



Caldecote Primary School

Happy, Healthy, High-Achieving

# SEND Information Report July 2026



# Introduction



Welcome to our SEND information report which is part of the Cambridgeshire local offer for learners with Special Educational Needs and Disabilities (SEND).

Caldecote Primary School is an inclusive school and we value all members of our community.

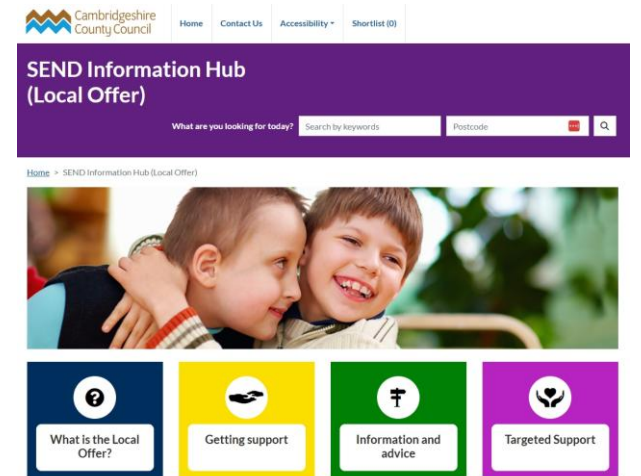
All governing bodies of maintained schools have a legal duty to publish information on their website about the implementation of the policy for pupils with SEND including information about the arrangements for identifying, assessing and making provision for pupils with SEND. This information is updated annually.

# What is “The Local Offer”?

As part of the Children and Families Act 2014, Local Authorities are required to publish a ‘local offer’. The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care.

The Cambridge local offer is available from the website:

[Cambridgeshire Online | SEND Information Hub \(Local Offer\)](https://www.cambridgeshire.gov.uk/SEND-Information-Hub-Local-Offer)



# What are Special Educational Needs?



A child may have a Special Educational Need (SEND) if they require additional or different provision to support them in their learning in order to ensure that they make progress.

The Code of Practice says:

‘A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made. A child of school age has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of the same age in local schools, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age.’

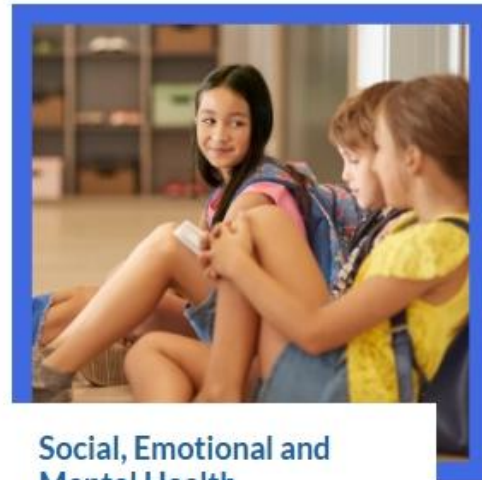
# There are four broad areas of SEND need:

These are:

1. Communication and Interaction (including autism)
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and/or Physical Needs



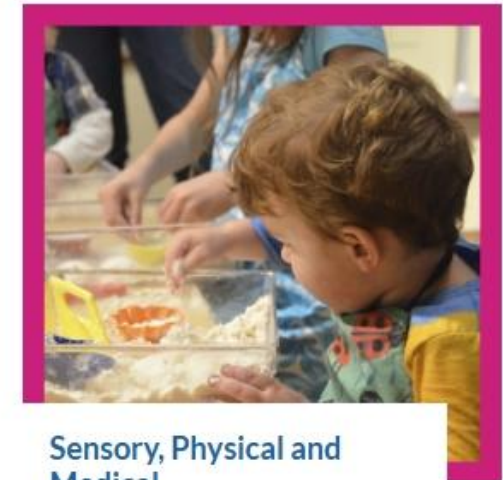
Cognition and Learning



Social, Emotional and  
Mental Health



Autism, Social  
Communication, Speech,  
Language and  
Communication



Sensory, Physical and  
Medical

# How do we identify children needing SEND Support?

Children with potential SEND are identified through our overall approach to monitoring progress of all pupils, regular communication with parents and by class teachers responding to ongoing SEND specific training. If class teachers observe that a child, as recommended by the 2014 Code of Practice, is making significantly less than expected progress, given their age and individual circumstances, they will seek, with the support of the SENDCo, to identify a cause and adapt provision.

The progress of every child is monitored. Where children are identified as not making progress in spite of quality first teaching and good attendance, they are discussed with the SENDCo and parents. Although the school can identify barriers to learning and special educational needs, and make provision to meet those needs, we do not offer diagnosis. The school has access to some initial screening tools which we use in conjunction with our assessment procedures.

If parents have concerns regarding a potential additional need they should discuss this with the class teacher in the first instance. Please see the School Flow Chart (on the school website) that outlines the process.

