ideas for activities to support good practice to develop children's speech, language and communication development.

*Tagtiv8* - Active Learning with Tagtiv8 works and plays with all children – from EYFS/kindergarten through the primary/elementary phases. Tagtiv8 engage even the most reluctant of learners. Session plans are easy to follow and adapt to your curriculum.

*Sensory Circuits* - The Sensory Circuit provides a sequence of activities done repeatedly to provide the child with the right type of sensory input in order to calm and organise them for the day ahead ready for learning to occur.

*ELSA* - An ELSA in a school is an Emotional Literacy Support Assistant. Examples of things covered to support children are social skills, emotions, bereavement, social stories and therapeutic stories, anger management, self-esteem, counselling skills such as solution focus and friendship.

*ELKLAN* - Elklan offers a comprehensive range of speech, language and communication strategies to support children in school.

## **12. How will I be involved in decisions made about my child's education?**

- We believe that your child's education should be a partnership between parents and teachers therefore we aim to communicate with you regularly.
- You will be able to discuss your child's progress at Parent Consultations.
- You are also welcome to make an appointment at any time to meet with your class teacher and discuss how your child is getting on.
- Parent Consultation sessions with SENDCo
- We also hold half-termly SEND Coffee sessions/SEND Surgeries to provide updates on SEND and a chance for an informal chat with both Mr. Douglas and Mrs. Webb as well as sharing experiences with other parents.

We will also provide termly APDR reports on your child's progress. Your child's class teacher will meet with you to discuss these each term where they will:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress

- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENDCo may also attend these meetings to provide extra support or if requested.

We know that you're the expert when it comes to your child's needs and aspirations. We want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher in the first instance.

### **13. How will you help me to support my child's learning?**

- The class teacher or the SENDCo can offer advice and practical ways that you can help your child at home.
- The class teacher may provide a home/school communication book which will be brought home daily by your child so that comments from parents and teacher can be shared.
- Through discussion of the child's Support Journey. The targets set are SMART (specific, measurable, achievable, realistic, time scaled) targets, with the expectation that the child will achieve the target by the time it is reviewed.
- If your child has complex SEND they may have an Education, Health Care Plan (EHCP), which means that a formal meeting will take place annually to review your child's progress with the class teacher, 1:1 adult if appropriate, SENDCo, headteacher and any external services involved with that child will be invited.
- Recommendations from external agencies e.g. a Speech and Language Therapist, Specialist SEND Services, Occupational Therapist will be shared with you so that strategies can be implemented at home and school and are consistent for the child.
- We also invite parents to 'Learning Events' in school, where we explain how we teach certain areas of the curriculum.

### **14. How will my child be involved in decisions made about their education?**

At Stapleford we value and celebrate each child's views on all aspects of school life. This is usually carried out through the School Council.

- Children who have SEND Support Journeys discuss their targets with their class teacher where appropriate. Their views are then recorded termly.
- If your child has an Education, Health Care Plan (EHCP) their views will be sought at the review stage, if appropriate.

### **15. What is the pastoral, medical and social support available in the school to ensure my child's overall well-being?**

We have a caring, understanding ethos and are an inclusive school; we welcome and celebrate diversity, and believe that high self-esteem is crucial to children's well-being. As a nurturing school, all our vulnerable pupils are known to staff.

- The school entrances are staffed with adults who greet and welcome pupils and their families each morning. Teachers are also present on the playground to talk to the children and parents before they enter the classroom. This ensures a smooth transition between home and school each day.
- For children who reach heightened states of emotions and need a specific personalised approach, a Behaviour Plan is written along with class teacher, SENDCo and parents to ensure a consistent, successful approach is used with that child. These are kept in a confidential area accessible to all staff.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class; therefore, this should be your first point of contact. If further support is required, the class teacher liaises with the SENDCo for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Special Educational Needs and Disability Services (SENDSS).

## **16. How does the school manage the administration of medicines and personal care?**

- We have a policy regarding the administration and management of medicines on the school site.
- Parents need to contact the office if medication is recommended by Health Professionals to be taken during the school day.
- Staff have regular training regarding conditions and medication affecting individual children.
- If a child requires personal hygiene care this will be managed through an Individual Care Plan.

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## **17. The Local Offer**

- The *Children and Families Bill* became law in 2014. From this date, Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'.
- The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

For details of all the services available in our local area for children with SEND, please go to:

[Cambridgeshire Online | SEND Information Hub \(Local Offer\)](#)

## **18. How will the schools resources be secured for my child?**

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority by submitting an Education Health Care Needs Assessment (EHCNA).

## 19. Supporting transitions

- We encourage all new children to visit the school prior to starting with us.
- For children with SEND we may facilitate a phased transition to help your child become familiar with their new surroundings. We would also visit them in their current setting if appropriate.
- We write social stories with children to help explain and prepare them for any major transition.
- When children are preparing to leave us for secondary school, we liaise with that school to arrange visits for them and transition activities.
- We liaise closely with staff when receiving and transferring children to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- If your child has an Education, Health Care Plan (EHCP) and is changing to a new school we will, whenever possible, arrange a review meeting with relevant staff from the receiving school.

## 20. Who should I contact if I am considering whether my child should join the school?

- Contact the School Office, to arrange a meeting and tour of the school. Mrs Barber or Miss Watson-Labib will be more than happy to help you
- If your child has SEND you could contact the Headteacher or SENDCo who will discuss how the school could meet your child's needs.
- Parents should contact the Local Authority for the formal procedures for Admission. Contact the Admissions Team on 0345 045 1370 or email [admissions@cambridgeshire.gov.uk](mailto:admissions@cambridgeshire.gov.uk).

## 21. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Cambridgeshire County Councils local offer. Cambridgeshire County Council publishes information about the local offer on their website:

<https://send.cambridgeshire.gov.uk/kb5/cambridgeshire/directory/family.page?camfamilychannel=0>

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

[https://send.cambridgeshire.gov.uk/kb5/cambridgeshire/directory/site.page?id=MR9QIFVa\\_9Q](https://send.cambridgeshire.gov.uk/kb5/cambridgeshire/directory/site.page?id=MR9QIFVa_9Q)

Local charities that offer information and support to families of children with SEND are:

<https://send.cambridgeshire.gov.uk/kb5/cambridgeshire/directory/family.page?camfamilychannel=4>

National charities that offer information and support to families of children with SEND are:

- › [IPSEA](#)
- › [SEND family support](#)
- › [NSPCC](#)
- › [Family Action](#)
- › [Special Needs Jungle](#)

## Glossary

- › **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- › **Annual review** – an annual meeting to review the provision in a pupil's EHC plan

- › **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- › **CAMHS** – child and adolescent mental health services
- › **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- › **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- › **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- › **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- › **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- › **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- › **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- › **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- › **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- › **SENDCo** – the special educational needs and disabilities co-ordinator
- › **SEN** – special educational needs
- › **SEND** – special educational needs and disabilities
- › **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- › **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- › **SEN support** – special educational provision which meets the needs of pupils with SEN
- › **Transition** – when a pupil moves between years, phases, schools or institutions or life stages