UNIVERSITY OF CAMBRIDGE PRIMARY SCHOOL

2026.27

SEN Information Report

University of Cambridge Primary School

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Our school endeavours to put into practice what matters to children and is also an innovative, research informed, professional learning community for all educators. We believe that every child has the right to achieve their full potential. We have high aspirations and high expectations for all children especially those with special educational needs.

In this booklet you will find out how we identify children with Special Educational Needs (SEND) and the provision we will offer to help meet their learning differences.

> *We hold that education has certain long-term goals, that it has a general point or purpose, which can be definitely, though generally, stated. The goals are twofold, different from each other, but by no means incompatible. They are, first, to enlarge a child's knowledge, experience and imaginative understanding, and thus his/her awareness of moral values and capacity for enjoyment.; and secondly, to enable him/her to enter the world after formal education is over as an active participant in society and a responsible contributor to it, capable of achieving as much independence as possible.* ***Warnock, 1978***
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> *I think we in education have a particular responsibility to bring renewal to that conversation, to do what we can to include within it the voices of the silent or unheard in this country…* ***Maxine Greene, 1995***

At University of Cambridge Primary School, we have a dedicated Inclusion Team:

Kat Bates, SENCo: I have been teaching for almost 20 years, developing my practice and pedagogy across several schools in the UK and an International school in Singapore. I studied 'Primary Education' at Canterbury Christ Church University and have been part of the team at UCPS in varying roles since 2017. Currently, I am the SENDCO for EYFS and Key Stage 1, I am passionate about creating an inclusive educational environment where every child can flourish. My approach to special educational needs is rooted in the belief that with the right support and innovative practices, we can find a way through for all children. I am an enthusiastic and dedicated educator who thrives on collaboration—working closely with children, families, teaching staff, and specialist advisors to ensure that every learner receives the personalised support they need. My role involves leading inclusive practices across our early years and Key Stage 1 provision, always seeking new and creative approaches to remove barriers to learning. I strongly believe education should foster a strong sense of belonging within our school community, where children from all backgrounds and with diverse needs feel valued, supported, and empowered to reach their full potential.

Daniela Tonazzolli: I am a SEND Specialist Learning Coach, former specialist teacher, and Operational and Wellbeing Lead. My role is to support teachers and Learning Coaches in embedding strategies that best meet the individual needs of our children. I am trained in AAC (Augmentative and Alternative Communication) and in supporting multimodal communication. I use neuro-affirming approaches to ensure every child feels safe, understood, valued and able to learn

What are special educational needs?

The definition of special educational needs (SEND) is taken from section 20 of the Children and Families Act 2014. A young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they (a) have a significantly greater difficulty in learning than the majority of others the same age; or (b) have a disability which prevents or hinders them 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. A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them. The four main areas of SEND: as detailed in the Code of Practice (2014 p.86) are:

Do disabled children have special educational needs?

The Equality Act (2010) states that a disability is: '… a physical or mental impairment which has a long term and sustainable adverse effect on their ability to carry out 'normal' day to day activities.'

This definition includes sensory impairments such as those affecting sight or hearing and long term health conditions. Children with a disability which impacts on their learning and therefore will require special educational provision will be covered by this SEND definition.

Who can I contact to discuss my child's difficulties with learning, their special educational needs or disability?

In the first instance please ask to have an appointment with your child's class teacher who will provide you with a pre-meeting form to complete. Please state the purpose of the meeting, detailing your thoughts and wishes. The class teacher may invite a member of the inclusion team to the meeting.
If you are concerned your child may have educational special needs, such as autism or ADHD, the inclusion team will advise and provide information about the different pathways for assessment, which can be provided by a medical professional and/or the Local Authorities SEND services.
Speak directly with your child's class teacher, call 01223 792440 to make an appointment, or email sendco@universityprimaryschool.org.uk

Ordinarily Available Provision (OAP)

We aim to work in partnership with our parents/carers whilst your child is with us. Our hope is that the SEND services Ordinarily Available Provision is our first port of call when we consider the learning differences of the children we are educating.
Classroom teachers will refer to the Local Authorities OAP to support your child to reach their learning and development targets.
Parents/carers can access this as a reliable source of provision for their child/ren: OAP Toolkits

Where else can I get advice and support for my child?

