Guyhirn Church of England Primary School and Pre-School- Part of the Grace Schools

SEND Information Report 2026/2027

Agape - To live, to learn, to love together

School

SENCo: Miss Emma Britchford
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Welcoming, safe, caring, nurturing calm learning environment.

- Restorative practice Cambridgeshire Therapeutic Thinking (CTT) behaviour policy
- Quality Teaching
- Support for the whole family
- Stimulating learning environment
- Creative experiences and opportunities
- Commitment to teamwork and enriching the lives of the children

Locality

- **Early Intervention Inclusion Advisor**
- **Family support worker**
- **Support Groups**
- **Advice**
- **Courses**
- **Parenting support**

The Child



Home and School

Home

- Love
- Family
- Care
- Emotional support
- Clothes
- Equipment
- Varied experiences
- Wide range of opportunities
- Quality time

Medical

Community Peadiatrcian
School Nurse
CAMHS
Speech & Language Therapy
Physiotheapy
Specialist Medical
Occupational Therapy

Professional Services

Specialist Teaching Team
Counselling Educational Psychologist
Sensory Services
Social Care Team
Statotory Assessment
Virtual School: Looked after children

Leisure

Holiday Clubs
Respite
After School Club
Uniformed Organisations
Specialist Sports Clubs

What does the Term 'Special Educational Needs and Disability' mean?

The term '**Special Educational Needs and Disability**' is used to describe learning difficulties or disabilities that make it harder for children to learn than most children of the same age. Children with **Special Educational Needs and Disabilities** (**SEND**) are likely to **need** extra or different help from that given to other children their age



Who should I contact if I think my child has Special Educational Needs?

If you have any concerns about your child's education you should always speak to your child's teacher in the first instance. Your child's teacher knows your child very well and will be able to discuss any concerns with you. They will discuss with you your child's strengths and weaknesses, consider progress over time and in comparison, to their peers. Parents' consultations and our open-door policy mean that a teacher will usually approach you with concerns before you approach them.

How will the school know if my child has Special Educational Needs?

To ensure that children in our school reach their full potential, we are continually assessing children and planning to meet individual needs through a continuous cycle. There are half termly meetings with the Head Teacher and the SENCo, to discuss pupil progress and identify children who may need extra support. During the meetings they will look for children who: -

- are making slower progress than other children who started at the same point
- have changed their rate of progress
- have any underlying medical issues
- finding particular aspects of the curriculum difficult

Initially to address individual needs we will ensure we provide High Quality teaching. For some children targeting these areas will see their learning improve. If your child continues to make slow progress, we will gather further information through observations, work and conversations to obtain a 360-degree view of your child. We will then invite you to a meeting with the SENCo and class teacher. Prior to the meeting we will listen to your child's view to ensure they are involved in the process. If we decide at the meeting that your child has special educational needs, with your agreement SEND support will begin.

SEND support takes the form of a cycle.

The diagram opposite shows the steps involved in providing SEND support in school.

You are invited to take part in every step so that you will always be aware of the support and the progress they are making.

Pupil voice is also considered in this cycle.

