



SEND Information Report

Together, we **CARE!**



"Be kind and loving to each other".

Ephesians 4:32 (ICB)

Mepal & Witcham Primary School
a part of Grace Schools Academy Trust

Date: Aug 2026	Date to be reviewed: Aug 2027
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Introduction

This SEND Information Report should be read alongside the school's SEND Policy, Accessibility Plan, Equality Information and Objectives, and the SEND Code of Practice (2015).

At Mepal & Witcham Church of England Primary School, we are committed to ensuring that every child is known, valued and supported to flourish.

We believe that every child can succeed. We maintain high expectations for all pupils and work to remove barriers that may prevent children from accessing learning, participating fully in school life and reaching their potential.

High-quality adaptive teaching is the foundation of our provision for pupils with SEND. Where additional support is needed, we work closely with children, families and external professionals to ensure that the right support is provided at the right time.

The class teacher remains responsible for the progress and development of every child in their class, including those receiving additional support. Supporting pupils with SEND is the responsibility of every adult in school.

Our approach is guided by our vision:

Caring Hearts, Flourishing Minds

and underpinned by our CARE values of Community, Appreciation, Respect, Empathy, Courage, Aspiration, Resilience and Excellence.

We work in partnership with families to ensure that every child feels included, valued and able to achieve success.

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

1. How does the school know if children, including those with disabilities, need extra help?

We know that children develop and learn at different rates. Teachers regularly assess all pupils and carefully monitor their progress, attainment, wellbeing and engagement.

A child may be identified as needing additional support if:

- Progress is significantly slower than expected.
- They are finding it difficult to access learning.
- There are concerns about communication, interaction or language development.
- There are social, emotional or mental health concerns.
- There are sensory or physical needs that affect access to learning.
- Parents, carers, school staff or the pupil themselves raise concerns.

Early identification is important. Concerns may be raised by:

- Parents or carers.
- Class teachers.
- Teaching assistants.
- The SENDCo.
- External professionals working with the child.

When concerns are identified, we gather information from a range of sources, including:

- Classroom observations.
- Assessment information.

- Discussions with parents and carers.
- The child's own views.
- Advice from external professionals where appropriate.

We then consider what support may be needed and whether this can be provided through high-quality adaptive teaching or whether additional provision is required.

Parents and carers are involved throughout the process and are kept informed of any concerns, support strategies and next steps.

2. What should I do if I think my child may have SEND?

If you have concerns about your child's learning, development, wellbeing or ability to access the curriculum, your first point of contact should be your child's class teacher.

The class teacher will discuss your concerns with you, gather information and monitor your child's progress and needs within the classroom. In many cases, simple adaptations and support can be put in place quickly to help your child succeed.

If further discussion is required, the class teacher may involve the SENDCo to help identify any barriers to learning and consider what additional support may be appropriate.

We value parents and carers as partners and recognise that they know their child best. We will always listen to your views and involve you in decisions about your child's support and provision.

Key Contacts

SENDCo: Mrs Maginnis

Headteacher: Mrs Woodhouse

Mrs Woodhouse assumes responsibility for SEND leadership in the absence of the SENDCo.

Appointments can be made through the school office.

We encourage parents and carers to share concerns early. Early discussion and support are often the most effective way to address barriers to learning and ensure pupils receive the help they need.

3. How will school staff support my child, even if they have SEN or a disability?

At Mepal & Witcham, high-quality adaptive teaching is the first response to meeting the needs of pupils with SEND. Teachers carefully identify barriers to learning and make appropriate adaptations to ensure that pupils can access the curriculum, participate fully and make progress.

The class teacher is responsible and accountable for the progress and development of all pupils in their class, including those who receive additional support from teaching assistants or external professionals.

We support pupils across the four broad areas of need identified within the SEND Code of Practice:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

Support may include:

- Adaptive teaching within the classroom.
- Explicit teaching and modelling.
- Pre-teaching and overlearning of key concepts and vocabulary.
- strategic adult support where appropriate
- Visual supports and resources.
- Carefully planned interventions.
- Speech and Language programmes.
- Social, emotional and mental health support.
- Advice and support from external agencies.