SEND Partnership Service: The Parent Partnership Service providing Cambridgeshire's **SEND Information, Advice and Support Service (**SENDIASS**)** offers impartial and confidential information, advice and support to parents and carers who have a child or young person with special educational needs (SEN) or a disability, or have concerns that their child has special educational needs.

What kinds of SEN do we provide for?

We adapt our provision to meet the needs of the children in our school. We are committed to providing high quality teaching so that all children make good progress in their learning, whatever their starting point.

In addition, we provide for children with the following special educational needs:

· Physical/visual impairments
· ADHD, ADD
· Specific Learning Difficulties (SpLD) e.g dyslexia, dyscalculia
· Autism
· Social, emotional and mental health (SEMH) difficulties;
· Mild to moderate learning difficulties;
· Speech, Language and Communication Difficulties;
· Global Developmental Delay.

What does the school have in place to identify children with SEN?

The University of Cambridge Primary School follows a graduated approach to identifying SEN. More information can be found in our SEND policy or the NASEN mini guide SEN Support and the Graduated Approach

Children with SEND are identified in different ways, including the following:

- Liaising with pre-schools and/or previous settings
- Concerns raised by a member of the team
- Concerns raised by parent/carer
- Teacher/learning coach observations
- Rigorous tracking of progress & development data
- Through the school's 'Spotlight' monitoring approach
- Individual assessments or screening in school or by external professionals (with parental consent). Eg. educational psychologists, specialist teaching team, speech and language therapists, occupational therapists and paediatricians.

How will school let me know if my child has Special Educational Needs?

You (parent/carer) are the person who knows your child best, and we value working in partnership with you. We strongly believe that a partnership approach with parents/carers is the best way to support a child's learning and needs.

- Your child's class teacher may contact you to discuss the progress of your child in a specific area.
- The class teacher may also talk to you about any issues during our twice yearly Learning Conversations.
- The SENDCo, a member of the Inclusion Team, or a member of the Leadership Team may contact you to discuss your child's learning trajectory.

What support is available for my child?

The curriculum is adapted to meet the special educational needs of the children at the University of Cambridge Primary School. Here are some examples of what we currently have in place:

Communication & Interaction

- Specialist advice from the Speech & Language Therapist
- Speech and Language Programmes
- Visual (dual coding support) including timetables, and Now & Next boards
- Makaton (Foundation Stage)
- Cherry Gardens School Communication & Language Branch Map

Cognition & Learning

- Oracy and dialogue rich classrooms
- Teaching which supports multi-sensory learning
- Text rich curriculum and Reading for Pleasure (R4P) culture
- Explicit approach to learning - metacognition, self-regulation and habits of mind
- Specifically designed curriculum to support retention of knowledge
- Working memory support
- Technology, including access to iPad with programmes Clicker8 and Touch Typing
- Additional resources in class and shared via the weekly year group blog, such as: phonics mats, word banks, personalised dictionaries, Numicon and mathematical manipulatives.

Social, Emotional and Mental Health

- Emotional Literacy Support Assistants (ELSA)
- Nurture Groups
- Learning How to Learn weeks: metacognition, self-regulation and habits of mind
- Opportunities for children to voice their worries either in class or through the worry box
- Holistic approach to mental wellness
- Blob Trees

Physical & Sensory

- Support from the Occupational Therapy Service
- Dedicated Learning Coach delivering specialist programmes
- Whole class Sensory Circuits- delivered in our Sensory Room
- Specialist PE staff, providing a broad range of PE activities
- Teodorescu 'Write from the Start' programme
- Pencil grips & triangular Pencils
- High quality sensory fiddles
- Dedicated Sensory Room; additional Sensory spaces.

How will the University of Cambridge Primary School know that the additional support my child has received has made a difference to their learning? How am I and my child included in this review?

In collaboration between the parent/carer, your child and the Inclusion Team/SENDCo a personalised independence plan (PIP) may be created. Personalised Independence Plans follow an Assess-Plan-Do-Review model. This means that we **ASSESS** your child's strengths and identify their barriers to learning, whilst considering the four areas of SEND. This allows us to **PLAN,** and for the class teacher to set SMART achievable targets. These targets will be shared with you and discussed.