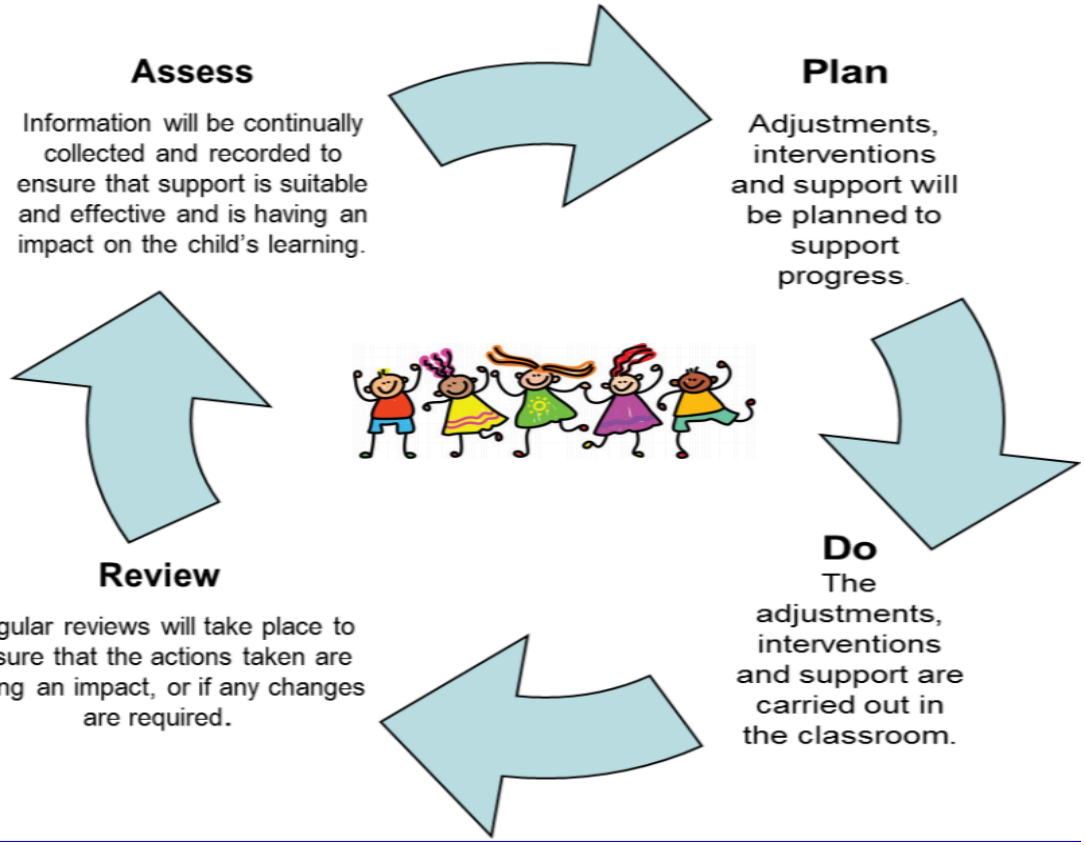
SEND Support in School

What kinds of Special Educational Needs can the school help my child with?

Guyhirn Church of England Primary School is a fully inclusive school, where each child is treated as an individual and strives to ensure that all children achieve their full potential. We aim to identify individual needs and support these to ensure progress.

Additional provision is currently being made for children with a range of needs including:

- Cognition and learning
- Communication and Interaction
- Sensory or Physical
- Social, Emotional and mental Health



Who will be involved with helping my child?

It depends on the needs of child as to how many people will be involved with your child. For some children, just the class teacher, the SENCo and yourself will be the only people, whilst for other children there might also be outside professionals involved. These are some of the people that may be involved with your child:

Class Teacher

Your child's teacher is responsible for your child's progress in school and will always play a key role

SENCo

The SENCo oversees the provision for children with SEND in school. Miss Emma Britchford is our School SENCO.

Community Paediatrician

Some children may have a diagnosable condition which is affecting their learning, i.e. autism, ADHD. The Community Paediatrician may be able to diagnose these conditions.

Occupational Therapist

School may refer your child to an Occupational Therapist if there are concerns about your child's sensory needs, fine motor skills or visual perception. They may carry out an assessment and provide strategies to use with your child.

Parents You can make a big difference by supporting your child. Your child's teacher will discuss ways you can help at home.

Teaching Assistant

Your child may work with a teaching assistant for small group work or individually.

Sensory Services Sensory Services may be involved with your child if they have a hearing or visual impairment. This will involve regular visits to school to ensure that any barriers to school life are kept at a minimum. They can also work on a one-to-one basis with your child.

Speech & Language Therapist

The Speech & Language Therapist may support your child's language development. This can be through direct work in school or they may provide a programme for the school to deliver in order to support your child.

Specialist Teaching Team The Specialist Teaching Team may work with the teacher and SENCo to provide strategies to use with your child. They can carry out assessments to help identify the difficulties your child is facing. All members of the team come from a teaching background.

Educational Psychologist

The Educational Psychologist may work with the teacher and SENCo to provide strategies or assess your child. Educational Psychologists have both a teaching and psychological background.

Mental Health Services Team

They work with professionals, to signpost, advise and support referrals to the wider ***emotional*** health and ***wellbeing services***

CHUMS

Mental Health & Emotional Wellbeing Service for Children and Young People provides therapeutic support in a variety of ways.

How does the school teach children with SEND?

How is the curriculum and learning environment adapted?

Class Teachers have a responsibility for enabling all pupils to learn. To achieve this, they:

- Plan appropriate work/activities for their pupils
- Ensure that support is available for all children (inclusive quality first teaching)
- Adaptations used within the curriculum using scaffolds to support.
- 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. It may take the form of:

- Using different learning materials
- Making reasonable adjustments to routines or to the physical environment
- Support staff in the classroom
- A more focused level of support in a small group

What support is available for ensuring the emotional and social development of children with SEND?

"Pupils are happy and well cared for in this welcoming school. They say that learning is fun, and that they enjoy their lessons. Pupils are well behaved, and lessons flow without disruption". Ofsted October 2019 All children know they can talk to any adult in the school concerning any aspect of school life. Our use of the STEPs behaviour and our restorative approach ensure all views are listened to and respected. Children are supported in many ways across the school, through social skills group, Lego learning, circle time, emotional literacy sessions or by the use of social stories. The school provides clear structure, rules and boundaries throughout the school day as well as a whole school rewards system. If necessary, we can ask for advice from other agencies. Visual timetables are displayed so children know what to expect throughout the day.

