

Cheveley C of E Primary School

SEND Information Report 2025-26

Cheveley C of E Primary School is an inclusive school where children from differing backgrounds, with differing needs and differing starting points thrive as a result of their needs being met through a range of different strategies and support.

This SEND Information Report works alongside the SEND school policy, as a result, some information may be repeated.



Who do I contact about my child if I have concerns regarding an educational need and what are their responsibilities?

If you have any concerns about your child, you should talk first with the class teacher. Depending on the outcome of these discussions, you may have follow up meetings with the school's SENDCO, Ngaire Hepworth.

Who is responsible for my child's education needs?



The class teacher is responsible for:

- adapting and refining the curriculum to respond to the strengths and needs of all pupils;
- monitoring the progress of each child;
- identifying, planning and delivering any additional support required to aid progress;
- contributing to devising personalised learning plans / additional support plans, to prioritise and focus on the next steps required for each child to improve in their learning and make progress;
- communicating with the team involved in supporting a child to ensure that all staff are aware of the child's needs.

If you have concerns about your child you should speak to your child's class teacher first.

SENCO – The Special Needs Co-ordinator is Ngaire Hepworth and is responsible for:

- the operation of the Special Educational Needs Policy and the co-ordination of specific provision to support individual children with SEN;
- liaising with staff to monitor pupil progress and to plan further interventions where progress is slower than expected; making regular contact with a wide range of external agencies that are able to give more specialised advice

The Head teacher is Stacey Kendall and she is responsible for:

- the day-to-day management of all aspects of the school, including the provision made for pupils with SEND.

Our SEND Governor is Geraldine Ciantar and she is responsible for

- supporting the school to evaluate and develop quality and impact of provision for pupils with SEND across the school.

How does the Local Authority meet the needs of children with SEND?

All Cambridgeshire and Peterborough schools are committed to and adopt a similar approach to meeting the needs of all pupils, including those with special educational needs. There is a shared expectation that all pupils, regardless of their specific needs, should be offered inclusive teaching which enables them to make the best possible progress in school and ensures they can actively participate in the wider aspects of school life.

The Local Offer outlines this and can be found here:

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/local-offer-identifying-special-educational-needs-and-disabilities-0-25/>

What is the purpose of the Information Report?

The school information report is an account of how children with SEND are supported at Cheveley.



What do the abbreviations mean?

Glossary of abbreviations

ADD	Attention Deficit Disorder
ADHD	Attention Deficit & Hyperactive Disorder
ASD	Autistic Spectrum Disorder
APDR	Assess Plan Do Review Plan
CAMHS	Child and Adolescent Mental Health Service
CoP	Code of Practice
CP	Child Protection
DCD	Developmental Co-ordination Disorder
EAL	English as an Additional Language
EHA	Early Help Assessment
EP	Educational Psychologist
FSM	Free School Meals
HI	Hearing impairment

KS	Key Stage
LAC	Looked After Child
LA	Local Authority
MLD	Moderate Learning Difficulty
OT	Occupational Therapist
PSP	Pastoral Support Programme/Plan
SALT	Speech and Language Therapy
SEMH	Social, Emotional and Mental Health
SEND	Special Educational Needs and Disability
SENDCo	Special Educational Needs Co-ordinator
SpLD	Specific Learning Difficulty
VI	Visual Impairment



What kind of special educational needs does Cheveley support?

Cheveley supports a range of different special education needs including: Autism; Speech and Language difficulties; physical difficulties affecting fine and gross motor skill development; specific learning difficulties such as dyslexia and dyspraxia; ADHD; attachment disorder and oppositional defiant disorder.

How do I find out how well my child is doing?

If a child has an Assess Plan Do Review Plan (APDR), parents/carers will meet once a term with their child's class teacher to review their progress. There are formal parent consultations in November and February (parents evening); this will be followed by a written report about your child towards the end of the summer term.

Cheveley has an open door policy and staff members are available to discuss a child at a mutually convenient time. Please contact the member of staff via Dojo or the school office to arrange an appointment.



How does Cheveley find out about and identify an additional special educational need?

A concern about a child's development may be raised by a parent/carers, member of staff, the child themselves, or an external agency. This could be when a child has a difficulty that is impacting on their ability to make expected progress academically, socially, behaviourally, physically or emotionally. The SENDCo and external agencies (further information below) use a variety of assessments to identify and to diagnose a range of differing needs.



What external agencies does the school access?

Staff at Cheveley work with a range of different professionals and agencies that are able to advise on the needs and development of children in our school.