Where a pupil requires provision that is additional to, or different from, that ordinarily available, they may receive support through a SEND Support Plan which follows the graduated approach of:

Assess → Plan → Do → Review.

Parents and carers are involved throughout this process and are encouraged to contribute their views, knowledge and aspirations for their child. Pupils are also encouraged to share their views wherever appropriate.

The SENDCo works closely with teachers, support staff, families and external professionals to ensure that support remains effective, purposeful and responsive to a child's needs.

We believe that every child can succeed, and our aim is always to provide the right support at the right time whilst maintaining high expectations and promoting independence.

4. How will the curriculum be matched to my child's needs and disabilities?

At Mepal & Witcham, we believe that all pupils are entitled to access an ambitious, knowledge-rich curriculum. We are committed to removing barriers to learning whilst maintaining high expectations for every child.

The class teacher is responsible for ensuring that lessons are planned and adapted to meet the needs of all learners within the classroom. High-quality adaptive teaching is the primary way we support pupils with SEND.

Adaptations may include:

- Explicit teaching and modelling.
- Pre-teaching key vocabulary and concepts.
- Visual supports and prompts.
- Chunking learning into smaller, manageable steps.
- Additional processing time.
- Retrieval and overlearning opportunities.
- Adapted resources where appropriate.
- Strategic adult support.

- Flexible grouping and seating arrangements.
- Use of assistive technology and specialist equipment where required.

Support staff may work alongside pupils to help them access learning, develop confidence and build independence. Teaching assistants work under the direction of the class teacher and support the delivery of the curriculum rather than providing a different curriculum.

Where additional support is required, pupils may access targeted interventions designed to address specific identified needs. These interventions are regularly reviewed to ensure they are effective and helping pupils make progress.

Depending on need, support may include:

- Sounds-Write interventions.
- Reading support.
- Speech and Language programmes.
- Pre-teaching and post-teaching activities.
- Social, emotional and mental health interventions.
- Support from external agencies and professionals.

Our aim is always to enable pupils to develop the knowledge, skills, confidence and independence they need to be successful learners and active members of our school community.

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 believe that strong partnerships between home and school are essential in helping children achieve their full potential. Parents and carers will be involved throughout their child's SEND journey and will be kept informed about their child's progress, support and next steps.

We follow the graduated approach of: **Assess → Plan → Do → Review**

This ensures that support is regularly reviewed and adapted to meet a child's changing needs. To understand how your child is progressing, we use information from:

- Daily classroom assessment.

- Termly assessment information.
- Teacher observations.
- Pupil voice.
- Attendance and wellbeing information.
- Feedback from parents and carers.
- Advice from external professionals where appropriate.

For pupils receiving SEND support:

- Individual targets and provision are reviewed regularly.
- SEND Support Plans are reviewed with parents and carers at least three times each year.
- Progress towards agreed outcomes is discussed and evaluated.
- New targets and support strategies are agreed where appropriate.

For pupils with an Education, Health and Care Plan (EHCP):

- Progress towards outcomes is monitored throughout the year.
- A formal Annual Review is held in accordance with statutory requirements.
- Parents, carers, the pupil and involved professionals are invited to contribute to the review process.

In addition, parents and carers can discuss their child's progress through:

- Parents' evenings.
- Review meetings.
- Telephone conversations.
- Meetings with the class teacher or SENDCo.
- Informal discussions where appropriate.

We will help you support your child's learning by:

- Sharing targets and next steps.
- Providing recommendations and strategies that can be used at home.

- Signposting services and support where appropriate.
- Working collaboratively to remove barriers to learning.

We value the knowledge, insights and aspirations that parents and carers bring and recognise that they are key partners in supporting their child's progress and success.

6. What support will there be for my child's overall well-being?

At Mepal & Witcham, we recognise that children learn best when they feel safe, happy, valued and supported. We are committed to nurturing pupils' emotional, social and mental wellbeing alongside their academic development.

We provide support for pupils' wellbeing in a variety of ways, including:

- Positive relationships with trusted adults.
- A strong pastoral support system.
- A carefully planned Personal Development and PSHE curriculum.
- Explicit teaching of our CARE values.
- Opportunities for pupil voice and leadership.
- Support with friendships, resilience and emotional regulation.
- Access to targeted pastoral interventions where appropriate.
- Access to trusted adults throughout the school day.

