James Cambell Primary School

Partnership Learning

James Cambell Primary School

SEND Information Report

2026-27

Last reviewed on:	November 2026
Next review by:	November 2027
Staff responsible:	Ms C Redmond (SENCO)
Approved by:	Governing Body (19th November 2026)

Our vision and approach 3
Children with SEND at James Cambell 3
How do we identify and assess children with SEND? 3
How do we support children with SEND? 4
Teaching and additional support 4
Well-being and behaviour 5
Working with you and your child 5
Reviewing progress and provision 6
Taking part and access 6
Staff expertise and specialist services 6
Funding and EHC plans 7
Admissions 7
Attendance and medical needs 7
Concerns and further advice 7

This report explains how we support children with special educational needs and disabilities (SEND) at James Cambell. It is designed to be read by parents, particularly parents of children with SEND. It should be read alongside our SEND Policy and Inclusion Strategy.

Our vision and approach

James Cambell is a three-form entry mainstream primary school in Dagenham.

Providing the children of James Cambell Primary School with the opportunities that they deserve.

Our vision is to provide the children of James Cambell with the opportunities they deserve.

For children with SEND, this means:

- Helping your child learn and achieve through interesting lessons, adapted to their needs, while building their confidence and independence.
- Making sure your child feels safe, welcome and valued, has support to build friendships and can take part in lessons, trips, clubs and school life.
- Working closely with you and your child to understand what helps them, provide the right support and check how well they are progressing.

Children with SEND at James Cambell

At James Cambell, **24%** of children are identified as having special educational needs and/or disabilities (SEND). This includes **2.7%** of all children who have an Education, Health and Care (EHC) plan, which sets out their needs and the support they must receive.

We support children with needs across four broad areas. A child may have needs in more than one area, and these may change over time.

- Communication and interaction: difficulties understanding language, expressing thoughts and needs, or communicating and interacting with others. This includes speech, language and communication needs and needs associated with autism.
- Cognition and learning: difficulties learning, remembering or using new skills. This includes specific learning difficulties, such as dyslexia, and more general learning difficulties.
- Social, emotional and mental health: difficulties understanding and managing feelings, building relationships or coping with everyday situations. These may affect a child's behaviour or lead them to become withdrawn.
- Sensory and physical: needs linked to hearing, vision, physical development or mobility that affect access to learning and school life.

Speech, language and communication needs and autism are the main areas of need within our current SEND cohort. We also support children with more complex learning needs and significant social, emotional and mental health needs.

How do we identify and assess children with SEND?

We use information from families, previous settings, classroom work, observations and assessments. Teachers discuss concerns with the SENCO, including difficulties with communication, learning, independence, relationships or emotional development.

We first adapt teaching and review the impact. Where difficulties continue, we consider further assessment and specialist advice with you. Slow progress or learning English as an additional language does not automatically mean a child has SEN.

If a child is identified as requiring special educational provision, they are added to our SEND register. We do not need to wait for a medical diagnosis to provide support.

How do we support children with SEND?

We follow assess, plan, do, review: identify needs, agree support and targets, provide the support, then review the impact. The class teacher remains responsible for your child's learning, including when other staff provide support.

Each child on the SEND register has a Pupil Passport. This records what matters to them, how they communicate, helpful strategies and specific targets. Teachers update it each term and share it with parents.

Teaching and additional support

Adaptive Teaching Toolkit

Teachers use our James Cambell Adaptive Teaching Toolkit across subjects. Strategies include smaller steps, modelling, extra thinking time, vocabulary practice, practical equipment, sentence starters and adapted texts. Widgit symbols, visual timetables and communication boards help children understand and express themselves.

Support may be in class, in a small group or individually. Extra teaching in phonics, reading, writing and maths target particular skills a child needs to develop.

Speech language and communication

Our whole-school oracy approach teaches listening, turn-taking, sharing ideas and asking questions. In Reception, Nuffield Early Language Intervention (NELI) supports children identified as needing extra help with early language.

We invest in speech and language therapy and have a trained speech and language teaching assistant. Their advice and activities inform classroom support and individual targets.

Willow Room

We support pre-formal learners in the Willow Room: children not yet ready for learning organised into separate subjects. Learning focuses on early communication, engagement, interaction and independence, with activities and targets matched to each child's development and EHCP targets.

Aspen Room

The Aspen Room is an intervention space for semi-formal learners: children accessing some subject-specific learning who need a more personalised, practical approach. Resources include individual visual schedules, structured tasks, communication supports and adapted books. Learning is precisely tailored to each child's academic ability.

Sensory and physical support

Our sensory and soft play spaces are used as part of planned support. We seek professional advice where needed about sensory needs, movement, physical access and specialist equipment.

