

Stretham Community Primary School

SEN Information Report - September 2025



*This report has been co-produced by staff and parents within the school community.*

**Introduction**

The aim of this information report is to explain how we implement our SEND policy and to provide more detail regarding the SEND offer and provision here at Stretham Community Primary School. If you would like to read our SEND policy, it is published on our website, or you can contact the school office for a copy.

The information published below will be updated annually (or before, if key changes occur during the year). This is in line with the requirements set out in the SEND Code of Practice, 2015. What follows, is a list of 'Frequently Asked Questions' related to each area the school is required to provide information about. Please do let us know if there is anything we have not covered, we would be happy to hear from you or answer any further questions you may have

At Stretham Community Primary School, we strive to create a sense of community and belonging for *all* our pupils. We have an inclusive ethos with high expectations for all pupils, celebrating the uniqueness of every child. All pupils have equal opportunities to access a broad and balanced curriculum, encouraging them to become independent learners, learning to take responsibility within the school. We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, including those who have Special Educational Needs.

The 2014 Code of Practice defines SEN as:

**"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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:**

- (a) have a significantly greater difficulty in learning than the majority of others of the same age: or**
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream**

**schools or mainstream post-16 institutions.”**

There are four broad areas:

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

For more information about each category please refer to the Code of Practice

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>.

**How do we identify SEN at Stretham Primary School?**

Class Teachers, support staff, parents/carers and the learner themselves may notice a difficulty with learning. Our rigorous marking of pupils work on a day-to-day basis may highlight when a pupil is not making expected progress in their learning. Regular Pupil Progress meetings are held between class teachers and the Head Teacher, during which every child's progress and attainment is measured against their own previous progress, as well as national expectations. Class teachers and support staff get to know the children in their class very well and therefore any changes in behaviour or attainment will be picked up and concerns shared with parents early on, in order to gather a full picture of needs. We ensure that any subsequent assessment of educational needs directly involves the learner, their parents/carer and their teacher. The Special Educational Needs Co-ordinator (SENCo) will also support with the identification of barriers to learning.

For some learners we may want to seek advice from specialist teams and we have access to various specialist services for example Educational Psychologist, Specialist Teacher, Community Family Workers, Community Paediatricians or Health Professionals e.g. speech and language therapists, physiotherapists etc. These are described on the Cambridgeshire Information Hub (Local Offer) available [here](#).

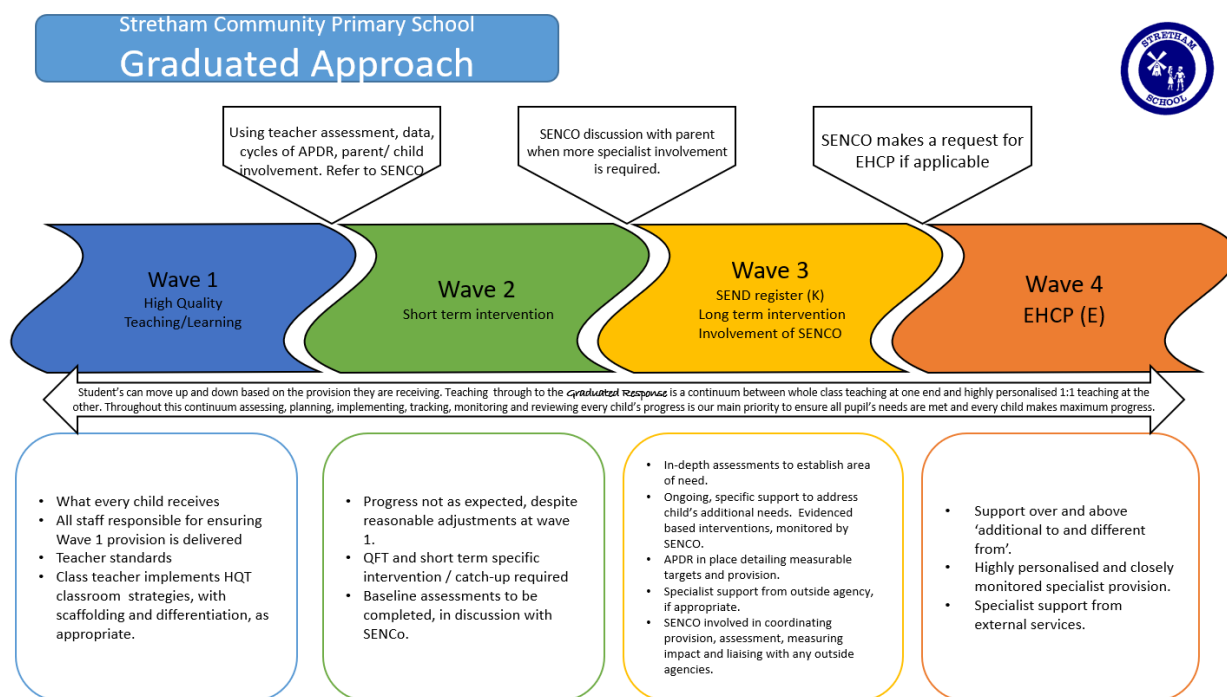
**What do we do to support learners with SEN at Stretham Primary School?**

All teachers are responsible and accountable for the progress and development of all the pupils in their class, even where pupils access support from teaching assistants or specialist staff. Where a pupil is not making adequate progress, the SENCo, class teacher, pupil and parents will collaborate to identify and plan any appropriate support and teaching strategies.

