



# SEND INFORMATION REPORT 2025 - 2026

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Approved by: Ms C  
Breakwell

Date: Autumn 2026

Last reviewed on:  
Autumn 2025

Next review due by:  
Summer 2027



## **Vision and Ethos**

At James Cambell Primary School, we are committed to ensuring that every pupil has a voice and is valued, reflecting our school vision.

We aim to:

- Provide a broad and balanced curriculum accessible to all
- Ensure pupils with SEND can flourish academically and socially
- Promote inclusion through high expectations and appropriate support
- Work in partnership with parents, pupils and external agencies

We recognise that some pupils will require additional provision, strategies or materials to access learning.

## **Definition of SEND**

A pupil has SEND if they:

- Have significantly greater difficulty in learning than others of the same age, or
- Have a disability impacting access to educational facilities

This reflects the SEND Code of Practice (2015) definition used in our policy.

## **Types of SEND we provide for**

Consistent with our policy, we provide support across:

- Cognition and Learning (SPLD, MLD, SLD, PMLD)
- Social, Emotional and Mental Health (SEMH)
- Communication and Interaction (SLCN, ASD)
- Sensory and/or Physical Needs (VI, HI, MSI, PD)

## **Roles and Responsibilities**

Class Teacher

- First point of contact
- Responsible for identifying needs and planning support
- Monitors progress of pupils on the SEND register

SENDCo

- Leads SEND provision across the school

- Manages SEND register, provision mapping and interventions
- Coordinates external agency involvement
- Tracks pupil progress and monitors interventions

#### Headteacher

- Oversees SEND provision and ensures statutory duties are met

#### SEND Governor

- Provides independent oversight of SEND provision
- Monitors effectiveness through regular review

#### Additional Adults

- Deliver interventions
- Support pupils in class under teacher direction

## Contact Details

**SENDCo:** Mrs H Thompson

**Contact:** via school office 02082704684

**Email:** [hthompson@jamescambellprimary.org.uk](mailto:hthompson@jamescambellprimary.org.uk)

The class teacher remains the first point of contact.

## Identification and Assessment

We follow the staged approach outlined in the policy:

### 1. Initial Concern

- Teacher identifies barriers to learning
- In-class strategies implemented and recorded

### 2. Intervention Stage

- Targeted intervention provided
- Measurable outcomes and review built in

### 3. SEND Support (SENS K)

- Pupil added to SEND register
- Pupil Passport created with targets
- External agencies may be involved

#### 4. Education, Health and Care Plan (EHCP)

- Requested where needs are significant
- Annual review process in place

### **Our Approach to Teaching**

We deliver:

- Quality First Teaching for all
- Adapted lessons and personalised provision
- Small group and targeted interventions

Provision is based on identified need and provision mapping, not generic support.

### **Provision Mapping**

Our school operates a dynamic provision map, which:

- Identifies pupil needs first
- Matches interventions precisely to need
- Is regularly reviewed and adapted

We prioritise:

- Addressing root causes
- Building long-term resilience
- Avoiding short-term solutions

### **Pupil Passports**

All pupils at SEND Support or with an EHCP have a Pupil Passport, which includes:

- SMART targets
- Strategies and interventions
- Staff responsibilities
- Review outcomes

These are:

- Reviewed termly
- Shared with parents
- Used to track long-term progress

## **Pupil Voice**

In line with our ethos that every child has a voice:

- Pupils contribute to Pupil Passports
- Pupils attend reviews where appropriate
- Staff support pupils to express their views

## **Parent Partnership**

We work closely with parents through:

- Termly reviews (linked to Parent Evenings)
- Ongoing communication with class teacher
- Involvement in planning and reviewing Pupil Passports

Parents are active partners in all stages of support.

## **External Agencies**

We work with:

- Educational Psychologists
- Speech and Language Therapy
- Occupational Therapy
- CAMHS
- Behaviour Support Services
- Child Development Team
- Hearing and Visual Impairment Services

Referrals are made with parental involvement.

## **Monitoring and Evaluation**

We evaluate SEND provision through:

- Termly progress tracking
- Intervention evaluations
- SENDCo monitoring
- Provision map reviews
- Governor oversight

Impact is measured against progress towards individual outcomes.

## **Allocation of Resources**

Support is provided through:

- School SEND funding
- Directed staffing and interventions
- Specialist resources

Where required:

- Additional funding is requested
- EHCP assessment pursued

## **Emotional and Social Development**

We support pupils through:

- Inclusion and nurturing environment
- Structured interventions
- Behaviour and pastoral systems
- External support where required

Behaviour may be identified as a barrier to learning and addressed through SEND processes where appropriate.

## **Accessibility**

We ensure access through:

- Physical adaptations (e.g. wheelchair access)
- Adapted curriculum delivery
- Use of appropriate resources

In line with our Accessibility Plan and Equality Act duties

## **Inclusion in School Life**

All pupils with SEND are included in:

- Trips and visits
- Clubs and enrichment
- Whole-school activities

We make reasonable adjustments to ensure participation for all.

## **Transitions**

We support transitions through:

- Information sharing between staff
- Transition planning for vulnerable pupils
- Additional visits where needed
- Secondary transfer support

## **Local Offer**

Further information available at:

 <https://www.lbbd.gov.uk/about-our-local-offer>

## **Complaints Procedure**

Concerns should be raised with:

1. Class Teacher
2. SENDCo
3. Headteacher

Formal complaints follow the school Complaints Policy.