

Special Educational Needs and Disabilities (SEND) information report

Stukeley Meadows Primary School



Dear parents and carers,

All Cambridgeshire Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and /or disabilities and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and/or Disabilities (SEND) being met in a mainstream setting wherever possible

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.
You can find it on our website [Stukeley Meadows – Stukeley Meadows](#)

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

Approved by: FGB

Last reviewed on: July 2025

Next review due by: July 2026

'Our vision for children with special educational needs and disabilities is the same as for all children and young people – that they achieve well in their early years, at school and in college, and lead happy and fulfilled lives.'

Code of Practice 2014

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1. Legislation and guidance

This information report is based on the statutory [Special Educational Needs and Disability \(SENDCo\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities.
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCos) and the SEND information report.

2. Contacts



Mrs Alexandra Johnstone
SENDCo



Mrs Sarah Holloway
Pastoral Support, ELSA



Mrs Selina Pedley
Speech and language TA



Mrs Emma Franklin
SEND governor



Mrs Jenna East
SEND governor

3. SEND information report

3.1 The types of SEND that are provided for.

Our school currently provides additional and/or different provision for a range of needs, including:

Communication and interaction, for example:

- autistic spectrum disorder (ASD)
- speech and language difficulties (SLCN)
- developmental language delay (DLD)

Cognition and learning, for example:

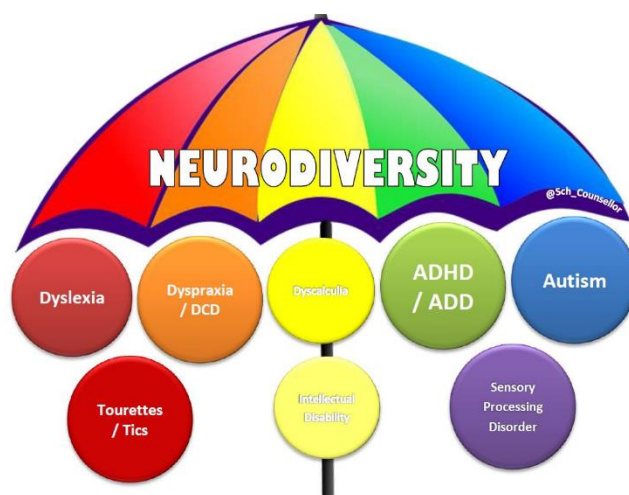
- specific learning difficulties (SPLD), including dyslexia, dyspraxia and dyscalculia
- moderate learning difficulties (MLD)

Social, emotional mental health difficulties, for example:

- attention deficit hyperactivity disorder (ADHD) / attention hyperactivity disorder (ADD), including inattentive, compulsive and hyperactive or a combination of inattentive and hyperactivity
- anxiety

Sensory and/or physical needs, for example:

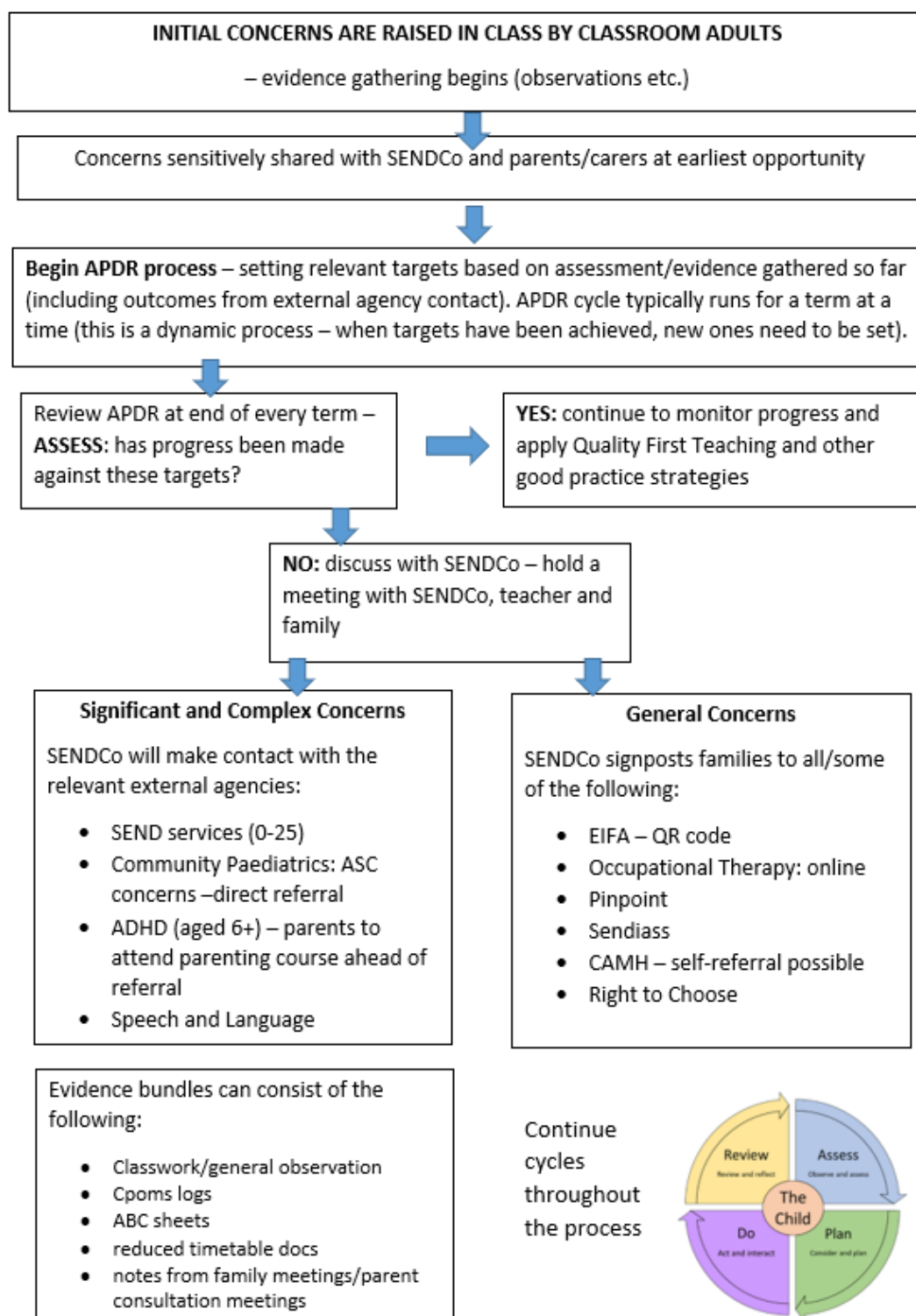
- hearing impairments (HI)
- visual impairment (VI)
- multi-sensory impairment (MSI)
- physical disability (PD)



3.2 Identifying pupils with SEND and assessing their needs

At Stukeley, we follow a graduated approach

STUKELEY MEADOWS SEND PROCESS: 2025



All our class teachers are aware of SEND and are on the lookout for any pupils who aren't making the expected level of progress. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

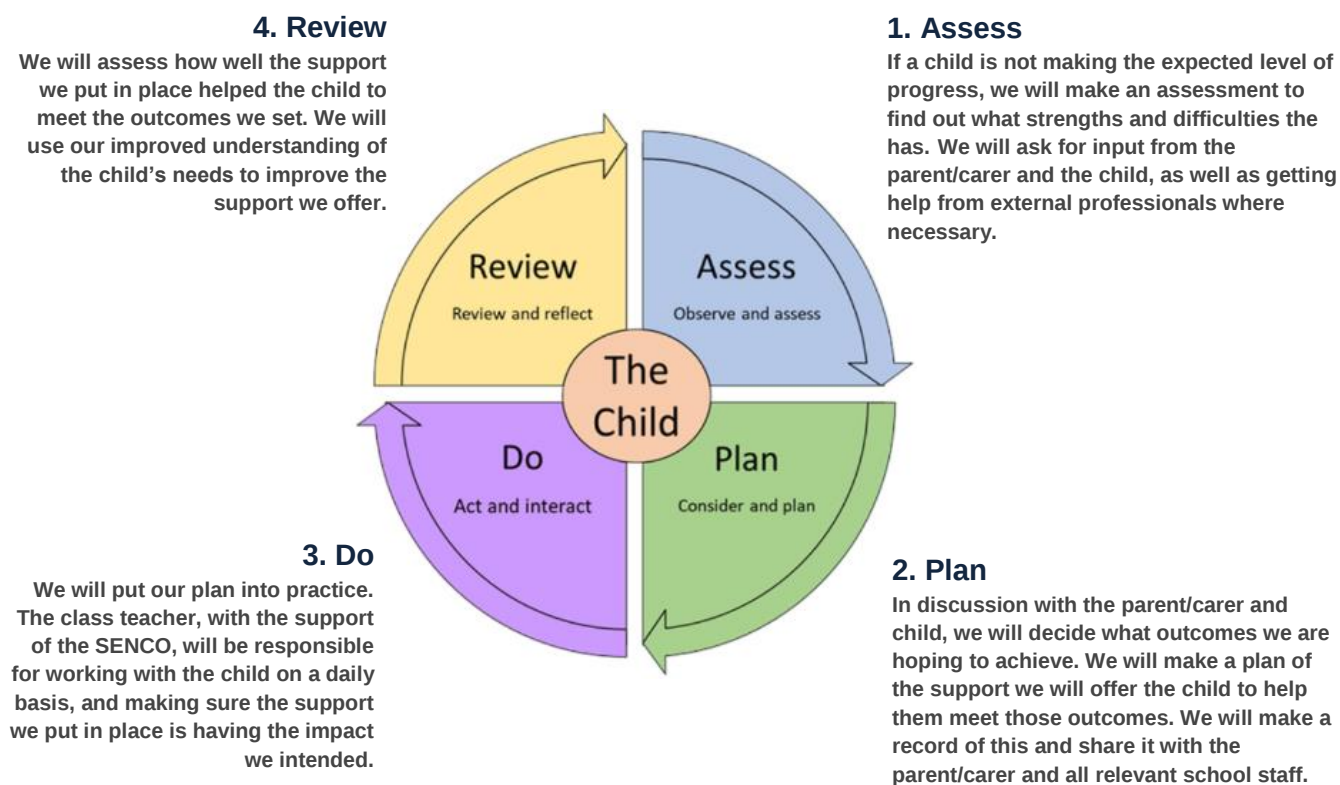
- is significantly slower than that of their peers starting from the same baseline.
- fails to match or better the child's previous rate of progress.
- fails to close the attainment gap between the child and their peers.
- widens the attainment gap children who are falling further behind their classmates than expected.