High quality teaching, with scaffolding, adapting and differentiating for individual pupils, is the first step in our school's response to pupils who have or may have SEN. Teachers might use various strategies to adapt access to the curriculum, including:

- Visual timetables
- Use of manipulatives / word banks / writing frames
- The support of a teaching assistant in class
- Use of IT (laptops, portable devices or other alternative recording devices)
- Peer buddy systems
- Positive behaviour reward system
- Targeted interventions to work on specific needs, run by trained teaching assistants

In line with the 2014 Code of Practice requirements, the school will deliver a Graduated Response Model as described in the diagram below for pupils identified as having SEN:



### The Graduated Approach

#### Wave 1:

High quality teaching for all pupils, with a variety of teaching styles, scaffolding and differentiation to meet the needs of all pupils, as appropriate.

#### Wave 2:

Where a child is falling just below national expectations for their age group and starting points, they will be offered interventions or 'catch-up' programmes. These are usually delivered by the class teacher or teaching assistant and are designed to be short and

highly focused.

### **Wave 3:**

If, despite high quality teaching and targeted 'catch-up' support, a child is still falling below age-related expectations and is not making the progress expected, further exploration will take place, carrying out more in-depth assessments. Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning and put effective special educational provision in place. This support will be delivered through successive rounds of **assess, plan, do, review (APDR)**.

#### **Assess**

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services. The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

#### **Plan**

In consultation with the parents and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review. All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded with an APDR and will be made accessible to all staff. Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

#### **Do**

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

#### **Review**

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date. We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher, with the support of the SENCO, will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

#### **Wave 4:**

Where a child's needs require additional support, beyond what is usually available and funded within the school's existing budget, the school may apply for an Education and Healthcare Plan (EHCP). Sometimes, this is already in place when a child reaches statutory school age. This plan will articulate how best the additional funding will be utilised to support the child to attend mainstream school.

The process is described in detail on the Cambridgeshire website:

[Cambridgeshire Online | Education Health Care \(EHC\) Plans](#)

By law, all Local Authorities must publish their SEND Local Offer. This provides information about education, health and social care provided both by the Local Authority as well as partners in the voluntary and community sectors. There are useful links for parents to organisations that can help with the process. The Cambridgeshire SEND Information Hub (Local Offer) can be found by clicking on this link:

[Cambridgeshire Information Hub](#)

#### **What should I do if I think my child may have special educational needs?**

If you have any concerns please speak to your child's class teacher. You and/or your child's teacher may wish to speak to the school's SENCo, Sally Woodman.

#### **How will I be kept informed of my child's progress?**

Class teachers are always happy to discuss the progress of your child with you. Parent Consultations are held in the Autumn and Spring terms and an end of year report is written in July. If your child has an APDR, you will be invited to termly meetings to discuss your child's strengths, progress, current support strategies with expected outcomes and areas for development. You may have the opportunity to meet with other professionals involved in supporting your child, i.e. Speech and Language Therapist, Occupational Therapist etc. We

really value the involvement of parents/carers in their child's learning, therefore please do not hesitate to make an appointment to meet with the class teacher, Head teacher or SENCo if you wish to discuss your child's progress at any point in the school year.

### **How is SEN funded?**

We meet the needs of our pupils in a variety of ways, depending on how the curriculum or environment needs adapting. In the first instance, needs will be met through the school's 'ordinarily available provision' (OAP). Cambridgeshire's SEND OAP Toolkit, Ordinarily Available Provision Toolkit provides a guide for schools regarding the types of adaptation and provision a school may be able to implement. (It must be noted that this is guidance for schools and does not equate to a statutory expectation.) We are, however, aware that not every child's needs can be adequately met through our OAP, funding and resources. If that is the case, we will liaise with parents and carers to discuss how we secure the additional funding, resources and/or expertise to support your child in the way they need.

It may be decided that in order to effectively do that and secure the appropriate resources in the long term, we need to make an Educational, Health, Care and Needs Assessment (EHCNA) to the Local Authority. If this assessment is agreed to and the Local Authority agree to an Education, Health and Care Plan (EHCP), this document will specify the support your child is entitled to. The school is responsible for funding the first £6000 of any EHCP from our school's SEN budget; if an EHCP requires support at a greater level than this, funding is sort from the Local Education Authority (LEA) from the 'high needs' block fund.

### **How do I find out if the support is effective?**

Monitoring progress is an integral part of teaching and leadership within Stretham Community Primary School. Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEN; within our graduated response, pupil and parent voice are an integral part of our 'assess, plan, do, review' model. Before any additional provision is selected to help a child, the SENCo, teacher, parent/carer and learner agree on targets and what they expect to be different following this intervention. This is recorded on the APDR.

If a learner has an Education, Health and Care Plan (EHCP) the same termly review conversations take place, but the EHCP will also be formally reviewed annually.