Where additional support is needed, pupils may access:

- ELSA (Emotional Literacy Support Assistant) support.
- Drawing and Talking Therapy.
- Mental health and wellbeing support.
- Individual pastoral support plans where appropriate.
- Support from external agencies and professionals.

We have a zero-tolerance approach to bullying and work proactively to ensure that all children feel safe, respected and included. Pupils are encouraged to share

any worries or concerns with a trusted adult and know that their voices will be listened to.

Safeguarding is our highest priority. All staff receive regular safeguarding training and follow robust safeguarding procedures to ensure that children are safe, supported and able to flourish.

If parents or carers have concerns about their child's wellbeing, they are encouraged to speak to their child's class teacher, the SENDCo or a member of the safeguarding team. We believe that working together is the most effective way to support children and achieve positive outcomes.

7. What specialist services and expertise are available at or accessed by the school?

At Mepal & Witcham, we work closely with a range of external professionals and services to ensure that pupils receive the support they need to achieve positive outcomes. We seek advice and involvement from specialist services when additional expertise is required to better understand and meet a child's needs.

The specialist services available may include:

- Speech and Language Therapy (SALT).
- Educational Psychology.
- SEND Specialist Teacher Services.
- Occupational Therapy.
- Community Paediatricians.
- CAMHS (Child and Adolescent Mental Health Services).
- YOUnited.
- NHS Mental Health Support Team (MHST).
- Early Help Services.
- Social Care.
- Sensory Support Services for pupils with hearing or visual impairments.
- Emotional Health and Wellbeing Services.
- Local Authority SEND Services.
- Other health and education professionals as required.

These professionals may support the school by:

- Assessing individual needs.
- Providing recommendations and strategies.
- Delivering specialist programmes.
- Supporting staff training and development.
- Working directly with children where appropriate.
- Supporting families.
- Contributing to SEND Support Plans and EHCP reviews.

The decision to involve external professionals is made in partnership with parents and carers. We will always discuss referrals and recommendations with families and seek consent where required.

Our aim is always to work collaboratively with families and external professionals to ensure that children receive the right support at the right time and are able to flourish within an inclusive mainstream setting.

8. How will my child be included in activities outside the classroom including on school trips.

At Mepal & Witcham, we believe that all children should have the opportunity to participate fully in the life of the school. We are committed to ensuring that pupils with SEND are included in educational visits, extracurricular activities, sporting events, performances and wider school experiences wherever possible.

We will work closely with pupils, families and relevant professionals to identify and remove barriers to participation and make reasonable adjustments where required.

This may include:

- Additional planning and preparation.
- Adaptations to activities or resources.
- Individual risk assessments.
- Additional adult support where appropriate.

- Accessibility considerations.
- Specialist equipment or resources.
- Consultation with external professionals.

All pupils are encouraged to participate in:

- Educational visits.
- Residential visits.
- After-school clubs.
- Sporting events and competitions.
- School productions and performances.
- Collective Worship.
- Leadership opportunities.
- Wider enrichment activities.

Educational visits are carefully planned to ensure they are safe, inclusive and accessible. Where specific adjustments are required, these will be discussed with parents and carers in advance.

Our aim is for every child to feel included, valued and able to participate in the opportunities that help them develop confidence, independence, friendships and a sense of belonging within our school community.

9. How accessible is the school?

We are committed to ensuring that all pupils can access and participate fully in school life regardless of their needs or disabilities. We work to remove barriers to learning, participation and inclusion through reasonable adjustments, adaptive teaching and accessible environments.

Our school:

- Is situated on a single level with accessible classrooms and learning spaces.
- Has level access throughout the building.
- Has accessible toilet facilities.
- Provides appropriate adaptations and adjustments where required.

- Uses a range of visual supports and communication tools to aid understanding.
- Works closely with families and external professionals to identify and address accessibility needs.

