



'...act justly, love mercy and walk humbly with your God' Micah 6:8(b)

Elsworth Church of England (VA) Primary School

Parent Information

Special Educational Needs and Disabilities Information Report 2025-2026

Introduction

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.

At Elsworth Church of England (VA) Primary School, all children enjoy learning together. Some children present with Special Educational Needs or Disabilities (SEND).

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her." (DfE COP 2015) They may be mild, requiring minimal support, but others may have significant needs, requiring more long-term intervention and greater support.

The broad areas of SEND need are:

- Communication and Interaction.
- Cognition and Learning.
- Social, Emotional and Mental Health Difficulties.
- Sensory and/or Physical.

What is the Local Offer?

The Local Authority (LA) Local Offer

The Children and Families Bill was enacted in September 2014. From this date Local Authorities (LA) and schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs (SEN) aged 0-25. The LA refer to this as 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 within Cambridgeshire.

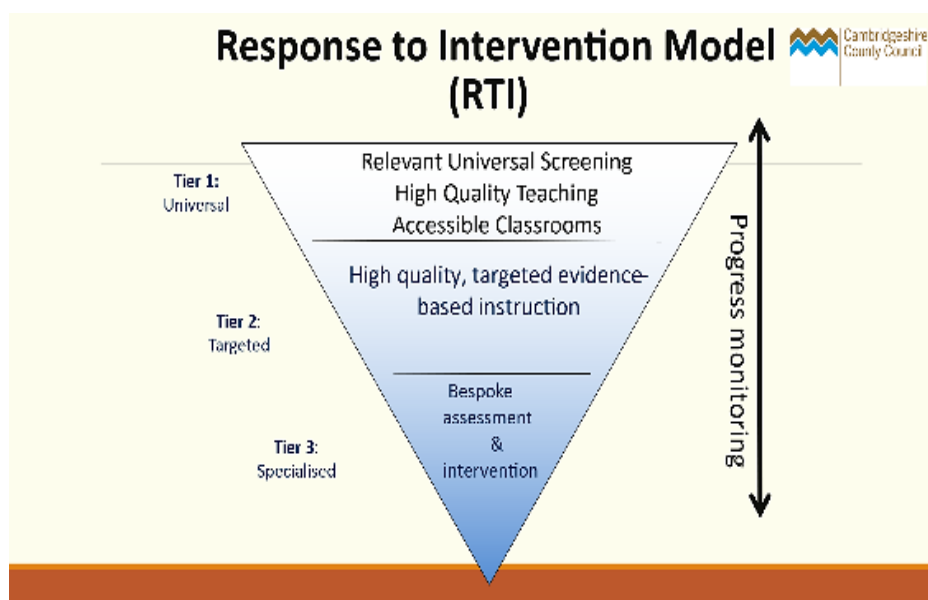
Special Educational Needs and Disabilities (SEND) – School offer 2025-2026

Introduction

We are a mainstream village Church of England (VA) Primary School of approximately 130 pupils aged 4 -11 years. We have 5, mixed-year group classes, with two-year groups in each class. Each class currently has around 26 children. Our school provides a broad, challenging and practical curriculum within a nurturing, stimulating and creative environment to enable

our children to enjoy their learning, as well as develop the skills, attitudes and knowledge to become lifelong learners and achieve their full potential.

All children have access to high quality teaching and universal provision. Their emerging needs are met through different levels of support: universal support, targeted Support or specialised support dependant on their level of need and whether they are responding to the support given.



We seek to meet the needs of all children, and this can be achieved for most children through universal high-quality teaching. Some children with a diagnosis will not need further intervention or additional support but will be able to have their needs met through classroom adaptations that are part of our universal high-quality teaching and accessible classrooms.

Pupils are monitored throughout the year and may require more or less support in different aspects of learning.

