

SEND Information Report



Mepal & Witcham Primary School
a part of Ely Diocese Multi Academy Trust

Approved by the Governing Body:
Signed: Mr C Snuggs
Date: Sept 24

Date to be reviewed: Sept 2025



This SEND Information Report has been written alongside the SEND Policy, Equality Information and Objectives Policy and Accessibility Plan and to comply with the revised SEND Code of Practice 2014, Children and Families Act 2014 and the Equality Act 2010.

Mepal and Witcham CoE Primary School is a mainstream school, which is part of DEMAT. We make every effort to meet the needs of all pupils, including when necessary, additional provision for children with Special Educational Needs and Disabilities. We work with the Trust and a range of outside agencies who support and advise school staff.

High-Quality Teaching is the universal provision made for all children and young people. This consists of high-quality teaching in an inclusive environment. Class Teachers plan lessons according to the specific needs of all groups of children in their class. Planning and teaching will be adapted daily to meet your child's individual learning needs.





The guide to our provision for children with Special Educational Needs at Mepal and Witcham CoE Primary School

Identification of SEND at our School	
1. How does the school know if children, including those with disabilities, need extra help?	We assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress, which are shared termly, for all pupils and identify those whose progress: ● Showing an unexplained regression in child's previous rate of progress; ● Fails to close the attainment gap of that expected of their age; ● A change in personal, social, physical and/or medical circumstances. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed, for example, consistent cycles of APDR (Assess, Plan, Do, Review), responsive teaching and further support from external services. Additionally, we recognise that children may need extra help when: ● Concerns are raised by parents / carers, and/or staff. If issues persist then teachers will seek further advice from the SENCO who will support them in making arrangements for assessments of the child and suggest further strategies or resources. The impact of these changes will be monitored via APDR format. If issues continue then the school can seek advice from outside agencies. Parents will be fully consulted throughout this process and are very much considered to be integral to



	the learning and development of the children. Consultation with external agencies can form a crucial part of the support process.
2.What should I do if I think my child may have special educational needs or a disability?	Your first point of contact should always be the class teacher who will monitor and possibly put strategies in place. Either you or your child's teacher may want to further discuss your concerns with the SENCO. The school SENCO is Mrs J Maginnis. Mr Snuggs assumes the role of SENCO in Mrs Maginnis' absence. The named Governor with responsibility for SEND is Joy Walker.

3. How will school staff support my child, even if they have SEN or a disability?	The school makes provision for pupils with difficulties in the four broad areas of need: • Communication and Interaction • Cognition and Learning • Sensory and Physical difficulties • Social, Emotional and Mental Health difficulties At Mepal and Witcham CoE Primary School children who have a Special Educational Needs may not have a disability and similarly those children with a disability may not have Special Educational Needs. Sometimes, however, these can overlap. • Class teacher is responsible for ensuring your child's needs are met. • Teaching Assistants (directed by the class teacher) support all children. • The SENCO/SLT will regularly monitor that your child's needs are being met in class and supporting the teacher and the child to achieve their goals. • Children who require additional support, above what is ordinarily available to the whole class, will have an APDR (assess, plan, do, review) written by their teacher with targets to break down their learning. • Quality First Teaching is the priority, however, extra support in class may include: live modelling, necessary adaptations, additional adult support, mindful seating plan, extra resources and visuals. • Staff receive regular and relevant training to meet the needs of the school's current context. • Additional interventions may be introduced for your child. These are carefully monitored to ensure they provide the most impact. • Termly reports (written or face-to-face) with you, the parent/carer, the child, their teacher and the SENCO (when needed) to help everyone to remain informed about the child's progress. • If your child has speech or language difficulty, trained TAs may work alongside the class teacher to support their needs. S.A.L.T (Speech and language therapy) may be consulted and will work with the child to support. Strategies will be passed onto the class teacher to be able to continue to use and support the child within class. • Our Speech and Language therapist will visit the school to review the progress with a specific
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	programme and adapt the programme as your child makes progress. They will also write a report of their findings, strategies and resources. ● Outside agencies who may be offering support to your child may visit to give advice, feedback to the child and the teacher to ensure your child's needs are being met. All outside agencies are accessed through a referral process which requires your consent We have support from a Specialist Teacher and Educational Psychologist from the Local Authority SEND Service 0 - 25 team who work with the SENCO, teacher and parents to unpick needs to help improve your child's attainment, progress and wellbeing. And we also work alongside many different agencies who can support within specific areas such as S.A.L.T and Younited.
4. How will the curriculum be matched to my child's needs and disabilities?	Teachers are responsible and accountable for the progress and development of all the pupils in their class. Quality First Teaching will be the main focus and from this effective scaffolding will enable your child to participate fully in all aspects of learning to make the best possible progress. ● Staff plan according to children's needs and requirements in the classroom. ● All staff who work with your child in school are aware of your child's requirements. ● Staff can meet the needs of the children by applying the adaptation strategies suggested within the APDRs. ● Adapting our delivery of the curriculum to ensure all pupils can access it, for example, by grouping, 1:1 work, teaching style etc. ● Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc. ● Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc. ● Teaching assistants are trained to deliver specific interventions. ● TAs may support groups to encourage independent learning. We will also provide the following interventions: ● Sounds Write Phonics. ● Speech and Language. ● Pre and Post Teaching – Maths, Vocabulary, Guided reading.

