



## Special Educational Needs (SEN) Information Report (Updated March 2025) Cherry Hinton C of E Primary School

### Introduction

Welcome to our SEN Information Report. All governing bodies of maintained schools have a legal duty to publish an SEN Information Report, which provides information about the implementation of the school's policy for pupils with SEN. This report is updated annually. The information required to be in the report is set out in the SEN Code of Practice 2014.

Our SEN Information Report has been produced in consultation with parents/carers, governors and members of staff. Our report is divided into 4 sections; see below for the content of each section:

**Section 1 - General information** – In this section you will find the answers to the following questions:

- What kinds of SEN are provided for?
- How accessible is the school environment, both inside and out?
- What expertise do the staff who support children with SEN have?
- Who do parents/carers contact if they think their child may have SEN?
- Who do parents/carers contact if they have a complaint?

**Section 2 - External Services** – In this section you will find the answers to the following questions:

- What services are available to the school from other agencies?
- How can the school access these?
- What services are available to parents/families? (Including where to find the Local Authority's SEND Information Hub (Local Offer))

**Section 3 - How we at Cherry Hinton C of E Primary identify and support children with SEN** – In this section you will find the answers to the following questions:

- How does the school decide if a child has SEN?
- How does the school decide what support a child with SEN requires?
- What support is available for children with SEN?
- What support is available for children's overall wellbeing?
- How can parents/carers be involved in discussions about/planning support for their child's education?
- How are children's views sought?
- How do the school know that children are making progress?
- What is an Education Health Care Plan (EHCP) and when might a child require one?
- How are children with SEN included in activities outside the classroom, including school trips?

**Section 4 - Supporting children with SEN with transition** – In this section you will find the answers to the following questions:

- How are children with SEN supported when they:
  - start at the school?
  - move to a new year group or Key Stage in the school?
  - move to a new school (including secondary school)?

## **Section 1 - General information**

### **What kinds of SEN are provided for?**

Cherry Hinton C of E Primary School is an inclusive school where every child is valued and respected. We are committed to helping all our pupils achieve their full potential.

We provide for pupils who have Special Educational Needs in one or more of the following areas:

- Communication and interaction (C&I)
- Cognition and learning (C&L)
- Social, emotional and mental health (SEMH)
- Sensory and/or physical

Further information about these areas of need can be found in the SEN Code of Practice 2014 <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

### **How accessible is the school environment, both inside and out?**

Cherry Hinton C of E Primary School seeks to promote the inclusion of students with SEN and/or disabilities. The school is fully compliant with Disability Discrimination Act (DDA) requirements:

- The school is on one level with easy access.
- There is a disabled parking bay in the school car park.
- There is a disabled toilet with a changing area.
- We ensure wherever possible that equipment used is accessible to all children.
- When required, radio transmitters are worn by adults working with children who have hearing impairments to ensure they are fully included in the curriculum.
- Adaptations have been made to the environment to enable children with visual impairments and those with physical needs to access all relevant areas of the school safely and securely.
- Quiet areas are provided for children who need a space to support their emotional and/or sensory needs (including a sensory garden).

### **What expertise do the staff who support children with SEN have?**

The SENCo (Suzanne Cooper) first became a SENCo in 1998 and was the SENCo in two successive primary schools before working for the Specialist Teaching Team in Cambridgeshire as a Specialist Teacher for seven years (from September 2007 to August 2014). This role required providing advice to staff in many primary schools to enable them to support children with a variety of needs. The SENCo also has 'The Certificate for Teachers of Learners with Specific Learning Difficulties'. Since becoming a SENCo at Cherry Hinton Primary in September 2014, Suzanne has attended a number of courses/conferences including AET (Autism Education Trust) Level 3 and conferences around SEMH (social, emotional and mental health) needs. Throughout the year, the SENCo attends regular SEND briefings run by the Local Authority.