Universal provision	Targeted support	Targeted Support	Specialised support
All pupils receive high quality teaching which is adapted to meet their needs.	Some children may need short term intervention (short term targets may be used to assist the monitoring of progress)	<i>A few pupils may need</i> longer term intervention (Individual targets will be set to monitor progress and assist learning, discussion will be had with parents about our SEND register to access support)	<i>A very few pupils may need extra support through an</i> Education Health and Care Plan (EHCP)
In class, reasonable adjustments are made in response to children's needs for example through: • Seating • Coloured paper • Magnifying reading strip • Word banks • Hearing loops • Wobbly cushion • Concentration aids • Technology (where appropriate) • Pencil grips or triangular pens or pencils	Short term support is needed as expected progress is not being made. • Small group support • Targeted booster groups Groups that might be used are: Sensory circuits For a set period of time this group is run with trained TAs to increase confidence, concentration and resilience. Social skills groups or 1-1 sessions Led by teaching assistants or the class teacher to help children know how to cope in different situations. Subject specific intervention Specific support for a subject may be given through a recognised intervention e.g. First Class at Number, or through pre-teaching and overlearning the areas that have been covered in class. Speech therapy groups Initial input by a trained Speech and Language Therapist (SALT), follow up sessions for individuals or in small school groups. SALT advice for parents.	For these pupils, more support is required to help their learning journey to progress. External agencies may be sought to offer advice and support e.g. • Speech and Language Therapists (SALT) • Emotional Health and Wellbeing Service • Educational Psychologist (EP) • Specialist Teacher (ST) • Child and Adolescent Mental Health Service (CAMHS) • Special Educational Needs 'surgery', a <i>meeting between professionals to discuss additional support that could be offered.</i> • Begin Early Help Assessment (EHA) to assess the difficulties and access support (e.g. a family worker)	Some pupils may have complex and long-term learning needs. • School or parents can apply for an Education Health and Care Needs Assessment (this provides a more detailed plan to meet the child's needs and sometimes provides additional resources to implement the plan). • There will be external agencies involved supporting families and the school.

When children require support through target setting, we use the **cycles of Assess, Plan, Do, Review (APDR)** supported by families to help the child's learning move forward.

Cycles used 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 expected progress in their learning and/or development? - What are the specific barriers to their learning? - Carry out baseline assessment in order to measure progress. - If high quality teaching is unable to address identified areas of need – plan targets and intervention to meet the needs.	- Class teacher will seek the support of SENDCo / Ordinarily Available Provision to set targets and plan support; - Teacher will consult pupil and parents/carers about identified barriers and needs; - If needed, further advice, intervention and/or training will be sought. - SMART targets are created and where possible the pupil is involved.	- Carry out targeted support / intervention from school staff with the support of home; - Monitor and record progress throughout the targeted support. - Specialist support from other agencies may be sought. - If needed, additional resourcing will be allocated.	- Re-assess progress and development at regular intervals. - Discuss progress made and ongoing strategy with pupil (where appropriate), parents/ carers and involved professionals. - Continue or adjust plan, do, review cycle until good progress is achieved. - Seek further advice if cycle doesn't achieve good progress.

1. Who are the best people to talk to in this school about my child's difficulties with learning / Special Educational Needs or Disability (SEND)?

In the first instance please speak to the class teacher

The class teacher is responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and involving the Special Education Needs and Disabilities Coordinator (SENDCo) as necessary.
- Writing specific targets as part of the 'assess, plan, do, review cycle', sharing and reviewing these with parents. The targets set are short targets, often lasting 6 weeks.
- Personalised teaching and learning for your child as identified on the school's provision map.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

With the class teacher, you may then also want to speak to the SENDCo: Miss Katy Barker.

The SENDCo is responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND)
- Ensuring that you are:
 - i) involved in supporting your child's learning
 - ii) kept informed about the support your child is receiving
 - iii) involved in reviewing how they are doing.
- Liaising with all the other people who may be coming in to school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.
- Providing specialist support for teachers and support staff in the school, so that they can assist children with SEND in the school to achieve the best progress possible.
- Developing and reviewing the school's SEND policy.

You may wish to speak to the Headteacher: Mrs Bennett, who is responsible for:

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- The Headteacher will delegate responsibility to the SENDCo and class teachers but is still responsible for ensuring that your child's needs are met.
- The Headteacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

The SEND Governors, Mrs Jill Newton and Mrs Jenny Fordham is responsible for:

- Making sure that the necessary support is given for any child with SEND who attends the school, as laid out in the SEND Code of Practice (2015).
- Responding to complaints from parents or pupils with special educational needs concerning the provision made at the school.

The school SEND Governors can also be contacted for support, you can email the school office or the Clerk to the Governors.

Chair of Governors – Mrs Dinah Papworth

Email : office@elsworth.cambs.sch.uk

Website www.elsworthprimary.org

The LA – Cambridgeshire is responsible for:

Working together with children and young people with special educational needs and/ or disability (SEND) and their families to access and enjoy learning, participate in communities and achieve.

Link to the Cambridgeshire Schools and Settings [Local Offer](#)

Link to ordinarily available provision (a website for professionals that is used in the first instance when supporting children with emerging needs). [Learn Together](#)

2. What are the different types of support available for children with SEND in our school?

All children will receive support from their class teacher, via excellent targeted classroom teaching (High Quality Teaching).