	● Complete Maths Tutor ● FASE Reading and 1:1 reading.
5. How will both you and I know how my child is doing and how will you help me to support my child's learning.	We will follow the graduated approach and the four-part cycle of Assess, Plan, Do, Review (APDR). The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on: ● The teacher's assessment and experience of the pupil ● Their previous progress and attainment and behaviour ● Other teachers' assessments, where relevant ● The individual's development in comparison to their peers and national data (using the Engagement Model where necessary) ● The views and experience of parents ● The pupil's own views ● Advice from external support services, if relevant ● All children on the SEND register have a plan that is written by the class teacher and this is monitored by the SENCO. ● This plan outlines their needs and strategies that are used to meet those needs. This is known as an assess, plan, do, review (APDR) cycle. These will be shared with you and you will be asked for your views and we hope that you will talk to us about any concerns or successes at any time through the school year. ● Children with an Education, Health and Care plan (EHCP) will have a provision plan to ensure that all the outcomes on the EHCP are being worked towards becoming achieved. The class teacher ensures the plan is being carried out and the SENCO will oversee and monitor that this is effective and is having the desired outcome. ● The assessment will be reviewed regularly. ● All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. ● We will regularly review the effectiveness of the support and interventions and their impact on the

	pupil's progress. ● You will meet with the class teacher to discuss your child's progress, review their achievements and targets. ● Face to face meetings, telephone conversations and informal discussions will ensure a good partnership between home and school. The class teacher is your first point of contact. The SENCO is available to meet with at any time should you have any concerns about your child. ● Appointments with the class teacher or SENCO can also be carried out via telephone conversations or virtually as well as face to face options.
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Support for your Child	
6. What support will there be for my child's overall well-being?	We provide support for children to improve their emotional and social development in the following ways: • Staff take time to talk to children and respond to their individual needs and wishes sensitively. • Children's views are sought when producing and reviewing Education Health and Care Plans • Children review their learning and behaviour termly via one page profiles. • Access to PSHE curriculum. • We have a zero-tolerance approach to bullying. • Children are supported by the class teacher and support staff in the classroom overseeing the well being of children on a day-to-day basis. • We have a mental health first aider available in school. • Several staff are trained in first aid. • Teaching within schools covers areas such as: road safety, online safety and anti-bullying. • The school has a designated safe guarding lead who is Corey Snuggs. • Staff are regularly trained on safe guarding issues and how to respond if a situation should arise.

7. What specialist services and expertise are available at or accessed by the school?	We work with the following agencies to provide support for pupils with SEN (Please be aware that it can take several months to access these services): ● Speech and Language Therapy ● Specialist Teachers and Specialist Practitioners (SEND Services 0-25) ● Educational Psychology ● Occupational Therapy ● Community Paediatrician ● CAMHS (Child and Adolescent Mental Health Service) ● Early Intervention Family Worker ● Sensory Support Service (for pupils with hearing and visual impairments) ● Mental Health in Schools Team ● Bereavement counselling ● Emotional Health and well-being service ● Locality Team ● Social Care ● Early Support
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8. How will my child be included in activities outside the classroom including on school trips.	Discussions will be held between teachers and parents to ensure that all reasonable adaptations are made to allow all children to participate in all activities as far as is possible. • All of our extra-curricular activities and school visits are available to all our pupils, including our before- and after-school clubs. • All pupils are encouraged to go on our residential trip (Year 5/6). • All pupils are encouraged to participate in school sports competitions and events • All pupils are encouraged to take part in sports day, class Collective Worships and school productions. No pupil is ever excluded from taking part in these activities because of their SEN or disability. • Risk assessments are carried out and reasonable adjustments are made.
9. How accessible is the school?	• Ensuring all of the building and classrooms are accessible to all the children • Adults are supportive of the needs of the children • Pre-planning for trips and visits to ensure children can access learning beyond the classroom • Where needed, we will devise a risk assessment/safety plan for a child to ensure they are safe and have full access to the curriculum • We keep a supply of various pencil grips, move and sit cushions, ear defenders, writing slopes and fiddle toys • In some cases, children may require specific equipment and resources, for example, coloured overlay for reading, specific chairs for children with muscle disabilities. For these occasions the school will liaise with outside agencies for support and guidance. • Accessibility policy • Equality and diversity policy • DEMAT safeguarding • Medication policy • Behaviour and relationships policy
10. How will the school prepare and support my child to join the school or transfer to a new school?	• Parents of the children coming into school are invited to meetings within school. • Transition meetings are held between nursery staff, professionals who work with the family, the