We have a school based Family Support Worker (Louise Saunders) who is a trained Emotional Literacy Support Assistant (ELSA). She supports children with Social Emotion and Mental Health (SEMH) needs and also works with families to offer support and guidance. Louise has worked at the school for thirty four years and became the school based Family Support Worker in 2010.

All staff in school have a role in supporting children with SEN and have access to training opportunities to improve their knowledge and skills, see below:

- Whole school training may be provided by an external agency or by the SENCo.
- Staff members can attend external training courses. Where relevant, the training they receive is shared with other members of staff.
- The SENCo provides training to staff members to help them meet the needs of individual children.
- External agencies provide advice and support to staff working with children with specific needs.
- Staff have received training to carry out a variety of interventions, including: Shared Attention, NELI (Nuffield Early Language Intervention), Talk Boost, Little Wandle Keep Up, Inference Training, Switch On (Reading and Writing), ERT (Expanded Rehearsal Technique), 1<sup>st</sup> Class @ Number, Success @ Arithmetic, Lego Therapy, Social Stories, Sensory Circuits etc.

Teachers who are new to the school are informed of the SEN approaches/systems that are used in school. The SENCo also informs them of the needs of the children in their class identified as having SEN and the support they require.

#### **Who do parents/carers contact if they think their child may have SEN?**

- If parents/carers have concerns about their child, they should speak to their child's class teacher in the first instance.
- If they continue to be concerned, they can contact the Special Needs Co-ordinator (SENCo) Suzanne Cooper. She can be contacted on 01223 568834 (Tuesday, Wednesday and Thursday), alternatively a message can be left at the school office.

#### **Who do parents/carers contact if they have a complaint?**

- When an issue arises parents/carers should, in the first instance, make an appointment to speak to their child's class teacher and seek to resolve any concerns. Most issues or concerns can be resolved very quickly.
- If the parent/carer believes that their concern has not been resolved to their satisfaction, or is of a more serious or sensitive nature, an appointment should be made with the Headteacher (Sally Haiselden).
- Where an issue is not satisfactorily resolved, parents/carers should then take up the matter with the Chair of Governors.
- A copy of the school's complaints procedure is available on request from the school.

## **Section 2 - External services**

### **What services are available to the school from other agencies?**

If relevant to a child's needs and if the child meets their thresholds, school can request support from a variety of external agencies, provided by the Local Authority or health services, including the following:

- SEND Services (Specialist Practitioners, Specialist Teachers and Educational Psychologists)
- Sensory Services for children with visual or hearing impairments
- Speech and Language Therapy (SLT)
- School Nursing Service
- Occupational Therapy (OT)
- Physiotherapy
- Community Paediatricians
- Emotional Health and Wellbeing Team
- Child Adolescent and Mental Health (CAMH)

### **How can the school access these?**

- Most of the agencies listed above have thresholds and a child can only be referred to them if they meet their thresholds.
- In most instances, a referral to an external agency will only be considered if a significant amount of support has been put in at school level and the child has not made expected progress (there is more information on this in [Section 3](#)).
- In most cases, school will have to complete a referral form in order to access support from the agencies. In some instances this referral form is an Early Help Assessment (EHA), in other instances the agencies have their own referral forms. Referrals are not always successful.
- Parents/carers will be asked to give their permission for the school to refer their child to an external agency, and if a referral form needs to be completed parents/carers will be involved in this process.