For your child this would mean

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is built on what your child already knows, can do and can understand.
- Different methods of teaching are utilised, so that your child is fully involved in learning in class. This may involve strategies such as using more practical approaches or ICT.
- Specific strategies (which may be suggested by the SENDCo or colleagues from SEND Services (ST or EP) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided whether your child has a gap or gaps in their understanding/ learning and needs some extra support to help them make the best possible progress.

- Children's progress and support needs are also discussed at pupil progress meetings with the Headteacher.

Specific group work

There are interventions to further support learning that takes place during the school day. These can sometimes take place in the classroom or another learning space within school. They will be run by a teacher or a teaching assistant (TA).

Specialist groups run by outside agencies

e.g. Speech and Language therapy

This means a pupil has been identified by the SENDCo or class teacher as needing some extra, specialist support in school from a professional outside the school.

This may be from:

- Local Authority central services, such as the SEND Services or Sensory Service (for students with a hearing or visual need).
- Outside agencies such as the Emotional Health and Wellbeing Team or CAMHS

What could happen if your child needs external support:

- You may be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Specialist Teacher. This will help the school and you to understand your child's particular needs better and be better equipped to support them more effectively in school.
- The specialist professional(s) will talk to the adults that work with your child (teachers and teaching assistants) and may work with your child to understand their needs. They will make recommendations about specific ways your child is given support.

Highly Personalised support

This type of support is available for children whose learning needs are severe, complex and lifelong.

This is usually provided via an Education, Health and Care Plan (EHCP), (previously known as a Statement of Special Educational Needs). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching.

This type of support is available for children with specific barriers to learning that cannot be overcome through high quality teaching and intervention groups alone.

Your child may also need specialist support in school from a professional outside the school. This may be from:

- Local Authority central services such as the SEND Services or Sensory Service (for students with a hearing or visual need).
- Outside agencies such as the Speech and Language Therapy (SALT) Service, Occupational Therapy or Physiotherapy.

For your child this would mean

- The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which is described fully in the SEN Code of Practice.
- The request accompanied by detailed information about your child and any professional reports that are relevant, are sent to the Statutory Assessment Team (SAT), where the request is logged.
- Requests are discussed on a weekly basis by the LA Needs Assessment panel, who study all of the details about each case and make the decision as to whether or not to proceed with an assessment.
- If the assessment is agreed, the LA must complete the assessment within set timescales. All the professionals involved, including the school and always an EP, are asked to provide detailed information about the child's needs and how to meet these. Parents are always asked to provide their information as well.
- Once all of that information is gathered together a summary report is written by SAT and presented to the Post-Assessment Panel. This is the point where the decision is made as to whether or not to issue an Education, Health and Care Plan (EHCP).
- If an EHCP is made, it describes all of the child's needs in detail, together with a set of outcomes that are designed for that child to work towards over the longer term. Together with the outcomes there are specific details about the provision that the school must put in place so that child will be able to achieve these outcomes. In most instances additional resources are allocated to the school to implement the EHCP.
- If an EHCP is not issued, the school and the parents are sent a SEND support plan to inform all those involved about the best ways to help the child to make continued progress in school. This is based on the advice gathered during the assessment.

3. How can I let the school know that I am concerned about my child's progress in school?

If you have concerns about your child's progress, you should speak to your child's class teacher initially.

- If you continue to be concerned that your child is not making progress, you may also wish to speak to the Special Education Needs and Disabilities Co-coordinator (SENDCo) Miss Katy Barker.
- The school SEND Governor can also be contacted for support, you can email the school office to get in touch with Mrs Jill Newton or Mrs Jenny Fordham or the Clerk to the governors.

All meetings can be made by contacting the school office (office@elsworth.cambs.sch.uk).

4. How will the school let me know if they have any concerns about my child's learning in school?

If your child is identified as not making progress, the school will set up a meeting to discuss this with you and your child in more detail and to:

- Listen to any concerns you may have
- Plan any additional support your child may need from school and from home

- Discuss with you any referrals to outside professionals to support your child

Parents and children are central to the Assess, Plan, Do, Review cycle.