Cambell Primary Centre

The Cambell Primary Centre (CPC) is our additionally resourced provision for children with significant social, emotional and mental health needs. It supports up to 16 pupils, normally on one-year placements. Children remain registered at their home school as well as the CPC.

The CPC focuses on belonging, achievement and growth. Positive relationships, recovery and learning to manage emotions help prepare children to return to mainstream education. Its curriculum includes academic learning, Thrive, citizenship and practical experiences. Families, home schools and relevant professionals help plan and review support. CPC placements have separate arrangements; contact the SENCO for details.

Well-being and SEMH

We support children's social, emotional and mental health through Zones of Regulation, Wobbles and Hot Heads, mentoring, Nurture and Thrive. Support is matched to each child's needs and helps them understand their feelings, manage worries and build positive relationships.

We work with families to understand difficulties and agree what will help. Children can share worries with trusted adults, using pictures or other communication support where needed.

Working with you and your child

We involve you in identifying needs, agreeing targets and reviewing support. Your child's Pupil Passport is shared each term. You can share concerns or changes at home with the class teacher or SENCO at any time.

We provide an annual report and invite you to review provision at least annually. Children with EHC plans also have a formal annual review. We share professional advice and explain how it will be used. Please tell us if you need language or communication support for information or meetings.

Children contribute to their Pupil Passport and reviews in ways that suit them, including conversation, pictures, choices and communication boards. We ask what they enjoy, find difficult and find helpful. For children who cannot tell us directly, we observe their responses carefully.

Reviewing progress and provision

Every teacher meets with the SENCO each term to review children on the SEND register. These SEND pupil progress meetings review Pupil Passport targets, the impact of support and the next steps.

We assess progress each term using work, observations and assessments matched to the child's stage. We track communication, independence and social and emotional development alongside academic learning. For children not yet accessing subject-specific learning, we use the engagement model and detailed small-step assessments.

The SENCO and senior leaders monitor teaching and interventions. Annual pupil and parent surveys and EHC plan reviews also help us evaluate provision. Our SEND link governor monitors its effectiveness with school leaders.

Taking part and access

We plan adjustments so that all children can take part alongside their peers in lessons, PE, playtimes, trips, clubs and performances. These may include adapted activities or equipment, communication support, advance preparation and adult support. Risk assessments consider the support each child needs. Children are not excluded simply because they have SEN or a disability.

Please discuss physical access, personal care and equipment needs with the SENCO and arrange a visit. Our Accessibility Plan explains improvements to curriculum access, the school environment and accessible information. It is available from the office, alongside requests for information in another format.

Staff expertise and specialist services

The SENCO advises staff and co-ordinates provision. Our Adaptive Teaching Toolkit, termly SEND meetings and support with precise targets help teachers plan for individual needs. The headteacher and SENCO identify further training and specialist advice needed for children in school.

Alongside our speech and language provision, we may involve educational psychologists, specialist teachers, the local authority Inclusion Team, occupational therapists, physiotherapists, school nurses, GPs, paediatricians, CAMHS, education welfare, social care and family support services.

We discuss referrals with you. Access depends on the service's criteria and assessment. Professional advice informs Pupil Passports, teaching and support. We also help families find local and voluntary services through the Local Offer.

Funding and EHC plans

The headteacher and SENCO allocate staff time, interventions, resources, training and specialist advice according to assessed needs and progress. We seek advice about suitable equipment and how to secure it, including local authority help where appropriate.

SEN support is funded through the school's SEND budget. Where a child may need an EHC plan, we discuss requesting an EHC needs assessment with the family and local authority. Parents can also request an assessment directly. EHC provision may receive additional local authority funding and must reflect the support specified in the plan.

Admissions

Children without an EHC plan apply through the usual admissions process. A child will not be refused admission simply because they have SEN or a disability. Children whose final EHC plan names James Cambell are admitted before remaining places are allocated.

Our published oversubscription criteria are applied fairly without disadvantaging children with SEN or disabilities. The SENCO works with families and professionals to plan support and transition. CPC placements follow separate arrangements.

Attendance and medical needs

Where SEND affects attendance, we work with you to understand the barriers, agree support and review it. Please tell us about medical needs or medication. We agree arrangements with families and professionals, using an individual healthcare plan and relevant staff training where needed.

Concerns and further advice

Telephone: 020 8270 4684
Email: office@jamescambellprimary.org.uk

Our special educational needs co-ordinator (SENCO) is Ms Redmond.

Please raise concerns with the class teacher or SENCO, then the headteacher if unresolved. Our Complaints Policy explains the formal process and further stages. It is available from the office or school website, alongside our SEND Policy and other school policies.

Barking and Dagenham SENDIASS offers impartial information and support, including help with disagreements: 020 8593 4422 or carers@carerscentre.org.uk.

The Local Offer lists education, health, social care and family support: https://localoffer.lbbd.gov.uk/.

This report is reviewed annually and updated when information changes.