These include:

- Speech and language therapists and assistants (SALT)
- Occupational therapists
- Physiotherapists
- Educational psychologists
- School nurses
- Paediatricians
- CAMHS
- Social care team – social workers
- Early Help
- Behavioural support
- Outreach by specialist educational settings
- Inclusion Team
- Teacher to the deaf

What support is available for children who have special educational needs?



Through an adapted curriculum, class teachers will plan for the needs of the children in their class and plan for the next steps appropriate to their level of learning. Children are supported in a range of different ways, focussing on children's development in speaking and listening, reading, writing, maths, fine and gross motor skills, social communication, emotional development, play skills and behavioural support.

These include:

- Quality first teaching within the classroom
- Small group interventions in and out of the classroom
- Individual support/interventions in and out of the classroom
- Managed time during lunchtimes and break times
- The use of specialist equipment (including pencil grips or writing slopes)
- Sessions with therapists

The extra support will be carried out by class teachers, teaching assistants, counsellors and therapists.

How is my child's development monitored and tracked?

Staff continually assess children's learning through observations as children learn, through discussions with a child and assessing completed learning outcomes. Staff formally assess children's progress in the curriculum at the end of units / topics and this data is analysed by the leadership team each half term.

When monitoring emotional development, staff observe children's behaviours, and have discussions with children, parents/ carers and other staff members. For more formal assessment tools, Cheveley uses the Boxall Profile to track specific children.

When monitoring social development, children are observed closely during playtime, lunchtime and in class-based environments to ensure they are secure in their relationships with other children and adults. We also speak to parents / carers and take their views and the information about the child out of school into consideration.

What records are kept for children with SEND?

The SENDCO keeps an SEN Register which is a list of all children who have been identified with special educational needs. Individuals whose individual support is additional to usual classroom differentiation may have their needs recorded and monitored through an Assess Plan Do Review Plan (APDR).



The SENDCO keeps an overview of the provision across the whole school through provision mapping, and monitors the progress each child makes.

Each child's SEND file contains the APDR, a 'This is me' form that is completed with the child, a chronology and a principles sheet. All documents are kept securely and in line with GDPR.

Parents / carers receive copies of all paperwork relating to their child's SEND.

How skilled are staff in supporting the needs of children with Special Educational Needs?

Cheveley is an inclusive school with a high level of commitment to ensuring that members of staff have the skills needed to meet the needs of our learners. Staff regularly attend training on a range of SEND and seek advice and guidance from other professional agencies when needed.

How will my child be included in activities outside the classroom including school trips?

Activities and school trips are available to all. Risk assessments are carried out and procedures are put in place to enable all children to participate.



How accessible is the school environment?

Our school is located in two buildings. To access some part of the school, there are stairs. We have an accessible toilet. As a school we are happy to discuss individual access requirements.



Supporting pupils with medical needs?

Cheveley works closely with medical professionals and families to meet the medical needs identified and being supported through a care plan. We will liaise with medical professionals and the family to ensure the appropriate support is in place. Children with ongoing medical conditions such as asthma and allergies have their medicine readily available when required. Staff are trained in the use of epi-pens and Type 1 Diabetes. More specific training is carried out when needed.



How does Cheveley support children moving to another class or a different school?



For some children a more specialist setting may be more appropriate to meet their needs. If a child is moving to another primary, a specialist setting or onto secondary school and has significant additional needs an individualised transition programme will be developed, taking into account the most successful way to meet the child's needs.

Staff will have a meeting at Cheveley usually involving parents / carers and staff from their new school. A plan will be created and implemented; this could include extra visits to their new school, visual images of their new school before transferring, meeting key staff. We have a detailed meeting with their named secondary school before the end of the summer term where we discuss the needs of all children transitioning with identified SEN.

When moving to another year group, staff members have a transition meeting in the second half of the summer term to discuss each child in their class. All SEND paperwork will be passed on. A meeting involving the current teacher and next year's teacher and parents may be arranged if appropriate. Some children may require more than one visit to their new classroom or to meet their new teacher along with appropriate strategies.

Are there any organisations out there where parents of a child with SEND can go to for support?



There are a number of support organisations for specific SEND and these can be found online, such as the National Autistic Society.

SEND Information, Advice and Support (SENDIASS)
Cambridgeshire County Council, SH1212, Shire Hall, Cambridge, CB3 0AP
Email - sendiass@cambridgeshire.gov.uk

Confidential helpline 9am-5pm Mon-Fri: 0300 365 1020

More information about SENDIASS can be found on the website under the Local Offer.

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/local-offer-care-and-family-support/send-information-advice-and-support-service-sendiass>



We are here to help

Please remember, we are here to work in the best interests of every child and we know that working together with families ensures the best outcomes for those in our care. Do contact the school if you have any questions or queries and we will be very happy to help.