Cycles used 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 expected progress in their learning and/or development? • What are the specific barriers to their learning? • Carry out baseline assessment in order to measure progress • If high quality teaching is unable to address identified areas of need – plan targets and intervention to meet the needs.	• Class teacher will seek the support of SENDCO / Ordinarily Available Provision to set targets and plan a support; • Teacher will consult pupil and parents/carers about identified barriers and needs; • If needed further advice, intervention and/or training will be sought. • SMART targets are created and where possible the pupil is involved.	• Carry out targeted support / intervention from school staff with the support of home; • Monitor progress throughout the targeted support. • Specialist support from other agencies may be sought. • If needed, additional resourcing will be found.	• Re-assess progress and development at regular intervals; • Discuss progress made and ongoing strategy with pupil (where appropriate), parents / carers and involved professionals. • Continue plan, do, review cycle until good progress is achieved. • Seek further advice if cycle doesn't achieve good progress.

5. How is extra support allocated to children, and how do they progress in their learning?

- The school budget, received from Cambridgeshire LA, includes money for supporting children with SEND.
- The Headteacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school. This could include extra equipment, facilities or staff training to support children with SEND.
- The Headteacher and the SENDCO discuss all the information they have about SEND in the school, including:
 - the children already in receipt of extra support,

- the children needing extra support,
- the children who have been identified as not making as much progress as would be expected.

From this information, they decide which extra resources/ training and support is needed.

- The school identifies the needs of pupils with SEND on a provision map. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.
- The SENDCo and Headteacher have regular meetings with SEND Services to agree actions that reflect the needs of the school and any particular areas for training or support.

6. Who are the other people providing services to children with SEND in this school?

School provision

- Teachers are responsible for teaching groups/ individuals with SEND
- Teaching Assistants work in the classrooms with either individual children or small groups
- Breakfast Club/ After School Club (The Den)
- School clubs
- Teaching Assistants offer support for children with emotional and social developmental needs through Social Skills Groups, Sensory Circuits and emotional check ins as required. Your child may be involved in these groups but not have / not have identified SEND.

Local Authority and Health Provision delivered in school

- Educational Psychology
- Sensory Support Team for children with visual or hearing needs
- SENDIASS (SEND Information Advice and Support Service (previously Parent Partnership))
- SALT (Speech and Language Therapy)
- Early Help Hub, Family Workers

[Link to SENDIASS](#)

Link to [Targeted](#) Support (Early Help)

[Link to 'Where to get help and support'](#)

Health Provision delivered in school

- Additional Speech and Language Therapy input to provide a higher level of service to the school
- School Nurse
- Occupational Therapy
- Physiotherapy
- Child and Adolescent Mental Health Service (CAMHS)
- Education Health and Wellbeing Service (support for schools and families)

7. How are the teachers in school supported to work effectively with children with SEND, and what training do the teachers have?

It is the SENDCo's job to support class teachers in planning effectively for children with SEND.

- The school provides training and support to enable all staff to improve the teaching and learning of all children, including those with SEND. This includes whole school training on SEN, for example emotional difficulties such as anger management; Autism Spectrum Condition (ASC) and speech, language and communication difficulties.
- Whole school training on specific support strategies such as metacognitive strategies.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.
- Medical training to support pupils with medical care plans such as diabetes and epi-pen training.
- Good practice is shared between staff to utilise the experience and expertise of all staff.

8. How will the teaching be adapted for my child with SEND?

Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met.

- Teachers take account of the needs of the individual children and plan tasks and resources appropriately.
- Tracking and assessment enables class teachers to analyse the progress of each child.
- Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted, on a daily basis if needed, to meet your child's learning needs.

9. How will we measure the progress of your child in school?

- Your child's progress will be continually monitored by his/ her class teacher.
- His/ her progress will be reviewed formally at pupil progress meetings. These meetings are held with the class teacher, Headteacher every term. The focus is on the core curriculum areas of: reading, writing and maths. If there is another form of need (e.g. Speech, Language and communication needs or social needs) progress in these areas will also be reviewed at these meetings. Any relevant information is shared with the SENDCo.
- At the end of year 6, all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do; the results are published nationally. Occasionally, children with SEND will not be able to access these tests or will need them adapted so that they are accessible (e.g. test printed on a different coloured paper or in a larger font). Any adaptations or non-participation will be agreed together with parents.
- Children may have an individual education plan, based on their needs or targets set by outside agencies specific to their needs. Targets will be set which are designed to accelerate learning and close or reduce the gap. Progress against these targets will be reviewed regularly, evidence for judgements assessed and a future plan made.

- The progress of children with an EHC Plan will be formally reviewed at an Annual Review with all adults involved with the child's education, the family and in most instances the child.
- The SENDCo will also check that your child is making good progress within any individual work and in any group that they take part in.

10. What support do we have for you as a parent of a child with SEND?

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used. Appointments can be made with your class teacher when you see them before/ after school or via the school office.

