

SEND Information Report

Bar Hill Primary School



Approved by:	Date:
Last reviewed on: 15.09.25	
Next review due by: 15.09.26	

Introduction

Bar Hill Primary School in partnership with The Meridian Trust is an inclusive school committed to meeting the needs of all pupils including those with SEND.

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

All governing bodies of maintained schools have a legal duty to publish information on their website about the implementation of policy for pupils with SEND. This information is updated annually.

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1. Legislation and guidance

This information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND Co-ordinators (SENDCOs) and the SEND information report

2. Contacts

The SENDCO is **Kate Loombe**

The Academy Council member for SEND is **Ellie Tod**

The Headteacher is **Charlotte Linden**

3. SEND information report

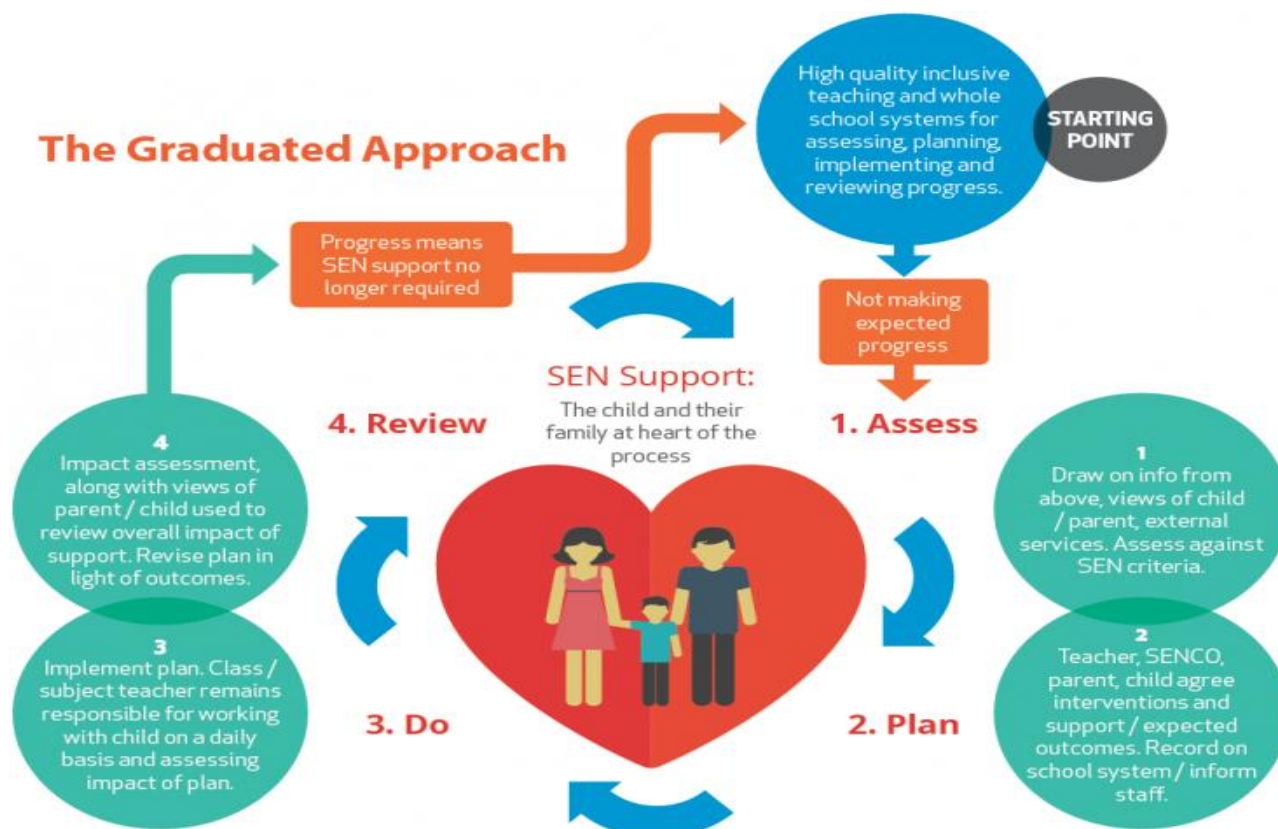
3.1 The kinds of SEND that are provided for:

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyscalculia
- Social and emotional and mental health difficulties, for example, ADHD, anxiety, trauma-related difficulties
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate and multiple learning difficulties

3.2 Identifying pupils with SEND and assessing their needs.

At Bar Hill Primary School, we follow a graduated approach:



We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

3.3 Consulting and involving pupils and parents.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will notify parents when it is decided that a pupil will receive SEND support and this support will be formalised with the introduction of an Action Plan. Parents are invited to work collaboratively with the school team in order to devise an appropriate and cohesive plan.

The child's name will then be added to a confidential record of pupils with SEND in our school. We are required to report this on the school census.

3.4 Assessing and reviewing pupils' progress towards outcomes.

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.