Progress data of all learners is collated by the whole school and monitored by Teachers, Senior Leaders and Governors.

### **What support is there for my child's overall wellbeing?**

At Stretham Community Primary School we acknowledge that a child's emotional wellbeing is of paramount importance to their general health and to their ability to learn and thrive. Our Personal, Social and Health Education (PSHE) curriculum aims to support this, however we recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a variety of ways including behaviour difficulties, anxiety or withdrawal. For these children we offer a range of interventions, including:

- small social skills groups
- weekly sessions with Teddy, a 'Pets as Therapy' dog
- sessions with our trained 'ELSA' (Emotional Literacy Support Assistant)

Children for whom it is felt more professional support may be appropriate, we can refer to the Mental Health Support Team.

### **Other Opportunities for Learning**

Stretham Community Primary School prides itself in being a community where all are welcome and our inclusive ethos welcomes pupils with SEND. We want all learners to have the same opportunities to access curricular activities and school trips, and discussions will be held between staff and parents/carers to carefully consider individual needs so as to be as inclusive as possible. A risk assessment is always carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised.

### **How accessible is the school?**

The school is wheelchair accessible and there is a disabled toilet in the school. The whole school site is on one level.

### **How will the school prepare my child for the next step in their education?**

Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher or moving on to another school. Stretham Community Primary School is committed to working in partnership with children, families and other providers to ensure positive transitions occur.

Planning for transition is a part of our provision for all learners with SEN. Moving classes will be discussed with you and your child. If it was felt appropriate, additional visits and one-to-one sessions with your child's new teacher can be arranged. Transition to secondary schools will be discussed in the summer term of their Year 5, to ensure time for planning and preparation.

### **What arrangements have the Governing Body made to deal with complaints regarding a pupil with SEN?**

If you have any complaint about the special educational provision for your child or about special educational needs generally, please do see the class teacher in the first instance. If you feel that the matter has not been resolved, speak to the SENCo and subsequently the Headteacher. We will try to resolve the complaint informally in the first instance. If this does not resolve concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the Headteacher in the first instance. They will be handled in line with the school's complaints policy - [Microsoft Word - Stretham CPS Complaints Policy](#)

### **Who should I contact to discuss the concerns or needs of my child?**

In the first instance please, discuss any concerns with your **child's class teacher**.

You may also contact:

SENCo: Mrs Sally Woodman

Head teacher: Mr Matt Sweeney

Special Needs Governor: Mr Jon Partridge

Please contact all the above via the school office: 01353 649271 [office@stretham.cambs.sch.uk](mailto:office@stretham.cambs.sch.uk).

### **Useful links**

Cambridgeshire County Council's Special Educational Needs and Disabilities Information Hub (Local Offer):

[Cambridgeshire Information Hub](#)

Children's Occupational Therapy  
[Cambridgeshire Children's Occupational Therapy](#)

Children's Speech and Language Therapy - Cambridge  
[Cambridgeshire Speech and Language Therapy Service](#)

Pinpoint - Information and support for parents  
[www.pinpoint-cambs.org.uk](http://www.pinpoint-cambs.org.uk)

### Glossary

<b>ADD</b>	Attention Deficit Disorder
<b>ADHD</b>	Attention Deficit and Hyperactivity Disorder
<b>ASD</b>	Autistic Spectrum Disorder
<b>CAMHS</b>	Child and Adolescent Mental Health Service
<b>LAC</b>	Looked After Child
<b>C&amp;I</b>	Communication and Interaction needs
<b>C&amp;L</b>	Cognition and Learning needs
<b>CoP</b>	Code of Practice
<b>CP</b>	Child Protection
<b>DCD</b>	Developmental Co-ordination Disorder
<b>DDA</b>	Disability Discrimination Act
<b>DfE</b>	Department for Education
<b>EAL</b>	English as an Additional Language
<b>EHCP</b>	Education, Health and Care Plan
<b>EP</b>	Educational Psychologist
<b>EWO</b>	Education Welfare Officer
<b>FSM/UIFSM</b>	Free School Meals/ Universal Infant Free School Meals
<b>Graduated Approach</b>	An approach to identifying and providing SEND support

<b>HI</b>	Hearing Impairment
<b>IEP / APDR</b>	Individual Education Plan / Assess, Plan, Do, Review: the means by 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
<b>KS</b>	Key Stage
<b>LA</b>	Local Authority
<b>NC</b>	National Curriculum
<b>OAP (Ordinarily Available Provision)</b>	This defines the provision which is made for pupils, which can be met from the resources generally available to and within the school
<b>OT</b>	Occupational Therapist
<b>PEP</b>	Personal Education Plan
<b>FSW</b>	Family Support Worker
<b>SALT</b>	Speech and Language Therapy
<b>SEMH</b>	Social, Emotional and Mental Health
<b>SEN</b>	Special Educational Needs
<b>SENCo / SENDCo</b>	Special Educational Needs & Disabilities Co-ordinator
<b>SpLD</b>	Specific Learning Difficulty
<b>TA</b>	Teaching Assistant
<b>VI</b>	Visual Impairment