To support accessibility, we may provide:

- Visual timetables and visual supports.
- The school also uses a range of visual supports, including Widgit symbols where appropriate, to support communication and understanding
- Adapted resources and learning materials.
- Specialist equipment where required.
- Dyslexia-friendly resources and presentation styles.
- Alternative methods of recording work.
- Additional adult support where appropriate.
- Reasonable adjustments to educational visits and extracurricular activities.

We are committed to making reasonable adjustments to ensure disabled pupils are not placed at a substantial disadvantage. Adjustments may be made to:

- The curriculum.
- The learning environment.
- Equipment and resources.
- Communication methods.
- Educational visits and enrichment opportunities.

The school regularly reviews its accessibility arrangements and works proactively to improve access for pupils, families and visitors. Further information can be found in the school's Accessibility Plan, which is available on the school website.

If you have any concerns regarding accessibility, please contact the school so that we can discuss how best to support your child.

10. How will the school prepare and support my child to join the school or transfer to a new school?

We recognise that transitions can be an exciting but sometimes challenging time for children and families. We work carefully to ensure that transitions are

planned, supportive and tailored to individual needs.

Starting at Mepal & Witcham

We work closely with families, early years settings and previous schools to gather information and ensure that children settle quickly and successfully. Depending on the child's needs, this may include:

- Meetings with parents and carers.
- Visits to current settings.
- Discussions with previous teachers and professionals.
- Sharing of SEND records and reports.
- Additional transition visits.
- Transition booklets and photographs.
- Opportunities to meet key adults before starting school.

Where a child has identified SEND, the SENDCo may work with parents, previous settings and external professionals to ensure appropriate support is in place from the start.

Moving Between Year Groups

Transition arrangements take place each year to help pupils become familiar with their new classroom, teacher and routines.

This may include:

- Meeting their new teacher.
- Visiting their new classroom.
- Sharing important information between staff.
- Reviewing support plans and provision.
- Additional transition support where required.

Transition to Secondary School

We work closely with receiving secondary schools to ensure that information is shared and appropriate support is in place.

This may include:

- Additional transition visits.
- Meetings with secondary school staff.
- Transition programmes.
- Sharing SEND records and support plans.
- Meetings involving parents, carers and external professionals where appropriate.
- Enhanced transition arrangements for pupils with SEND or additional vulnerabilities.

For pupils with an Education, Health and Care Plan (EHCP), transition planning forms part of the Annual Review process to ensure that the next setting is fully informed and prepared to meet the child's needs.

Our aim is to ensure that every child feels confident, supported and ready for the next stage of their education, whatever that transition may be.

11. How is the decision made about what type and how much support my child will receive?

The support a child receives is determined by their individual needs and is reviewed regularly to ensure it remains appropriate and effective.

The class teacher, SENDCo, parents/carers and, where appropriate, the pupil work together to identify barriers to learning and decide what support is required. Decisions are based on a range of information, including:

- Classroom assessments and observations.
- Attainment and progress data.
- The child's strengths and areas of need.
- Attendance and wellbeing information.
- Discussions with parents and carers.
- The pupil's views and aspirations.
- Advice from external professionals where appropriate.

We follow the graduated approach of:

Assess → Plan → Do → Review

This process helps us identify what support is required, monitor its effectiveness and make any necessary adjustments.

Most pupils' needs can be met through:

- High-quality adaptive teaching.
- Classroom adaptations.
- Targeted support and interventions.
- Additional resources and strategies.

Where a pupil requires support that is additional to or different from that ordinarily available, a SEND Support Plan may be implemented and reviewed regularly with parents and carers.

In some cases, advice may be sought from external professionals to help inform provision. This may include services such as Educational Psychology, Speech and Language Therapy, Occupational Therapy or other specialist agencies.

For a small number of pupils with significant and complex needs, the school may, in partnership with parents and carers, request an Education, Health and Care Needs Assessment (EHNA) from the Local Authority. If successful, this may result in an Education, Health and Care Plan (EHCP).

The level of support provided is not fixed and may increase, reduce or change over time depending on the child's needs, progress and level of independence. Our aim is always to provide the right support at the right time whilst promoting confidence, participation and independence.

12. What training has been made available for staff supporting children with SEND?

At Mepal & Witcham, we are committed to ensuring that all staff have the knowledge, skills and confidence to support pupils with SEND effectively. Staff training is regularly reviewed to ensure it reflects the needs of our pupils and current best practice.