The classroom team then look at what they need to **DO** to achieve this and what provision needs to be in place for your child. Parents/carers may be involved in the **DO** part of the cycle to reinforce learning at home. During the following term the parent/carer and child will meet the class teacher again to **REVIEW** the progress made and start the cycle again by assessing what we need to do next and set new targets.

- Your child's progress will be monitored weekly through learning observation and assessments
- For some children working at pre-National Curriculum Levels a specific assessment tool will be used by the team. Cherry Garden Branch Maps . This tool will assist the team in capturing progress and key developmental milestones.
- Some children will have their own personal Tapestry account where the UCPS team can upload videos & photographs which capture progress as it happens in school. Parents are able to access Tapestry and receive a weekly summary of their child's progress and challenges.
- Your child will have time with a class adult during the school week to reflect on their learning and the strategies they have used to meet their targets.
- Where children have not made adequate progress the Inclusion Team **may** decide to ask for specialist help from external agencies. Parents/carers would be involved in this process.
- You and your child will be kept informed during the year, via Personalised Independence Plan meetings and Learning Conversations.

As a parent, we welcome your support and feedback. You can, at any time, arrange an appointment to speak to the Inclusion Team regarding your child's progress.

How does the University of Cambridge Primary School support children with medical conditions?

Children at UCPS with medical needs/conditions are supported so they have full access to education, and enjoy the same opportunities as any other child.

Where children have physical or medical needs, the school will work collaboratively with parents/carers, healthcare professionals, community nurses and attendance officers. When necessary, the school will create an Individual Health Care Plan to ensure the child's needs are met.

If you have any concerns regarding support for your child's medical needs please contact the Inclusion Team: sendco@universityprimaryschool.org.uk

What is an EHCP?

For children that require a high level of ongoing support the school will apply for an Educational Health and Care Plan (EHCP). This is a lengthy process. (See Appendix 1 Page 13)

The EHCP is a legal document which describes a child's or young person's special educational needs, the support they need, and the outcomes they would like to achieve during their time in each Key Stage.

When successful, it can provide support for a child or young person during their education and up to the age of 25.

What are the arrangements for supporting children and young people who are looked after by the Local Authority and have SEND?

Over a third of care experienced children (children who are in care, experienced care or recently fostered, or where a guardianship order is in place) have an identified special educational need. The University of Cambridge Primary School recognises that for care experienced children, many of whom may have difficult circumstances to overcome and are living with the effects of traumatic experiences (physical, emotional, neglect and sexual abuse), it is imperative that their needs are quickly and efficiently assessed and provided for so that the effects of any instability on their socialisation, development and education is minimised. At UCPS, we liaise closely with the relevant professionals, listen to both the child's and their carer's wishes and support the Local Authority in implementing a Personal Education Plan (PEP). This plan contains focused outcomes as part of closing the knowledge, word, socialisation, and developmental gap. The wellbeing and progress of the child is closely monitored and reported back during PEP meetings to inform future outcomes and support. We also acknowledge the positive impact regular contact between school and parent/carers can have for care experienced children.

At UCPS, we believe it is important to have high aspirations for all children including looked after children and those with special educational needs.

The Designated Teacher for Looked After Children is Kat Bates

What is the University of Cambridge Primary School's approach to teaching children with SEND?

At UCPS, we challenge stereotypes, embrace the diversity of families, cultures, faiths and beliefs, understand and open possibilities of neurodiversity, empower vulnerable children and their families and in so doing create transformative communities. We aim always to recruit with a diversities mind-set. Therefore, we do not want children to be labelled and be defined by the limitations that labelling can bring. The child and their name always comes first. We will enquire with the child and their family about how they wish to be identified. For example, some children state that they have autism whilst others say they are autistic.

We want to create opportunities in which children will surprise us. This means we must work with children to develop their independence and nurture them so that they can engage meaningfully in life.

Our curriculum offer is broad and balanced and taught with an explicit and repetitive approach, to enhance the retention of knowledge for all children. We provide quality first teaching with a balance of experiences, vocabulary learning, visual models, worked examples and opportunities to support learning ensuring success for all children. Some children may find themselves on a journey which will be supported by specialist practitioners. This means that there may be times where they learn independently. We aim to keep these specific interventions to a minimum during the school day.