### **What services are available to parents/families? (Including where to find the Local Authority's Local Offer)**

- As mentioned in [section 1](#), we have a school based Family Support Worker, Louise Saunders who can support families.
- Parenting support and courses can be accessed through the school's Education Inclusion Family Advisor (EIFA), please speak to Louise Saunders for further information.
- The SEND Information Advice and Support Service (SENDIASS) is available to give further impartial advice and support to parents/carers, should they need it [SEND Information Hub \(Local Offer\) | SEND Information, Advice and Support Service \(SENDIASS\) \(cambridgeshire.gov.uk\)](#)
- The Children and Families Bill was enacted in September 2014. From this date Local Authorities (LAs) and schools are required to publish and keep under review information about services they expect to be available for children and young people with Special Educational Needs (SEN) aged 0-25. The LA refer to this as the SEND Information Hub (Local Offer). The intention of the SEND Information Hub (Local Offer) is to improve choice and transparency for families. It is also an important resource for parents/carers in understanding the range of services and provision in the local area. You can find Cambridgeshire's SEND Information Hub (Local Offer) at [SEND Information Hub \(Local Offer\) | What is the SEND Information Hub \(Local Offer\) \(cambridgeshire.gov.uk\)](#)

## **Section 3 - How we at Cherry Hinton C of E Primary identify and support children with SEN**

### **How does the school decide if a child has SEN?**

All children are entitled to receive High Quality Teaching and lessons are regularly monitored to ensure this is in place. However, despite High Quality Teaching some children are unable to make expected progress.

Class teachers regularly assess the progress made by all children in their class. This allows them to identify any pupils who are making less than expected progress. In addition, the Senior Leadership Team (including the SENCo) look at the progress being made by all the children in the school and identify those who may require additional support.

We look out for lack of progress in any of the areas of need identified in the Code of Practice – Communication and Interaction (C&I), Cognition and Learning (C&L), Social Emotional and Mental Health (SEMH) and sensory and/or physical.

Having identified children that are making less than expected progress in one or more of these areas, the first step is for the teacher to put in place additional support that is targeted at the child's area(s) of weakness. This support may be provided by the class teacher and/or a teaching assistant, in class or out of class, and may consist of many things including the following:

- Individual or small group work with the Class Teacher or a Teaching Assistant in order to access the current class task, or to target gaps that have been identified.
- Use of practical resources, e.g. Numicon and other equipment
- Use of writing supports, e.g. writing frames, word cards, sentence starters, sound cards, prompts etc.
- Use of task planners to break tasks down into smaller chunks.
- Use of electrical equipment, e.g. laptop, ipad etc.
- Use of visual timetables, now/next.
- Work stations.
- Adult prompts to keep the child focused.

Not all children making less than expected progress will have SEN, but if despite targeted support, the child's progress continues to be less than expected, the class teacher will discuss their concerns with the SENCo. The child may be identified as having SEN at this point, or further discussions/assessments/interventions may need to take place before a decision can be made.

The Code of Practice defines SEN as:

*'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.*

*A child of compulsory school age or a young person has a learning difficulty or disability if he or she:*

- (a) has a significantly greater difficulty in learning than the majority of others of the same age: or*
- (b) have a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.'*

*'Where a disabled child or young person requires special education provision they will also be covered by the SEN definition.'*

## How does the school decide what support a child with SEN requires?

If a child is identified as having SEN, they are placed on SEN Support and a cycle of Assess, Plan, Do, Review (APDR) begins for the child. This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the pupil grows, below is a summary of each part:

- **Assess** – In order to assess the child's needs, we consider all of the information from discussions with parents/carers, the child and the adults working with the child, as well as information from any observations and assessments. We have an 'SEN Support Meeting' for each child, where some of this information is gathered. At the meeting, school staff will share what they perceive to be the child's strengths and what they consider the child's barriers to learning/areas for development to be. The child's views will also be shared and the parents/carers will have the opportunity to share their views. (There is more information on how we seek the views of parents/carers further on in this section.) If an external agency is involved, their views will also be taken in to account.
- **Plan** - This stage involves identifying the outcomes/next steps and deciding what additional support needs to be provided in order for the child to achieve these. If a professional from an external agency is involved with the child, their advice will be taken in to account. The additional support that is identified may be provided in class and/or out of class (see further on in this section to find out what support may be provided). Where relevant, any support that parents/carers can provide at home will be identified. The outcomes and the support required are agreed at the SEN Support Meeting and are recorded on the child's SEN Support Plan. Parents/carers receive a copy of the plan and a copy is kept in class for all staff to refer to.
- **Do** – The agreed support is put in place. Although the class teacher remains responsible and accountable for the child's progress and development, a Teaching Assistant (TA) may be involved in delivering some of the support and the SENCo will also be involved in monitoring the support. If the child receives support out of class the SENCo, the TA delivering the support and the class teacher will work together to ensure that the child transfers the skills learnt during the intervention in to class.
- **Review** – This stage informs the next cycle of 'Assess, Plan, Do and Review'. Approximately a term after the SEN Support Meeting has taken place there will be another one. This meeting will take place in order to review the impact of the agreed support and to plan the next steps and the support the child needs to achieve these. In some cases, the child may have made the required amount of progress and may no longer need an SEN Support Plan. If further assessment needs to take place, the SENCo or another trained staff member will do this. If, after several 'Assess, Plan, Do, Review' cycles there is still inadequate progress, advice may be sought from outside agencies (see further in this section).

## What support is available for children with SEN?

The type and amount of support put in place will be dependent on the child's needs.

**The additional in class support provided by the Class Teacher and/or Teaching Assistant (TA) may consist of many things including the following:**

- Individual or small group work with the Class Teacher or a Teaching Assistant in order to access the current class task, or to target gaps that have been identified.
- Use of practical resources, e.g. Numicon and other equipment

- Use of writing supports, e.g. writing frames, word cards, sentence starters, sound cards, prompts etc.
- Use of task planners to break tasks down into smaller chunks.
- Use of electrical equipment, e.g. laptop, ipad etc.
- Use of visual timetables, now/next.
- Work stations.
- Adult prompts to keep the child focused.

**As well as additional in class support, an intervention programme may be identified to support the child. Bespoke intervention packages may be created for individuals, to target specific areas of difficulty.**

- These interventions are likely to be run by trained Teaching Assistants (TAs), with guidance from the class teacher and/or the SENCo. They will either be carried out on a 1:1 or in a small group.
- The class teachers work with the TAs to try to make sure that skills learnt during intervention groups are transferred in to the class learning and where relevant the resources children are using to support them during their intervention are available for them to use in lessons.

### **Specialist input**

- If the child goes through several 'Assess, Plan, Do, Review' cycles and continues to make less than expected progress, advice from external agencies may be sought, e.g. SEND Services (Educational Psychologists, Specialist teachers and Specialist Practitioners), Speech Therapists (See [section 2](#) for information on external services).
- Recommendations given by external agencies will be put in place (they will be recorded on the child's SEN Support Plan).
- Sometimes external agencies recommend intervention programmes not previously used by the school. When this happens, they usually provide training for school staff.
- If an Early Help Assessment (EHA) has been created to access support, the external agencies involved will be invited to attend Team Around the Family (TAF) meetings. At these meetings, progress will be reviewed and next steps will be agreed.

### **Support for children with Education Health Care Plans (EHCPs)**

- If a child has an EHCP, it will outline the amount of funding the child is entitled to, including the amount the school will receive from the Local Authority. It will also outline how the funding should be used and what strategies to put in place.
- An additional adult may be used to support the child, this may include the running of individual or small group programmes. Sometimes programmes need to be created to address specific issues, if this is the case they are likely to be created by the SENCo, or other trained staff with support from relevant external agencies (when necessary).
- Other resources which may benefit the child may also be secured through this funding.
- Children with an EHCP have a statutory yearly review, where professionals involved in the child's learning will be invited to meet with the child's parents/carers to review the progress the child has made towards achieving the outcomes on their EHCP. There will also be termly meetings to discuss progress and next steps.
- See further on in this section for what an EHCP is and when a child might need one.