All staff receive training and professional development relating to:

- SEND and inclusive practice.
- Safeguarding and child protection.
- Adaptive teaching strategies.
- Speech, language and communication needs.
- Social, emotional and mental health needs.
- Autism and neurodiversity.
- Supporting pupils with medical needs.
- Behaviour and emotional regulation.
- Reading and phonics instruction.

In addition, staff may receive more specialised training to meet the needs of individual pupils. This may be delivered by:

- The SENDCo.
- Educational Psychologists.
- Speech and Language Therapists.
- Occupational Therapists.
- Specialist Teachers.
- Health professionals.
- External training providers.

Our teaching assistants receive ongoing training to support the delivery of interventions, classroom support and individual programmes where appropriate. Staff work closely together to share expertise and develop effective inclusive practice across the school.

As part of Grace Schools, staff are encouraged to engage in continuous professional development and evidence-informed practice so that we can provide the best possible support for all pupils and ensure every child is able to flourish.

13. How are parents involved in the school? How can I be involved?

We believe that parents and carers are key partners in their child's education. We recognise that parents know their children best and that positive relationships between home and school are essential in helping children to flourish and achieve their full potential.

Parents and carers are involved throughout the SEND process and are encouraged to contribute to discussions, reviews and decision-making about their child's provision and support.

This may include:

- Discussions with the class teacher.
- Meetings with the SENDCo.
- Parents' evenings.
- SEND Support Plan reviews.
- Annual Reviews for pupils with EHCPs.
- Meetings with external professionals where appropriate.
- Sharing views and aspirations for their child.

We will keep parents informed of:

- Their child's progress.
- Any concerns that arise.
- Support being provided.
- Strategies being used in school.
- Recommended ways to support learning at home.

Parents and carers can support their child's education by:

- Reading regularly at home.
- Supporting home learning activities.
- Attending meetings and reviews.
- Sharing information about their child's strengths, interests and needs.
- Communicating any concerns with school promptly.
- Celebrating achievements and successes.

There are also many opportunities for parents and carers to become involved in the wider life of the school, including:

- Supporting school events.
- Volunteering where appropriate.
- Joining the PTA.
- Sharing feedback through surveys and consultations.
- Becoming a member of our Community Council

We value open, honest and respectful communication and encourage parents and carers to contact us whenever they have questions, concerns or information that may help us support their child effectively. Together, we can ensure that each child feels valued, supported and able to flourish.

14. Who can I contact for further information?

Your child's class teacher should always be your first point of contact if you have any questions or concerns about your child's learning, progress, wellbeing or SEND needs.

If you require further advice or support, you may also contact:

SENDCo- Mrs Maginnis

Headteacher- Mrs Woodhouse

Appointments can be made through the school office.

School Office Telephone: 01353 778300 Email: office@mep.graceschools.org.uk

We are committed to working in partnership with families and encourage parents and carers to contact us whenever they have concerns, questions or information that may help us support their child effectively.

Additional Sources of Support

Cambridgeshire Local Offer

The Cambridgeshire Local Offer provides information about education, health, social care, leisure activities and support services available for children and young people with SEND and their families. <https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer>

SEND Information, Advice and Support Service (SENDIASS)

SENDIASS provides impartial information, advice and support for children and young people with SEND and their families.

Telephone: 01223 699214

Email: pps@cambridgeshire.gov.uk

Website: <https://sendiasscambridgeshire.co.uk>

Statutory Assessment Team

For enquiries relating to Education, Health and Care Needs Assessments (EHCNAs) and Education, Health and Care Plans (EHCPs):

Telephone: 01480 372600

Email: sat@cambridgeshire.gov.uk

We are always happy to discuss any concerns and would encourage families to contact us early so that we can work together to ensure every child feels supported, included and able to flourish.

Our Commitment

At Mepal & Witcham, we believe that every child deserves to feel included, valued and successful.

We are committed to working in partnership with pupils, families and professionals to remove barriers, promote independence and ensure that every child has the opportunity to flourish academically, socially, emotionally and spiritually.

Caring Hearts, Flourishing Minds.