



Special Educational Needs and Disabilities (SEND): **Information Report: October 2025**

School SENCO: Mr. Abbs: 01487 841868: tabbs@earith.cambs.sch.uk. Please give me a call, email or book an appointment; I am here to help and can tell you more!

Introduction

Earith Primary School aims to provide high standards of teaching and learning in an environment where each child is valued as an individual and encouraged to achieve their potential. We have high aspirations and expectations for children with SEND. We want to support children to be confident and happy. At Earith we believe that all children should have access to a broad, balanced and relevant curriculum which is adapted to meet the needs of individuals. Extra-curricular activities and after school clubs are accessible for children with SEND. Children with SEND work alongside children without SEND as part of everyday school life. We are always happy to meet with parents if they wish to discuss the individual needs of their child. The school will always seek to involve the child in their education. For example, children having an input into their Annual Review (EHCP students) and the progress towards their outcomes or tailoring provision to complement personal areas of interest or strength.

What is the Local Offer?

The Local Offer is a 'front door' to information from education, health and social care about the provision and services that are available for children and young people aged 0-25 with special educational needs and disabilities (SEND) and their families. The Local Authority is required to publish this information and review it regularly. You can access the Local Offer [HERE](#). SENDIASS can support parents of pupils with SEND further.

What is the Special Education Needs and Disabilities Information Report?

Schools utilize the LA Local Offer to meet the needs of SEND pupils, as determined by the school's SEND policy, and the provision that the school is able to provide. Schools refer to this as the Special Educational Needs and Disabilities Information Report

Who do I contact if I have concerns about my child's learning, progress or behaviour?

Parents should speak to their child's class teacher. The school SENCO, Mr. Abbs is always available to be part of any consultation. Contact via the school office: 01487 841868.

How will the school let me know if they have concerns about my child's learning and progress in school?

The class teacher or SENCO will set up a meeting to discuss any concerns with you and what the next steps might be. They will discuss the possibility of any referral to outside professionals and the process for this, including the completion of EHA (Early Help Assessment) where appropriate.

How are SEND needs identified?

SEND needs can be identified through a number of routes including a parent raising a concern, class teacher raising a concern and in pupil progress meetings. Regular assessment and monitoring is carried out by the class teacher and when the class teacher has a concern they will flag it up to the SENCO. Special educational needs can be considered as falling under four broad areas:

- Cognition and Learning
- Communication and Interaction
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

What support do you have for parents of children with SEND?

The class teacher is available to discuss your child's progress and any concerns you may have. It is also useful to share information about things that are working well so that similar strategies can be used.

The SENCO is also available to meet with you to discuss any questions you may have. The SENCO will support pupils and their families with areas such as behaviour, bereavement, family issues, health, social and emotional needs, learning and school refusal.

How does the school measure the progress of my child?

- Your child's progress is continually monitored by the class teacher and is discussed formally at Pupil Progress Meetings.
- Each child from Year R to Year 6 is assessed against end of year expectations which are part of the National Curriculum
- At the end of Key Stage 2 (Year 6) all children are formally assessed using Standard Assessment Tests (SATs) and Teacher Assessments. This is a statutory requirement set out by the Government and the results are published nationally.
- Performance of children is also measured during the Year 1 Phonics Screening Check, Year 4 Multiplication Check and at the end of their Reception Year. These are also statutory requirements.
- The progress of children with an EHC Plan is formally reviewed at an Annual Review Meeting and may involve the other professionals that are part of your child's care. Regular meetings are held with parents
- Pupil Work Study, planning scrutiny and lesson visits will be carried out by the SENCO and members of the SLT to ensure that the needs of all children are met and that the quality of teaching and learning is high.

How accessible is the school?

The school is fully compliant with requirements of the Equalities Act 2010. There is a ramp to the reception area and easy access around the school which is on one level and a disabled toilet. Extra-curricular activities are accessible for all children. Please see the school's Accessibility plan. The school will seek to acquire whatever equipment and facilities are necessary in order to meet the needs of pupils with SEND. This is considered on an individual basis and in communication with external recommendations, advice from the SENCO and with parents.