What extra activities are there?

Games Club
Lego Club
Sports Club
Drama/dance Club
Choir
Origami club
Glockenspiel Club

How will the school let me know my child's needs and the help they are receiving?

Partnership with parents plays a key role in enabling children with SEND to achieve their potential. We recognise that parents hold key information, knowledge and experience to contribute to the shared view of a child's needs. All parents of children with SEND will be treated as partners and supported to play an active and valued role in their child's education. Your child's teacher will discuss their progress with you regularly. If you or the school have concerns about your child, we will arrange to meet with you. For some children it may be necessary to arrange for specialised assessments and support from an outside agency. This will always be discussed with you before we contact any agencies.

How will the children themselves be involved?

Children with SEND often have a unique knowledge of their own needs and their views about what sort of help they would like to enable them to reach their full potential. They will be encouraged to talk about their learning and their next steps, as well as the type of support they find helpful. We will always work in the best interest of the child, particularly if they are not so aware of their specific needs.

What happens when my child moves between classes or moves schools?

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. If your child is leaving our school, we ensure that all records are transferred to the new school. For children moving on to secondary school, additional visits may be offered and we will liaise as closely as we can with the SENCo at the new school. If your child joins us part way through their school journey, the information received from their previous school will be used by the teacher to identify how to support your child in school and help plan the next steps of your child's learning. Your child will continue to receive SEN Support in school and be part of the Assess, Plan, Do, Review process. If your child already has an EHCP, it will transfer with your child and any additional provision will continue along with the continued cycle of reviews.

How does the school evaluate how effective the support is for children with SEND?

The way that children are supported will be reviewed continuously to ensure that we are meeting the needs of the children in school. A number of areas are considered including:

Staff awareness of procedures for assessment, identification and provision for children with SEND

Early identification of children with SEND

Partnership work with parents and children

Academic progress of children identified with SEND

How staff are deployed to meet the needs of children with SEND

The involvement of children in reviewing their progress

The relationship with outside professionals and the effectiveness of their involvement

The various intervention programmes used and their effectiveness

The school produces a Provision map showing any additional support children are receiving, the frequency of this support and detailing the impact this is having. The SENCo reports to the Hub director. Pupil Progress Meetings take place regularly where Teachers, the Headteacher /SENCo look in detail at pupil progress and identify where support is needed.

What happens if I'm not happy with the support my child is getting?

At Guyhirn Church of England Primary School we aim to work in partnership with parents to ensure a joint approach to meeting your child's needs. Any complaints regarding SEND provision should initially be discussed with the pupil's Class Teacher or raised with the Head teacher. If a satisfactory outcome cannot be agreed, you should follow the steps outlined in the school's Complaint Procedures and Policy document which is available in the school office and on the website.

Where can I get extra help and advice?

There are many organisations that will provide support for families with children who have Special educational needs or a disability. You might find some of the links below helpful.

Help and Advice understanding the SEND Code of Practice 0-25 years

The document can be found at:
https://assets.publishing.service.gov.uk/media/5a7dcb85ed915d2ac884d995/SEND_Code_of_Practice_January_2015.pdf

Cambridgeshire County Council's Local Offer which details services available in the Cambridgeshire Area

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

Pinpoint

A registered Cambridgeshire charity that provides help and support for parents with children who have special needs. It is run by parents for parents and gives straightforward guidance on the services children are entitled to and how to access them.

http://www.pinpoint-cambs.org.uk/home

SENDIASS - SEND Information, Advice and Support Service

Offer impartial and confidential information, advice and support to parents who have a child or young person with special educational needs or a disability.
http://www.cambridgeshire.gov.uk

Family Support Worker

Our Family Support Worker offers help with challenging behaviour, establishing routines, raising self-esteem, increasing confidence and improving family relationships. In the first instance please contact the SENCo

Cambridgeshire Early Help Assessment

Sometimes, it is difficult to know exactly what help you and your child need. In these cases, the Cambridgeshire Early Help Assessment is an ideal tool to help. It is a way of identifying whether a child needs extra support and working out the best way to provide that support. School will lead the process for you either through the Family Worker or the SENCo. Find out more from the link below.
http://www.cambridgeshire.gov.uk/thinkfamily

Cambridgeshire Admissions
www.cambridgeshire.gov.uk/admissions

Staff Voice

High Quality teaching is our priority and as a school we plan according to the needs of individuals using multi-sensory approaches.

Pupil Voice

It helps me when adults give me things to help me with my work.

Parent Voice

My child didn't like maths but with additional support and the right tools for him he has made great progress.

Community Council

We are committed to ensure that all children receive a high-quality education and receive any additional support they need to ensure they make progress.