This may include progress in areas other than attainment, for example, social needs.

Slower progress and low attainment will not automatically mean a pupil is recorded as having SEND initially, all weaknesses will be addressed through quality first teaching. For some children, targeting these small areas will be enough support and their learning will improve. Where these strategies do not change progress and where the children continue to make less than expected progress further information will be gathered. The SENDCo will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with the 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 class teacher, with the support of the SENDCo, will then speak to the parent/carer about next steps. It is important to include the children in these conversations and their views on school and work will be gathered before any meetings to ensure they are included. If it is decided the child is likely to have a special educational need, SEND support will begin.

3.3 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.



The class teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs.

This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress, attainment and behaviour.
- Previous class teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents/carers
- The pupil's own views
- Advice from external support services, if relevant

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will review the effectiveness of the support and interventions and their impact on the pupil's progress on a termly basis.

3.4 Adaptations to the curriculum and learning environment

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

Examples of High-quality teaching are:	Examples of differentiation are:
➤ Plan appropriate work/activities for their pupils ➤ Ensure that support is available for all children (inclusive quality first teaching) ➤ Differentiate the curriculum to take account of differing learning styles, interests, abilities ➤ Ensure that all children can be included in tasks/activities ➤ Monitor individual progress ➤ Celebrate achievement ➤ Identify those children who require additional or different support in order to make progress ➤ Set targets and ensure pupils know the next steps in their learning ➤ Intervention is carried out by the school and is additional to or different from the usual differentiated curriculum	➤ Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work or adapting the teaching style or content of the lesson ➤ Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary or reading instructions aloud ➤ Adapting our resources and staffing ➤ Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font ➤ Using different learning materials ➤ Making reasonable adjustments to routines or to the physical environment ➤ Providing writing frames and key vocabulary ➤ Using a visual timetable ➤ Support staff in the classroom ➤ A more focused level of support in a small group out of the classroom

3.5 School resources available for your 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.

If further support is needed beyond this, we will seek it from our local authority in the form of an EHCP. The school covers the first £6,000 of any EHCP funding received from them.

3.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND. This will be adapted for individual pupils.

We offer a range of needs-led intervention groups:

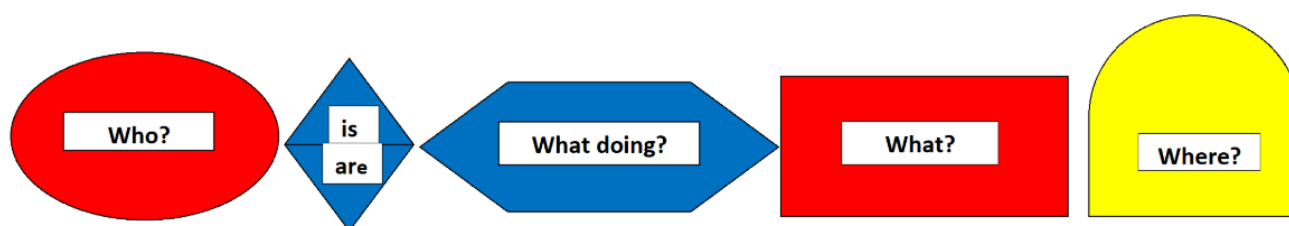
- | | |
|---|------------------------|
| ➤ Attention Autism | ➤ SNIP |
| ➤ Lego based Therapy | ➤ Toe by Toe |
| ➤ Emotional Literacy | ➤ First Class @ Number |
| ➤ Phonics 'Keep Up' and "Rapid Catch Up" sessions through Little Wandle | ➤ Success @ Arithmetic |
| ➤ Shape Coding | ➤ Speech and Language |
| ➤ ERT (Expanded Rehearsal Technique) | ➤ Pastoral Support |
| | ➤ Social Skills |