What are the different types of support available for children with SEND at Earith Primary School?

High Quality First Teaching – this is the classroom learning which includes any classroom adaptations or adaptive teaching strategies to meet the needs of all learners, including specific strategies as identified by the class teacher or advised by the SENCO

In Class support in small groups- given by the teacher or a teaching assistant within lessons

Small Group or 1:1 Intervention - these often take place outside the classroom and may be ran by a Teaching Assistant under the supervision of the class teacher or by a specialist teaching assistant e.g. speech and language

Specialist Group or individual work – run by outside professionals e.g. speech and language therapists, hearing support teachers, specialist teaching team, for example

Interventions regularly used include:

- Speech and Language support (Welcomm Groups)
- Phonics/Fluency (Reading: Little Wandles)
- Sensory Circuits (as required)
- Pre-teaching interventions
- Thrive (SEMH)

This is not an exhaustive list but gives examples. The school works closely with other agencies to provide the most effective support for individual children. The school will look to make any adaptations to the curriculum that is necessary in order to meet the needs of our young people with SEND.

What additional support services are available for children with SEND?

We work very closely with a number of different external professionals that have the expertise to support us in meeting the varied needs of children in our care. These include:

- Educational Psychologist
- Speech and Language Therapist
- Pediatrician
- Specialist Teaching Team
- Occupational Therapist
- Physiotherapist
- Emotional Health & Wellbeing Service
- Family workers
- Hearing support

In order to access some of this support we may need to complete an Early Help Assessment (EHA).

How will the school prepare and support my child when they are joining Earith Primary School? Or moving on to their next class or different school?

We recognise that transitions can be difficult for children, particularly those with SEND and take steps to ensure that any transition is as smooth as possible.

Move to another school

We will ensure that all relevant information is shared with the new school in order that they can be prepared.

Move from another School

We encourage visits to the school prior to starting. We will contact the previous school to ensure the key information is passed on and we are fully informed about your child when they start with us.

Moving to the Next Year Group

Prior to moving, transition day/s will be held where children move on to the next teacher and classroom and complete activities (designed to increase initial pupil/teacher relationship and inform classroom routines for the following year). Information will be passed on to the new teacher in transition meetings about the children's learning, progress and pastoral needs. Some children may need further preparation to ensure a smooth transfer. This will be organised by the SENCO in a way that is appropriate to the individual child. The SENCO will ensure staff are fully informed about any child's SEND.

Moving to Secondary School

Class teachers will meet with staff from the schools for a transition meeting and where children have SEN, additional meetings may take place. Visits are arranged to the schools in the summer term and transition activities are planned by the secondary school. Transition work will be completed to support children's understanding of the changes ahead. For SEND children, additional visits to the schools may be organised either in groups or on a 1:1 basis. The SENCO will meet the staff from the secondary school with parents as necessary. If pupils with SEN have an Educational, Health and Care Plan (EHCP), secondary school staff will be invited to review meetings in Year 5 and Year 6 if applicable.

How are the teachers in school helped to work with children with Special Educational Needs or Disability and what training do they have?

The role of the SENCO is to support class teachers to ensure that they meet the needs of SEND learners. As part of the school's self-evaluation process, the school identifies training for all staff. Class teachers and support staff may attend training courses run by outside agencies relevant to needs of children as well as attending in house training to update and extend their professional knowledge as required.

How will my child be included in activities outside the classroom including school trips?

Activities, school trips and residentials are available for all children. Risk assessments are carried out and procedures put in place to enable all children to participate wherever possible.

Supporting Social & Emotional Development

We want all of our pupils to be happy. There are a range of strategies, resources and people we can use to support your child's mental health. We will address this based on an individual's need and in consultation with you. Just give Mr. Abbs or Mrs. Matthews (Mental Health Lead) a call. The school has zero tolerance approach to bullying and has a robust Behaviour and an Anti-Bullying Policy in place which you can find on the website or call for more information.

Complaints

If you are unhappy with the provisions that your child with SEN has received and wish to make an official complaint you must specify in writing that this is what you are doing and write directly to the Head teacher. Please see the school website for a copy of the Complaints Policy.