# How do we support children needing SEND Support?

At Caldecote School we recognise that **High Quality Teaching (HQT) & Ordinarily Available Provision (OAP)** adapted for individual pupils, is the first step in responding to children who have or may have SEND. Support is offered in a graduated approach which we call 'waves of provision'.

- **Wave 1** – Group or individual intervention in addition to High Quality Teaching & Ordinarily Available Provision.
- **Wave 2** – SEND Register, outside agency support, may have Early Help Assessment.
- **Wave 3** – SEND Register, ongoing support from outside agencies. Will have or be in the process of applying for an Education, Health and Care Plan.

# What happens at Wave 1?

**High Quality Teaching , Ordinarily Available Provision and group or individual intervention.**

Class teachers make adaptations to in-class learning to support pupils to access and engage with the curriculum. This may be through changes in resource or task which supports a pupil's emerging need.

When an additional need is identified, Class teachers will plan interventions in addition to or different from those provided as part of the school's usual personalised curriculum. This targeted support may be part of a group or individual intervention or catch up programme. Pupil's needs will be monitored by the Class Teacher.

Pupils may need input from a Speech and Language Therapist or have a diagnosis of a SEND need such as dyslexia which influences the adaptations made in school.

# What happens at Wave 2?

## **SEN Register: SEN Support**

Where a pupil struggles to make progress, despite High Quality Teaching and intervention they are added to the SEND register and a Learning Plan will be put in place. This involves a four-part cycle – Assess, Plan, Do, Review (APDR) and is called a Learning Plan at Caldecote Primary.

This will be when their response to intervention indicates that they have a greater need than other pupils which requires individual additional planning and provision. Their needs may be in several areas and they may have one or more specific learning diagnosis that significantly impact their level of need.

Their needs may warrant focussed investigation and support from outside agencies such as SEND specialist teachers or Educational Psychologist. They may have or had an Early Help Assessment (EHA) or they may have started school on Early Support.

# What happens in the APDR cycle?

1. **Assess:** The pupil's needs will be explored to form a picture of the current position.
2. **Plan:** The class teacher and SENDCo will create a learning plan including strategies, for parents/carers and teachers to support the pupil in making satisfactory progress. Targets will be set and reviewed.
3. **Do:** The class teacher and teaching assistants or other support staff work together to carry out the plan with the child and assessing their progress.
4. **Review:** The effectiveness of the intervention and progress made will be reviewed and evaluated termly and shared with the parent and pupil. These will then feed into the next steps. In some situations, a learning plan may no longer be required if significant and sustained progress is seen over a period of support. Parents and pupils are involved in the process.

# What happens at Wave 3?



## **SEND Register: Education, Health Care Needs Assessment (EHCNA) or Education, Health Care Plan agreed (EHCP)**

Some pupils will display significant greater, global need which requires ongoing support from external agencies and specialist advice. Additional funding may be required to meet the need of pupils with complex additional needs as they require highly personalised learning tasks, interventions or adaptations of resource and environment.

Provision will be tailored to meet the individual needs of the child and is highly structured so that the steps in learning are small and achievable. Pupil and parent involvement is fundamental.

# When are children assessed for an EHCP?

When a pupil's needs are complex and severe, the school may conclude that a child's learning, behavioural or emotional difficulties remain so substantial that they cannot be met effectively within the resources normally available to the school.

In these cases a request for statutory assessment will be made (EHCNA). Such a request can be made by the school, an outside agency or parents. The Education, Health and Care plan will describe all your child's SEND and the special help your child should receive.

The Local Authority will usually agree a plan if they decide that all the special help your child needs cannot be provided from within the school's resources. Additional resources identified under an EHC plan could include funding, staff time and special equipment. It is the responsibility of the Local Authority to check your child's progress and make sure that the EHC plan continues to meet their SEND. EHC plans must be reviewed at least once a year.

# What adaptations do we make to the curriculum and school environment?

Caldecote School is as disability friendly as possible within the constraints of our building. The school is on one level, some corridors are wide and we have an easy access toilet. Other reasonable and appropriate adaptations to the physical environment will be made, in line with EHCPs or advice from specialists to accommodate children with other sensory needs or disabilities. All of our classrooms are inclusion-friendly. We aim to teach in a way that will support children with additional needs.