As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEND support. For others, the cycle will continue, and the school's targets, strategies and provisions will be revisited and refined.



Shape coding

3.7 Additional support for learning

Teachers provide additional targeted support and will plan for supplementary interventions.

Teaching assistants are trained to deliver the interventions in Section 3.6. Teaching assistants will support pupils when there are identified additional or special educational needs which require targeted support (This includes children with an EHCP).

Teaching Assistants will support pupils in small groups when pupils require support with identified areas of the curriculum to accelerate progress and embed key skills and core knowledge.

Other agencies are also included in providing additional support for learning where necessary to best meet pupil needs (see Section 3.11).

3.8 Expertise and training of staff

Our SENDCo, Alexandra Johnstone, has 10 years' experience in this role after achieving the National SENDCo Award. She is a qualified teacher and has previously worked as a Teaching Assistant and Class Teacher before becoming SENDCo. Mrs Johnstone is also one of our Deputy Designated Safeguarding Leads and Designated Teacher for Children in Care.

Our Pastoral / Family Support HLTA is Sarah Holloway. She is trained in ELSA (Emotional Literacy). Mrs Holloway is one of our Deputy Designated Safeguarding Leads and as well as our First Aid Lead.

Our Speech and Language Teaching Assistant is Selina Pedley. She is trained in Speech, Language and Communication Needs (Level 4), Attention Autism, and Makaton (Level 4).

All staff, both teaching and support, receive regular termly SEND training and are supported by the SENDCo to meet the needs of pupils. In the last academic year, staff have been trained in a number of areas including AET autism Tier 1, ADHD, Girls with Autism, Girls with ADHD and Shape Coding.

3.9 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupil's individual progress towards their goals each term alongside pupils and parents/carers
- Reviewing the impact of interventions after 6-8 weeks
- Using pupil questionnaires
- Monitoring by the SENDCo
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHCP plans



Assess, Plan, Do, Review (APDR)



3.10 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All our school-run extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. Needs can be discussed with the child's class teacher.

All pupils go on school trips and any additional accessibility support will be discussed and agreed in advance with parents. Where a child has SEND, this will be taken into account when planning activities. Every effort will be made to provide support to enable all pupils to access the trip.

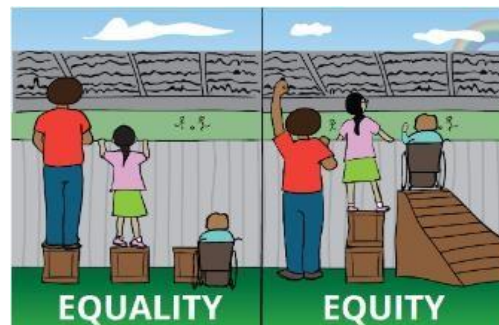
All pupils are encouraged to take part in sports day/school plays/special workshops, etc. Where a child has SEND, this will be taken into account when planning activities and making arrangements. Every effort will be made to provide support to enable all pupils to access these fully.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

Admission of disabled pupils is accompanied by a transition meeting in which pupil needs are discussed and planned for. Specialist advice and guidance on the reasonable adjustments that can be made will be sought to ensure the best possible provision. The school's aim is that disabled pupils access all aspects of school life as fully as possible, and we are committed to ensuring that disabled pupils are not treated less favourably than other pupils. Physical disabilities will be supported by reasonable adjustments to the internal and external environment and appropriate additional support provided where required. Other disabilities will be similarly assessed and provided for on an individual basis, with reference to individuals' level and type of need.

More detail can be found in our **Accessibility Plan** which can be found on our Federation website:

[Federation Policies - The Forest Federation](#)



3.11 External agencies and experts

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

- Speech and language therapists
- SEND Services 0-25
- Access and Inclusion Team
- Cambridge Community Services-NHS Trust (Speech and Language Therapist, Occupational Therapy, Physiotherapy, Community Paediatrics)
- Educational psychologists
- Statutory Assessment Team
- Qualified Teachers of the Deaf / Visual Impairment
- School nurses
- Mental Health Support Team
- YOUNited
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Early Intervention Family Advisors
- Social services and other local authority (LA) provided support services Support for v

3.12 Mental health, and emotional and social development school support

'Disadvantaged pupils and those with special educational need and/or disabilities do as well as their classmates.' Ofsted report 2019.