The class or subject teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

3.5 Supporting pupils moving between phases and preparing for adulthood.

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. All pupils will be offered induction sessions in new school settings where this is offered. Additional introductory inductions sessions will be arranged as necessary for pupils with SEND. The SENDCo of the intended transition setting will be invited to the Transition Annual Review where an EHCP is in place and the transition setting has been decided.

3.6 Our approach to teaching pupils with SEND

We use the graduated response to provide support for children with SEND. This is an approach which is recommended by the SEND Code of Practice (2015) under the Education Act (1993) as adopted by Cambridgeshire Local Authority.

This is an outline of those graduated response steps:

- Quality First Teaching within the classroom, including adapted and universal provision.
- SEND support – Targeted/Specialist
- Statutory Assessment
- Education, Health and Care Plan (EHCP).

Quality First Teaching

As per the SEND Code of Practice, all Teachers are responsible and accountable for the progress and development of all the pupils in their class.

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEND. This will be adapted for individual pupils.

For pupils this would mean:

- That the teacher has the highest possible expectations for all pupils in their class.
- That all teaching builds on what pupils already know, can do and can understand.
- That different ways of teaching are in place, so that all pupils are fully involved in learning in class. This may involve using more practical and visual resources to support learning.
- That specific strategies are in place to support pupils to learn (e.g. advice from the SENDCo; in-class support sheet strategies).
- Teachers will monitor pupils' progress and identify gaps in pupil's understanding/learning to provide additional support to help them make the best possible progress from their starting point.
- Teachers will discuss all children's progress at termly pupil progress meetings with the Senior Leadership Team (SLT) and consider next steps to support their learning.
- Using the Assess, Plan, Do, Review (APDR) cycle, we will monitor all children's progress. If over time, pupils do not make expected progress, we will contact parents to inform and share information about the additional provision/s that could be provided. All additional provision is recorded on the School's provision map, which is coordinated by the SENDCo.
- If a class teacher has any concerns about pupils' progress over time, they monitor the outcomes of the additional support put in place by using the Assess, Plan, Do, Review (APDR) before gaining further advice from the School's Inclusion team.

SEND Support – Targeted

If the initial and appropriate differentiation has not led to adequate progress, then the graduated response may include:

- The Inclusion team discussing and advising appropriate targeted intervention or strategies with the class teacher, who remains responsible for planning and recording within the classroom.
- Parental and pupil participation will be actively encouraged to support working in partnership to support the needs of pupils.

SEND Support - Specialist

- The SENDCo may draw on the advice/assessment of outside specialists if pupils' needs meet the threshold for accessing their services and consider a range of different teaching strategies/approaches and resources.
- Support from the Early Help Hub maybe considered, and an Early Help Assessment (EHA) may be jointly completed with parents to document a holistic picture of individual pupils. We will only share this information with outside agencies that parents have given permission. As a result of this, there may be an additional individual support plan written for pupils; that will be reviewed in regular Team around the Family (TAF) meetings.
- Care Plans will be devised for individual children who have multiple medical needs. This will be done by the SENDCo in consultation with parents, pupils, and outside specialists where appropriate.
- The SENDCo will consider whether a pupil meets the criteria to justify an application for Statutory Assessment, using evidence gathered through the graduated response process.

Education, Health and Care Needs Assessment (EHCNA)

This will be considered if the child has not made sufficient progress using the graduated response process, as outlined above. The Local Authority (LA) will consider the need for statutory assessment following a request by the child's school and/or by the parent.

Education, Health and Care (EHC) plan

The LA panel will consider the need for an EHC plan. If appropriate, an EHC plan will be drawn up and the provision will be monitored and reviewed regularly as per the SEND Code of Practice guidelines.

Where children have an identified SEN, their provision will be detailed in an Action Plan which will include any input from external agencies.

3.7 Adaptations to the curriculum and learning environment.

We make the following adaptations to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Making reasonable adjustments to our teaching to meet individual needs, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

3.8 Additional support for learning

Teachers provide additional targeted support and will plan for supplementary interventions.

Teaching assistants will support pupils in small groups when pupils require support with identified areas of the curriculum to accelerate progress and embed key skills and core knowledge.

Teaching assistants are trained to deliver the interventions that apply to their Phase, Class or individual children with whom they work.

Teaching assistants will support pupils on a 1:1 basis when there are identified special needs which require targeted support. This includes children with an EHCP.

Other agencies are also included in providing additional support for learning where necessary to best meet pupil needs (see Section 3.14)

We also offer a range of needs-led intervention groups. These may be adapted to meet the differing needs of individuals or groups, including children with identified SEND. The following are examples of targeted interventions used in our school:

- Speech and Language Therapy interventions
- NELI
- Colourful semantics

- Phonics interventions (Little Wandle Keep-Up and Rapid Catch-Up programmes)
- Booster interventions for Maths and Literacy
- Expanded Rehearsal Technique (ERT)
- Sensory Circuits
- Social Stories and social groups
- Zones of Regulation
- Lego Based Therapy

3.9 Expertise and training of staff

Our SENCo has 4 years experience in this role and has worked as a primary school teacher for 13 years.

The SENCo manages a team of teaching assistants who are trained to deliver SEND provision. The SENCo is also able to call upon the expertise and advice of a team of other SENCos working in schools across The Meridian Trust.