## **What support is available for children's overall wellbeing?**

We have several things in place to support the emotional health and wellbeing of children in our school including the following:

- We have a robust Child Protection Policy in place, we follow Cambridgeshire and Peterborough Safeguarding Children Partnership Board guidelines and all staff receive regular updates.
- We have a Positive Behaviour Policy in place. We are using restorative approaches as part of this - which allows the children to reflect on what happened, what they were thinking, who was affected and what needs to happen to put things right.
- We have an Intimate Care Policy, which details how we provide personal care for children who require it.
- All classes follow a structured Personal, Social, Health and Citizenship Education (PSHCE) curriculum to support these areas of development.
- Our school based Family Support Worker provides support for children and their families.
- We have a Mental Health First Aider (Rebecca Dawkins) who receives regular training throughout the year and delivers training to other staff.
- There are a number of ways for children across the school to share their worries. In some classes there is a 'Talk Bubble' which children can write their name on if they want to speak to an adult. In others there is a 'Worries Box/'Worry Puffle' - children can write down their worries and put them in the box. The teacher will then speak to them at an appropriate point about their worries. Classes also have 'Feelings pencils' charts which relate directly to the book 'The Colour Monster'. The children can use these to show how they are feeling at the start of the day and throughout the day if they wish to.
- All classes have a SEAL area either in or just outside their class, which children are encouraged to access when they need a quiet space/some 'time out'.
- 'The Gold Book' is used to celebrate children's achievements.
- Children from upper Key Stage 2 are trained as 'Peer Mediators' and are available to help children resolve any issues that arise during break times.
- Some children take part in a small group intervention to increase their social communication/interaction skills, their self-esteem/resilience.
- Some children work with our school based Family Support Worker (Louise Saunders) to support their emotional health and wellbeing. Louise is also a trained Emotional Literacy Support Assistant (ELSA).

## **How can parents/carers be involved in discussions about/planning support for their child's education?**

Parents/carers are encouraged to work with the school and other professionals, their involvement is essential in order to meet their child's needs:

- If a child is identified as having SEN, the child's parents/carers will be contacted to discuss the schools concerns and will be invited to attend their SEN Support Meeting to help create an SEN Support Plan for them (as detailed earlier in this section). Parents/carers will also be invited to review the SEN Support Plan.
- If professionals from external agencies are involved with a child, where possible parents/carers will get the opportunity to share their views directly with the professional. Any reports produced will be shared with the child's parents/carers.
- If an Early Help Assessment (EHA) or any other referral form needs to be created to access any external services, parents/carers will be required to contribute their views and where relevant to attend the Team Around the family (TAF) meetings in order to agree targets and review progress.

- If a child has an EHCP an Annual Review will be held, in addition to the termly meetings, which parents/carers will be invited to attend.

### **How are children's views sought?**

- All children identified as having SEN are asked to share their views on a termly basis about the things they do well, the things they find tricky etc. Their views are recorded on their SEN Support Plan and are shared at their SEN Support Meetings.
- Children with an EHCP are given the opportunity to share their views in their Annual Review meetings, in person if they wish to/are able to, when they are not able to an adult who knows them well does so.

### **How do the school know that children are making progress?**

The key measure of whether provision is effective is whether the child is making good progress. Good progress can be defined in a number of ways. It might be progress which:

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap growing wider
- Matches or betters the child's previous rate of progress
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvements in the child's behaviour

Progress is monitored in many ways:

- Progress is continually monitored by the class teacher, through assessments and observations.
- Data is analysed by the Senior Leadership Team (which includes the SENCo).
- The SENCo discusses children's progress with the class teachers and teaching assistants.
- If an intervention is identified to support the child, the child's progress will be monitored throughout the intervention and additional support will be provided if necessary.
- Once a term, a SEN Support Meeting will be held for all children identified as having SEN. At the meeting, the child's progress towards meeting the agreed outcomes will be discussed, the impact of any interventions will be shared, and if necessary new targets will be set.
- If a child has had an Early Help Assessment (EHA), progress will also be shared at the TAF meetings.
- If the child has an EHCP, progress will also be shared at the Annual Review.