- The SENDCo is available to meet with you to discuss your child's progress or any concerns/ worries you may have. Timings for these meetings are often flexible but mainly take place on a *Monday*.
- All information from outside professionals will be discussed with you, where appropriate in conjunction with your child, and or in a report.
- Personal targets and behaviour plans will be reviewed with the involvement of you and your child every term.
- Homework may be adjusted to your child's individual requirements.
- A home-school contact book may be used to support communication with you when this has been agreed to be useful for you and your child.
- 'SEND Information, Advice and Support Service' (SENDIASS) can support you with advice and information on helping you and your family. For further information follow this link [SENDIASS](#), call **0300 365 1020**, fill out their [referral form](#), or email SENDIASS@cambridgeshire.gov.uk
- [Pinpoint](#) is a helpful website with support, advice and groups for parents who have children with identified needs.

11. How is Elsworth Primary CofE (VA) School accessible to children with SEND

- The school is fully compliant with Disability Discrimination Act (DDA) requirements.
- The school is on a single level with easy access and double doors and a ramp to our mobile classroom.
- There is one disabled toilet which is large enough to accommodate changing and suitable for wheelchair users.
- We ensure, wherever possible, that equipment used is accessible to all children regardless of their needs.
- Timetables are used in all classrooms.
- Before and After-school provision is accessible to all children, including those with SEND.
- Extra-curricular activities are accessible for children with SEND.
- Risk assessments are carried out for trips or outside learning and a suitable number of adults made available to accompany pupils, with 1-1 support if necessary.
- Parents/ carers may be invited to accompany their child on a school trip if this ensures access.

12. How will we support your child when they are joining this school?

Leaving this school? Or moving on to another class?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is joining us from another school:

- The SENDCo and class teacher will visit local pre-schools with the Foundation Stage Leader when appropriate.
- If your child would be helped by a photo book/ passport to support them in understanding moving on, then one will be made for them.
- Your child will be able to visit our school and stay for one or more taster sessions, if this is appropriate.

If your child is moving to another school:

- We will contact the school SENDCo and ensure he/ she knows about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENDCo from the new school.
- We will make sure that all records about your child are passed on as soon as possible.
- If your child would be helped by a book/ passport to support them in understand moving on, then one will be made for them.
- We can arrange additional visits to the new school for your child, in collaboration with the receiving school.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and a planning meeting will take place with the new teacher. Individual targets will be shared with the new teacher.
- If your child would be helped by a book/ passport to support them in understand moving on, then one will be made for them.
- A pupil profile, made by the child, will help the child communicate the things that they find challenging and things that help them to their new teacher(s).

In Year 6:

- The SENDCo will discuss the specific needs of your child with the SENDCo of their secondary school. In most cases, a transition review will take place with the SENDCo from the new school.
- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
- Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school.
- If your child would be helped by a book/ passport to support them in understand moving on, then one will be made for them.
- If your child has an EHCplan an annual review which focusses on transition to their new setting will be held at the end of Year 5. This will enable you to declare which setting(s) you feel would suit them best, what support they require at the setting and targets will be

reviewed and set (as in other annual review meetings). This review is read and considered by a panel who allocate school places based on their needs.

13. How will we support your child's social and emotional development?

We recognise that some children have extra social and emotional needs, which have to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative in particular settings or situations.

The Emotional Health and Wellbeing of our pupils is very important to us. We have a robust Child Protection Policy, Anti bullying Policy and Behaviour Policy which are actively followed by all members of staff. All classes follow a structured PSHE (Personal, Social, Health and Economic education) curriculum to support this development. However, for those children who find aspects of this difficult we offer:

- In-school social skills groups
- Nurture groups (run by Miss Barker, often with Betty our school dog)
- Lunchtime and playtime support through planned activities and groups
- Play leaders are available at lunchtimes to create structured activities for the children to play

If your child still needs extra support, with your permission the SENDCo will access further support through Early Help or through the Emotional Health and Wellbeing service.

Where required, we can arrange for a play therapist to come into school to offer more specialist support.

Occasionally, children's emotional health impacts on their ability to attend school. If this happens it is important for parents, Mrs Bennett and where SEND is a factor Miss Barker to meet together to create a plan to support your child(ren) to attend school.

14. What school Policies are there for making provision for pupils with special educational needs?

All the policies take into account the needs of pupils with SEND.

These following policies, specifically relating to SEND, can be found on the website.

Special Educational Needs and Disabilities Policy

Safeguarding and Child Protection Policy

Equality and Diversity Policy

Intimate Care Policy

Behaviour Policy

Attendance Policy

Anti-Bullying Policy