# The inclusion essentials are:

- giving consideration to and the reduction of literacy barriers
- the use of clear instructions; with pictorial support as appropriate
- ensuring access to explicit teaching of key words for meaning and word banks for spelling
- scaffolding tasks
- having lessons that are engaging
- giving consideration to seating and groupings

This is good practice to support all children but is vital for those who particularly need it. All of our children access the National Curriculum, and we recognise achievement and expertise in all curricular areas. As part of routine class adaptation, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources. In addition, please refer to Cambridgeshire's Dyslexia Guidance February (2019) and Cambridgeshire's Autism Guidance (April 2021)

# How do we ensure inclusion in activities?

At Caldecote Primary School, we believe all learners are entitled to the same access to extra-curricular activities and are committed to make reasonable adjustments to ensure participation for all. Any additional support or necessary adjustments are recorded on the risk assessment for that activity. Please contact us if your child has any specific requirements for extra-curricular activities.



# How do we support children with transitions?

We understand how difficult it is for children and parents as they move into a new class or school and will do what we can, according to the individual needs of the child, to make transitions between classes and settings as smooth as possible. Enhanced transition arrangements are tailored to meet individual needs but may include, for example:

- Additional meetings for the parents and child with the new teacher
- Additional visits to the classroom environment in order to identify where the toilets are, where the pegs are etc. - Communication with staff from previous or future settings
- A graduated transition timetable
- Social stories
- Transition reviews for Year 6 pupils with EHCPs are held, where possible, in the summer term of Year 5 or the autumn term of Year 6. The secondary school SENDco is invited to annual reviews and other review meetings. Additional transition arrangements may be made at these reviews e.g. extra visits, travel, training etc.

# Who supports children with SEND?

All of our teachers are trained to work with children with SEND. All have access to advice, information, resources and training to enable them to teach all children effectively. We offer training and self-help opportunities through access to in-house or external courses, provision of resources or guidance towards useful websites.

Some of our TAs have specific training which helps them to support children with specific difficulties. Other TAs have expertise and training in specific interventions. All TAs work with children with SEND and disabilities.

We also have a part time SENDCo who will co-ordinate additional support for pupils with SEND and liaise with their parents, teachers and other professionals who are involved with them.

The school has a link teacher who works in Cambridgeshire SEND Services.

Where we have children joining the school with needs that we are unfamiliar with we will work with parents, the local authority and other professionals including charities to ensure staff are confident in providing appropriate provision.

## Contacts in school:



Caldecote Primary School

Contact via the school office on 01954 210263 or via emailing:  
[office@caldecote.cambs.sch.uk](mailto:office@caldecote.cambs.sch.uk)

SENDCo: Debbie Heijne

Pastoral Support: Vicky Miles

Governor with responsibility for SEND: Sue Breeze

# How do we work with pupils and parents?



We aim to have regular and informative communication with all of our parents. If a child is experiencing difficulties, parents will be informed either at parents' consultation meetings (autumn and spring terms) or through additional meetings to discuss the child's progress.

Parents of pupils with SEND will be contacted termly to share and discuss the child's learning plan but are also able to request meetings when required, following consultations with the class teacher or by contacting the school office.

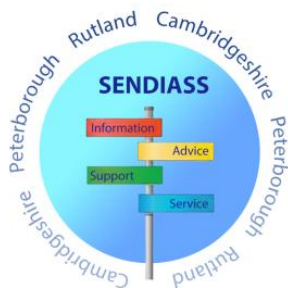
Pupils are encouraged to share their views through a variety of pupil voice activities. Where referrals are required to external professionals, the pupil voice is always captured and parent preference and opinion is valued.

# How do we handle complaints?

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. For further information on any aspect of our provision for children with SEND, including complaints about SEND provision in our school, please contact the Headteacher via the school office.

All complaints are taken seriously and are heard through the school's complaints policy which can be found in the policy section of our website.

# Further Support



1

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 SEND or have concerns that their child has special educational needs.

They also offer impartial and confidential information, advice and support to young people and children with SEND or who have concerns they may have special educational needs.

For more information see

[Cambridgeshire Online | SEND Information, Advice and Support Service \(SENDIASS\)](#)

## Further Support



Pinpoint Cambridgeshire is an organisation run for parents – by parents. They give help and information to parents and carers of children and young people aged 0-25 with additional needs and disabilities. They also give parents and carers opportunities to have a say and get involved in improving local services.

More information can be found at <https://www.pinpoint-cambs.org.uk/>



Spectrum is a parent-led children's charity who provide events, sessions and support for families of children with Autism, additional needs, learning difficulties and disabilities.

More information can be found at <https://spectrum.org.uk/>

## Further Support



Younited offers support to children and young people aged 5-17 with their emotional wellbeing and mental health. Parents can self-refer to this service to seek support for their child's mental health and wellbeing. There is also a range of advice and information here including sleep, eating difficulty and neurodevelopmental resources.

More information can be found at [YOUnited | CPFT NHS Trust](#)



Togetherness provide a range of parenting courses for free that help with communication and emotional wellbeing. Parenting courses are a positive first step towards supporting pupils with SEND and can be required before referrals to external professionals are accepted.

More information can be found at [Parenting courses | Cambridgeshire County Council](#)