### **What is an Education Health Care Plan (EHCP) and when might a child require one?**

An EHCP brings together a child's education, health and social care needs into a single legal document.

It is usually possible to meet the needs of children with SEN through SEN Support, but sometimes a child needs a more intensive level of specialist help that cannot be met from the school's resources alone.

Where a child with SEN is failing to make progress, despite High Quality Teaching and the support being provided through SEN Support, an application to the Local Authority for an Education, Health and Care (EHC) Needs Assessment may be considered.

A child must have SEN to be eligible for an EHCP. In most cases an application for an assessment will only be considered if a significant amount of support has been put in place by the school, external agencies are involved and everyone working with the child agrees that this level of support is necessary to meet the child's needs.

Applications for assessment are not always successful. If the Local Authority agrees to carry out an assessment, they will make sure that the child and their parents/carers are fully involved in the assessment and they will seek information from the people who work with the child. Following the assessment, the Local Authority will decide whether to issue an EHCP.

If an EHCP is issued, it will outline the amount of funding the child is entitled to, including the amount the school will receive from the Local Authority. It will also outline how the funding should be used and what strategies to put in place.

Children with an EHCP have a statutory yearly review, where all those involved will be invited to meet with the child and parents/carers to review their needs and set new targets. There will also be termly meetings to review progress and agree next steps.

### **How are children with SEN included in activities outside the classroom, including school trips?**

Staff do all they can to ensure that all children with SEN are able to participate fully in school, both in their learning and in the wider provision and life of the school.

We offer a range of additional clubs and activities, parents/carers can find out about these by looking on our website or by speaking to the office staff.

We believe all children are entitled to the same access to extra-curricular activities and are committed to making reasonable adjustments to ensure participation for all, wherever possible. So if your child has any special requirements please contact us and we will do all we can to help them to take part.

## **Section 4 – Supporting children with SEN with transition**

We recognise that transition is an important time for all children, but especially for children with SEN. We work closely with parents/carers, children and staff to ensure these transitions run as smoothly as possible.

### **How are children with SEN supported when they start at the school?**

If the child is joining us from another nursery/pre-school or school:

- A transition meeting/phone call will take place to allow staff from the child's current setting to share information with staff in our setting.
- Records will be requested and shared with all relevant staff.
- All children entering Nursery/Reception have the opportunity to visit the school with their parents/carers before they start. If necessary, additional visits can take place.
- If a child is offered a place at our school and they have a SEN, the parents/carers are encouraged to contact the school office to arrange to meet with the SENCo.
- We consider transition arrangements on an individual basis, to ensure needs are met and transition is as smooth as possible.

### **How are children with SEN supported when they move to a new class or Key Stage in the school?**

- The children will be given opportunities to meet their new teacher and to spend time in their new class. If the child would benefit from frequent visits to the new class this can be arranged.
- At the end of each year, each teacher meets with the next class teacher to share information about the children in their class.
- Each class teacher has a SEN file which is passed on to the next class teacher at the end of the academic year.

### **How are children with SEN supported when they move to another school?**

- Where possible, we will meet with the SENCo and/or class teacher from the child's new school to pass on any relevant information. If this is not possible, we will contact them by phone or email.
- Once the child has left our school, we will make sure that all their records are passed on as soon as possible.

### **How are children with SEN supported when they move to Secondary school?**

- All children take part in whole-class transition work to support the move to secondary school. Some children may also take part in a small transition group.
- The SENCo and class teacher will meet with staff from the secondary school to discuss the needs of the children.
- All secondary schools have different ways of gathering information about the children who are transitioning to them, we complete all documents sent to us.
- All children will visit their new school, where necessary additional visits can be arranged.

***The information in this report will be formally reviewed in a year.***

Suzanne Cooper  
SENCo  
Cherry Hinton C of E Primary  
March 2025