The UCPS Inclusion Team are a reliable source of information to the wider team. The Inclusion Team ensure that teachers and learning coaches are aware of children's individual needs, they advise and support teachers and learning coaches to provide the necessary resources which will enable all children to access their learning. Teachers adapt and adjust the curriculum for children with a special educational need.

How does UCPS ensure that Teachers and Learning Coaches have the expertise and training to support my child's special educational need or disability?

At the University of Cambridge Primary School it is a team effort to educate your child. Your child will be supported by the class teacher and may be supported by Learning Coaches throughout the day. We decided to change the name of our supporting adults from Teaching Assistants to Learning Coaches. The Learning Coach team receives ongoing professional development which enables them to coach your child to their full potential. Furthermore, our Learning Coaches receive additional professional development via our UK Teaching Assistant Hub, ranging from specific SEND sessions to Speech & language learning and Educational Coaching.

UCPS has a research informed (maximisingtas) Learning Coach deployment strategy which fosters a sense of independence for your child. We strive to find ways of disassembling barriers to learning, the teacher, curriculum and friendships.

How does UCPS evaluate the effectiveness of the provision made for each child with a Special Educational Need or Disability?

The UCPS team map the provision and support for children in each class using all available baseline and assessment data (including EHCPs and specialist teacher advice). This provision is reviewed termly by the class teacher following the **Assess, Plan, Do, Review** cycle). This allows the team and senior leaders to not only monitor the progress of the children, but also evaluate effectiveness and impact of the provision, and make any necessary changes going forward. New targets are set and shared with parents/carers during Independence Plan meetings and Learning Conversations. New targets will be shared with your child also.

What is the Local Offer and where can I find it?

The Children and Families Act (2014) requires Local Authorities to: "Publish a local offer, setting out in one place information about provision they expect to be available for children and young people in their area who have special educational needs".

Cambridgeshire County Council Local Offer

What are the arrangements for handling complaints from parents/carers regarding their child's SEND provision at UCPS?

UCPS works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting their child's needs and learning differences. If a parent/carer has any concerns regarding the care or education of their child, they should in the first instance talk with the class teacher. If the issue is not resolved they should arrange to meet with the Key Stage Leader. If still unsatisfied, you can make an appointment with a member of the Senior Leadership Team who will be able to offer advice on formal procedures for complaint, if necessary.

All complaints are taken seriously and are heard through UCPS's complaints policy and procedure.

How will The University of Cambridge Primary School support the happiness and wellbeing of my child and what measures are taken to prevent bullying?

We believe the school has a key role in promoting children's positive wellbeing. At the beginning of a new academic year all class teachers will contact parents/carers to touch base about the summer and their child's wellbeing. UCPS has developed a range of strategies and approaches including:

Citizenship and Ethics and P4C

- Health and wellbeing; keeping safe, growing and changing, healthy lifestyles.
- Relationships; feelings and emotions, valuing difference, positive healthy relationships, acceptable and unacceptable physical contact, growing and changing, difference and similarities, others feelings, stereotypes, discrimination, teasing and bullying.
- British Values and Living in the Wider World; looking after the local environment, where money comes from and how to use it, respecting the needs of others, groups and communities we belong to, human rights, anti-social behaviour, cultural practices, British Law and human rights.

Whole Class

- Worry Box - children may write down any worries or concerns which will be confidential and reviewed regularly by the class teacher.

- Wellbeing week – whole school focus on doing things which make us feel good
- Display area in school for information about school wellbeing, positive mental health and where to go for help and support.
- Through PSHE (Citizenship and Ethics and P4C) we teach the knowledge and social and emotional skills that will help children to be more resilient, understand about mental health and be less affected by the stigma of mental health problems.

ELSA

We currently have two **Emotional Literacy Support Assistants** at UCPS, and a further 3 who are in training, who are available to provide intervention when a child has a particular wellbeing and emotional need.