	SENCO and staff from school. • The children are invited to visits to the school before the term begins. • Sendco and the class teacher liaise with the previous setting and make visits to the setting. • Create Transition Photo Booklets • With transition into secondary school parents/carers are invited to meetings at the secondary school and transition meetings are organised between the staff from the secondary school, other professionals and the SENCO at Witchford Village College or other Secondary Schools. • We will share information with the school, college, or other setting the pupil is moving to. • Have “Meet The Teacher” days whereby children go to the new classroom with the new teacher. • Create Transition Photo Booklets • With Y6 a ‘visit to the new school’ happens in July and staff from the secondary schools speak to the staff at Mepal and Witcham CoE Primary School • Discussion between current and next teacher to ensure good transition – strategies that help your child overcome barriers to learning are discussed
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11. How is the decision made about what type and how much support my child will receive?	● Assessment of child's learning and wellbeing takes place daily with ongoing regular discussion between teachers, pupils, parents and carers. ● If a child is not making adequate progress, the assess, plan, do review process will begin, discussion will be held between parents, carers, the child and school staff to ascertain the problem i.e. a gap that needs to be closed, a learning barrier, a medical need or a stressful situation that might n=be affecting their learning and the most appropriate type of support that could be used. ● At this point additional assessments may be requested by teaching staff or suggested by the SEND team to try and pinpoint the source of the child's difficulties. ● Once the type of support has been decided upon, targets will be set for what it should achieve and a review date set. ● This will be recorded and shared on the APDR. ● The support will operate over a half termly basis, depending on the length of the term and the issue felt to be causing the problem. Sometimes this support can be reviewed weekly depending on the situation and support of each child. For example, TRP's ● Progress data along with other signs of progress will be analysed at the review meeting and a new plan put into place, stating targets and setting a further review date. During the review process school staff and parents may agree that outside agency help may be sought. Referrals will be made to these professionals as long as it is agreed at the review meeting and the child meets the criteria laid down by each service for referring them. Parents will be invited to attend any discussions and will be kept fully informed of any meetings to be held. The amount of support accessed by any child will reflect their level of need.
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11. What training has been made available for staff supporting children with SEND?	We have a team of Teaching Assistants, including a higher level teaching assistant (HLTA) who are trained to deliver SEN provision. • All TA's are first aid trained including some with paediatric first aid. • One of the TAs is a mental health first aider. • Safeguarding training September 2024. • Teacher and Support Staff training for specific health needs. • All staff members will have Sounds-Write training, which is an approach to teaching phonics, reading and writing. • All staff members will have complete maths training, which is an approach to teaching maths. • One TA has makaton training. • Basic autism Training. • Upcoming TEACCH Autism training.
12. How are parents involved in the school? How can I be involved?	• Parents/carers are involved in the children's education through Annual Reviews where a child has an EHCP. • APDRs are reviewed with parents at least three times a year. • Parents evenings twice a year. • Completing Parent Questionnaires. • Teachers are available to speak to parents by appointment and virtually. • Parents can contact their child's teacher at pick-up or drop-off. Alternatively, all staff can be contacted via the school office. Parents can also: • Be involved with their child's home learning. • Share information about their child with school staff. • Support the PTA. • Help complete healthcare plans for their child if necessary.



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| | <ul style="list-style-type: none">• Volunteer to help in school.• Become a school governor. |
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Curriculum Concerns	
13. Who can I contact for further information?	Your child's class teacher is always your first point of contact. Parents will need to make an appointment via the school office (01353778300 or office@mepalwitcham.cambs.sch.uk). The Headteacher, Mr C Snuggs, is available to discuss any issues or concerns about your child's welfare, their learning needs or medical needs. And the school SENDCO Mrs Jenny Maginnis, is available to discuss any Send concerns about your child. Our local authority's local offer is published here: Cambridgeshire Local Offer • The intention of the Local Offer is to improve choice and transparency for families. It is an important resource for parents in understanding the range of services and provision in the local area. • The local offer includes information about health and social care services, education, leisure activities and support groups in the area for children and young people aged 0-25 with SEND and their families. Special Education Needs and Disability Information, Advice and Support Service (SENDIASS) (formally known as the local Parent Partnership Service) Email: pps@cambridgeshire.gov.uk Tel: 01223 699214 Statutory Assessment Team for enquiries about EHCPs. sat@cambridgeshire.gov.uk 01480 372600

This Information Report will be reviewed annually and approved by the Governing Body.

The governors fulfil their statutory duties by: -

- Ensuring a SEND policy and information report reflects the current Code of Practice. All governors should have read the SEN Code of Practice and be aware of how this should be implemented in school.
- Support the school to ensure the school has an outstanding provision for pupils with SEND needs.
- Delegating responsibility to a named governor to lead work on behalf of the Local Governing Body on monitoring the quality of the provision.
- Ensuring the school reports to parents annually, securing appropriate, targeted resources that have impact on learners which is evidenced
- Oversee the schools funding to ensure the SEN provision meets requirements including the deployment and organisation of personnel and



resources.

- Attending annual training run by the Trust's Inclusion and Safeguarding Team.

The governor with responsibility for SEN is Joy Walker and she can be contacted via the school office.