In the last academic year, staff working with children with SEN have been trained in a number of areas including: Attention Autism, Zones of Regulation, Mental Health First Aid, Colourful Semantics, Safeguarding, the Respectful Relationships approach, GDPR for SEND, and a range of TA forums led by SEND Specialist Practitioners.

Teaching Assistants receive regular training (both internal and externally) appropriate to the needs of children they support and attend local network meetings hosted by the SEND Specialist Services.

Specialist staff train and oversee certain interventions as needed e.g., Speech Therapy and Physiotherapy.

3.10 Securing equipment and facilities.

Equipment is regularly catalogued and audited to ensure security and user-relevance. Personal equipment relating to Special Educational Needs are kept securely in compliance with the school's GDPR policy which can be found on the school website or by request. Information is shared and kept only according to GDPR regulations. All SEND equipment is kept securely onsite.

3.11 Evaluating the effectiveness of SEND provision.

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term alongside pupils and parents/carers
- Reviewing the impact of interventions regularly
- Using pupil questionnaires
- Monitoring by the SENDCo
- Holding annual reviews for pupils with EHCP plans

3.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND.

All of our extra-curricular activities and school visits are available to all our pupils, including our lunchtime and after-school clubs.

All pupils go on school trips and any additional accessibility support will be discussed and agreed in advance with parents. Where a child has SEND, this will be taken into account when planning activities. Every effort will be made to provide support to enable all pupils to access the trip.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc. Where a child has SEND, this will be taken into account when planning activities and making arrangements. Every effort will be made to provide support to enable all pupils to access these fully.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

Admission of disabled pupils is accompanied by a transition meeting in which pupil needs are discussed and planned for. Specialist advice and guidance on the reasonable adjustments that can be made will be sought to ensure the best possible provision. The school's aim is that disabled pupils access all aspects of school life as fully as possible and we are committed to ensuring that disabled pupils are not treated less favourably than other pupils. Physical disabilities will be supported by reasonable adjustments to the internal and external environment and appropriate additional support provided where required. Other disabilities will be similarly assessed and provided for on an individual basis, with reference to individuals' level and type of need.

More detail are in our Accessibility plan which can be found on our website.

3.13 Support for improving emotional and social development.

We provide support for pupils to improve their emotional and social development in the following ways:

- All pupils, including those with SEND are encouraged to be part of the school council
- Pupils with SEND are also encouraged to be part of school clubs to promote teamwork/building friendships etc.
- Sessions with a member of our pastoral team.
- Indoor provision at lunchtime is available to support children's play.
- PSHE lessons promote inclusion and diversity.

We have a zero-tolerance approach to bullying and a clear procedure for identifying and responding to bullying-related incidents.

Pastoral support arrangements include:

- Play Therapy
- A comprehensive PSHE curriculum
- a range of interventions to support children with their emotional development including social skills groups, confidence building groups, and explicit teaching to identify and manage emotions through the zones of regulation.
- Safe spaces for children who may need sensory breaks.
- Access to a cluster Family Support Worker to support families in need.

3.14 Working with other agencies.

The school works within a wide-reaching multi-agency network. The Head teacher, Safeguarding DP and SENDCo are responsible for ensuring active involvement of external agencies where this is deemed to be in the best interests of a pupil. The school has links with a variety of local authority and voluntary sector organisations which are called upon to help meet SEND needs when required.

We currently work with the following agencies to provide support for pupils with SEND:

- Social Care
- Education Welfare Service
- Mental Health Support Team (MHST)
- School Nursing Service
- Statutory Assessment Team
- Specialist Teaching Team
- Educational Psychologist
- Emotional Health and Wellbeing Service
- Cambridge Community Services-NHS Trust (SALT, Occupational Therapy, Physiotherapy, Clinical Psychology)
- Early Support

3.15 Complaints about SEND provision.

Complaints about SEND provision in our school should be made to the SENDCo in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

3.16 Contact details of support services for parents of pupils with SEND

The Parent Partnership Service, providing Cambridgeshire's SEND Information, Advice and Support Service (SENDDIASS) offers impartial and confidential information, advice and support to parents and carers who have a child or young person with special educational needs (SEND) or a disability 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 special educational needs (SEND) or a disability or who have concerns they may have special educational needs. Please follow the link below for more information:

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

Parent Partnership: providing SENDD Information, Advice and Support (SENDDIASS)
Cambridgeshire County Council, SH1212, Shire Hall, Cambridge, CB3 0AP
Email - pps@cambridgeshire.gov.uk

Confidential helpline open during term times: 01223 699 214

3.17 Contact details for raising safeguarding concerns in school.

Where a parent, carer or member of staff has concerns, these should be made in the first instance to the Designated Person for Safeguarding:

LEAD DP: Charlotte Linden

DP: Kate Loombe

3.18 The local authority local offer

Our local authority's local offer is published here:

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/>

6. Monitoring arrangements

This policy and information report will be reviewed by the SENDCo and Headteacher **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- SEND
- Behaviour
- Equality
- GDPR
- Accessibility Plan