UCPS Learning Coaches

In schools, adults who support in the classroom are traditionally called Teaching Assistants. At UCPS we have changed the job title to Learning Coaches (LCs). We believe that learning opportunities are in every aspect of the school day. Learning coaches at UCPS not only support and scaffold children's learning but also guide and coach them during the school day. This approach encourages optimum independence, develops habits of mind and self-regulation as well as metacognitive skills. Therefore, one to one intervention support is only in place when specified by an external agency (e.g. Speech & Language Therapy or Educational Psychology). We hope for our children to be as independent as possible. Furthermore, to promote children's independence, we do not want our Learning Coaches to become a barrier to peer friendships or the class teacher. All children will experience high quality teaching alongside their peers.

Our practice is influenced by the research of Webster et al., (2016) '*Maximising the Impact of Teaching Assistants*'. Therefore, Learning Coaches have several roles: in class support or in the Learning Street (working with individual children, small or larger groups and whole class supervision) and during the school day they assist with break times and lunchtime.

All children are encouraged to learn courageously with adults intervening only when needed, coaching the learner to find a way to progress in their learning, during those moments of challenge. All our Learning Coaches are working with an expert coach, Jo Castro, who has designed a professional development programme suited to our school, our values and vision.

Recommended Reading for Parents and Carers

What is the Early Support Pathway?

Early Support

Cambridgeshire Literacy Difficulties/Dyslexia Guidance

Cambridgeshire Literacy Difficulties and Dyslexia

Understanding Neurodiversity: A Guide to Specific Learning Differences

Understanding Neurodiversity

SEND Code of Practice

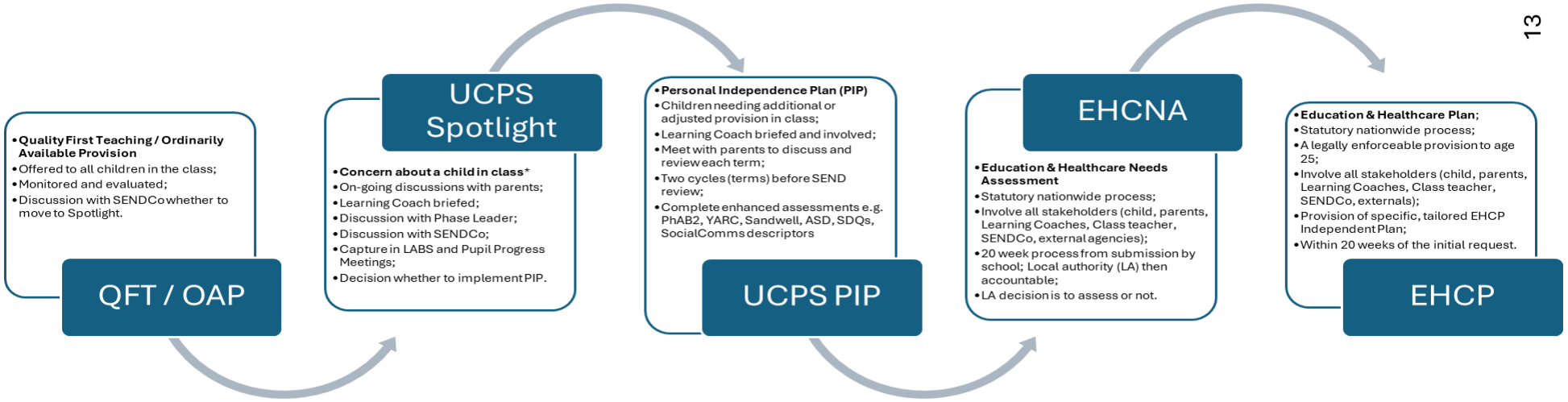
SEND Code of Practice

SEND Service 0-25

SEND service 0-25

Information for Cambridgeshire parents with children and young people with SEND

Pinpoint

'Life is a well of deep waters. One can come to it with small buckets and draw only a little water, or one can come with large vessels, drawing plentiful waters that will nourish and sustain. While one is young is the time to investigate, to experiment with everything. The school should help its young people to discover their vocations and responsibilities, and not merely cram their minds with facts and technical knowledge; it should be the soil in which they can grow without fear, happily and integrally. To educate a child is to help him/her to understand freedom and integration. To have freedom there must be order, which virtue alone can give; and integration can take place only when there is great simplicity. From innumerable complexities we must grow to simplicity; we must become simple in our inward life and in our outward needs.' (Krishnamurti, 1953)

Appendix 1: SEND SUPPORT FLOWCHART