The emotional and social development is of upmost importance in our school. Wellbeing, social and emotional development is interwoven throughout the PSHE (Physical, Social, Health Education) curriculum.

At Stukeley Meadows we also provide support for pupils to progress in the following ways:

- We provide extra pastoral support for listening to the views of pupils with Mrs Holloway (ELSA)
- We run nurture provisions for pupils who need extra support with social or emotional development or school transitions (Early Birds and Lunch Time club)
- We have a 'zero tolerance' approach to bullying – our responses are outlined in our policy.

If you feel your child would benefit from any of the above, please speak to their class teacher.

We also have the support of Amy Murden (Early Intervention Family Advisor) who can give parental advice. Children can also be referred to the Mental Health Support Team where you could be offered parent-led sessions on how to support your child at home.

3.13 Supporting pupils as they transition between classes or settings, or in preparing for adulthood

Between years

As your child progresses from class to class, they will continue to receive SEND support in school. Teachers make sure that SEND records are passed from class to class and hold transition meetings to discuss children's needs. All children have opportunities to visit their new classroom and meet the new staff who will be working with them, and if your child needs additional time for this process, this will be arranged.

Between phases (for primary schools)

We will discuss the specific needs of your child with the SENDCo of their secondary school. Your child will take part in focused learning about aspects of transition to support their understanding of the changes ahead. Your child will visit their new school on several occasions (extra to the one day that all children do) and in some cases staff from the new school will visit your child in this school. The Locality team may also provide summer Holiday clubs for children who may find the transition to secondary school difficult.

Between schools

When your child is moving on from our school, all records will be forwarded to the new school (including SEND).



3.14 Supporting children in care or previously in care with SEND?

Mrs Johnstone is our Designated Teacher for Children in Care. She will ensure that all teachers understand how a child in care or previously in care's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Children in care or previously in care will be supported much in the same way as any other child who has SEND. However, children in care will also have an Electronic Personal Education Plan (E-PEP). We will make sure that the E-PEP and any SEND support plans or EHC plans are consistent and complement one another.

3.15 Complaints about SEND provision

Complaints about SEND provision in our school should be made to Mrs Johnstone, the SENDCo, in the first instance. If unresolved, these can then be escalated to the Head of School and, ultimately, referred to the school's complaints policy.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEND Code of Practice.

If you feel that our school has discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit:

<https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

3.16 Contact details of support services for parents of pupils with SEND

The Parent Partnership Service, providing Cambridgeshire's SEND Information, Advice and Support Service (SENDIASS) offers impartial and confidential information, advice and support to parents and carers who have a child or young person with special educational needs or a disability (SEND) or have concerns that their child has special educational needs. They also offer impartial and confidential information, advice and support to young people and children with SEND or who have concerns they may have special educational needs. Please follow the link below for more information:

[Cambridgeshire Online | SEND Information, Advice and Support Service \(SENDIASS\)](#)

Parent Partnership: providing SEND Information, Advice and Support (SENDIASS)
Cambridgeshire County Council, SH1212, Shire Hall, Cambridge, CB3 0AP
Email - sendiass@cambridgeshire.gov.uk
Confidential helpline open during term times: 0300 365 1020



3.17 Contact details for raising concerns in school

Where a parent, carer or member of staff has concerns, these should be made in the first instance to the Designated Safeguarding Lead:

LEAD DSL: James Singleterry
Deputy DSL: Alexandra Johnstone
Deputy DSL: Sarah Holloway
Head of School – Niki Barry

3.18 The local authority Local Offer

Our local authority's local offer is published here:

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

4. Monitoring arrangements

This information report will be reviewed by the SENDCo and Headteacher annually. It will also be updated if any changes to the information are made during the year. It will be approved by the governing body.

5. Links with other policies and documents

This policy links to our policies on:

- SEND
- Behaviour
- Equality
- GDPR
- Accessibility Plan

All of these policies can be found on the school's website [Statutory Information – Stukeley Meadows](#)

5. Glossary

- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the four areas of need describe different types of needs a pupil with SEND can have. The four 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 (EHC) 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 SEND 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 that explains what services and support are on offer for pupils with SEND 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
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEND
- **SEND support** – special educational provision that meets the needs of pupils with SEND
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages