

SEN Information Report 2026 – 2027

Sawtry Junior Academy
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The Local Authority is committed to all pupils, regardless of their specific needs, making the best possible progress in their educational setting which, wherever possible and with the agreement of the family or the young person, will be in a mainstream setting.

At Meridian trust, we have a clear understanding that timely identification and well-planned support is required if we are to ensure that young people's needs are effectively met in a timely manner, supporting them to achieve the best outcomes. We work closely with young people, their families, and wider professionals to ensure that we are successful in this endeavour.

As a trust, we have in place a graduated approach which is shared and supports everyone to understand the expectations and know what the next steps are. This includes and understanding that SEND is everyone's responsibility, and that quality first teaching (QFT) is a minimum expectation.

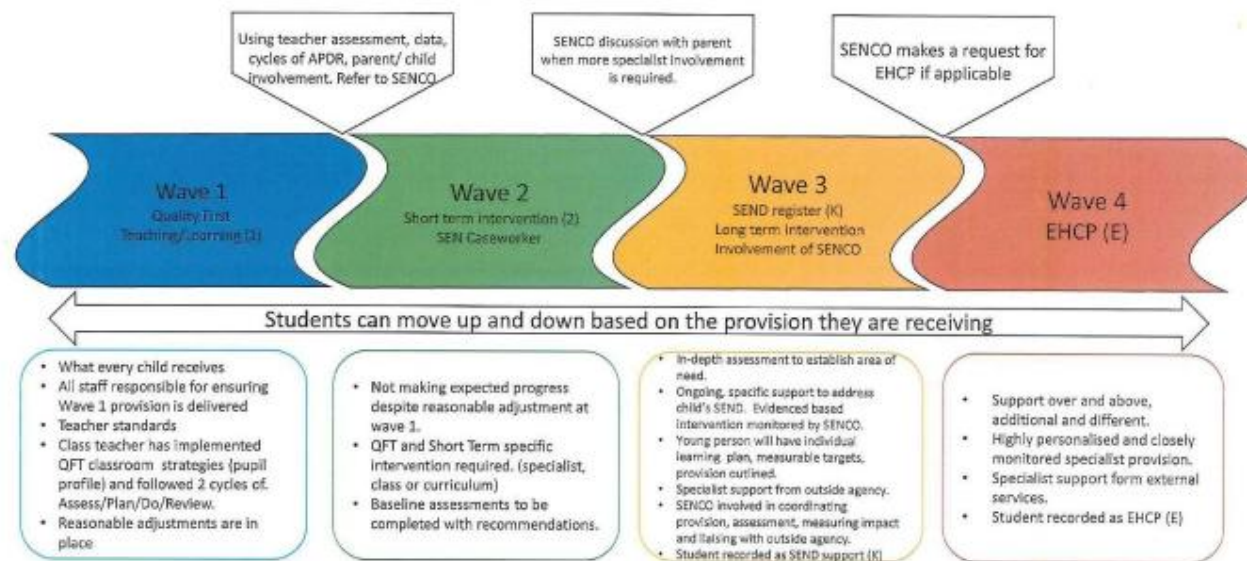
The guide to our provision for children with Special Educational Needs at Sawtry Junior Academy

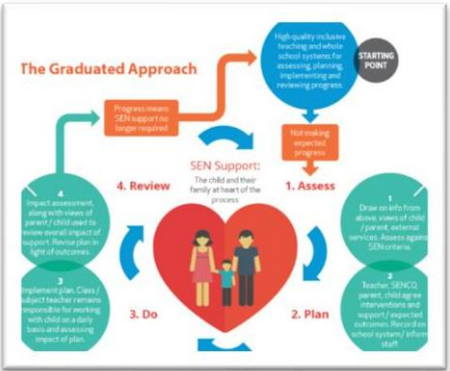
Identification of SEND at Sawtry Junior Academy

How do we identify that a child has a special educational need?

Each child and young person is a unique individual with their own strengths (superpowers) and areas for development

- By working closely with you and your child and listening to your views and any concerns.
- Consultations in partnership with professional support services.
- Assessments carried out within the school setting.
- Previous progress, attainment and learning behaviours.
- Closely monitoring progress through termly tracking and progress meetings
- Observations of the children within school
- At Sawtry Junior Academy and across Meridian Trust, we follow a four wave, graduated approach to identifying and supporting children with special educational needs:



If my child is having difficulty with an area of learning, how will the Academy staff deal with this issue? 	• If you have a concern about your child's development or an area of learning, the first person you should speak to is your child's class teacher. They will know your child's strengths, areas they need support with and how they are progressing in school. • Where a member of staff has a concern about a child's development or a difficulty, they will discuss the concern with you the parent first. They will work with you and your child to identify strategies and support that may be required. • The SENCo may work with the class teacher to support them in making adaptations and adjustments for your child. • The process can be summed up by – Assess, Plan, Do, Review. Our graduated approach details how we complete these cycles. • If after one or two cycles of Assess, Plan, Do, Review we all agree that there is a Special Educational Need, we will discuss this with you and add your child to the SEN register which means we recognise that your child requires support that is additional to or different from the support generally given to pupils of the same age through quality first teaching. • Where necessary, external agencies will be used to ensure that the provision is appropriate for your child's needs and will help them make progress.
How do we encourage you to raise your concerns?	• We encourage parents and carers to work in partnership with us to help meet your child's needs. • If you have a concern, the first person you should speak to is your child's class teacher. Your child's teacher knows your child well and will be able to talk through your concerns with you. • You can raise concerns at any time about your child by contacting the Special Educational Needs Coordinator (SENCO) Mrs Cruise at rcruise@sawtryjunior.org • Each term, a formal parent meeting takes place when your child's progress and attainment is discussed along with any difficulties they may be having and what we are doing to support your child and meet their needs.
Support for your Child	
Who will oversee the education plan for my child and explain it to me and my child?	• All children on the SEND register have a plan that is written by the class teacher, and this is monitored by the SENCO. This plan outlines their needs and strategies that are used to meet those needs. This is known as an Assess, Plan Do, Review (APDR) cycle. These will be shared with you where we ask for your views and we hope that you will talk to us about any concerns or successes at any time through the school year.

	Children with an Education, Health and Care plan (EHCP) will have an APDR to ensure that all the outcomes on the EHC plan are being worked towards becoming achieved. The class teacher ensures the plan is being carried out and the SENCo will oversee and monitor that this is effective and is having the desired outcome.
Who will be working with my child?	- Your child's class teacher is responsible for ensuring their needs are met. - Teaching Assistants (directed by the class teacher) - The SENCo will be monitoring that your child's needs are being met in class and supporting the teacher and the child to achieve their goals. This will be carried out through meetings with you, your child and their teacher/s - Outside agencies who may be offering support to your child may visit to give advice, feedback to the child and the teacher to ensure your child's needs are being met. All outside agencies are accessed through a referral process which requires your consent - The Mental Health Support Team to advise on anxiety and behaviour - If your child has a speech or language need, the Speech and Language Therapist may be visiting school to review the progress with a specific programme and adapt the programme as your child makes progress - Cambridgeshire specialist teachers to support with learning difficulties. - To support with physical, motor and sensory difficulties, the Occupational Therapy team will advise us. - The audiology service will support when a hearing issue is suspected of impacting a child's learning, speech development, language processing or behaviour - A referral will be made to the Visual Impairment team if visual impairment impacts on the child's ability to access the curriculum - We have support from the Local Authority Educational Psychology team who works with the SENCO, teacher and parents to unpick needs to help improve your child's attainment and progress and well-being.
How does my child know how they are getting on with their learning?	- Every day your child will receive feedback on their learning. Marking and feedback is a crucial part for each individual child. Some children may receive verbal feedback depending on what suits them. - We seek pupil voice and ask them how they think they are progressing/what they think is going well/what they would like more support with.

How will the Academy monitor the effectiveness of its SEND arrangements and provision?	• Termly reviewing of progress, the children have made and carrying out pupil progress meetings • Through termly pupil progress meetings, learning walks, observations by the Senior Leadership Team • Meridian Trust carry out quality assurance across the academies in the form of detailed audit of provision, training, and staffing. This ensures that our SEND practice develops and strives to do the best for all our children to ensure all children make progress from their starting points and their needs are known, understood and met. • Each term the Academy Councillor who oversees SEND meets with SENCO to look at provision and monitor its effectiveness
What are the roles and responsibilities of our Academy Councillors?	The Academy Council fulfil their statutory duties by: - • Ensuring a SEND policy reflects the current Code of Practice • Support and challenge the school to ensure the school has an outstanding provision for pupils with SEND needs • Delegating responsibility to a named governor to lead work on behalf of the Academy Council on monitoring the Quality of the provision • Ensuring the school reports to parents annually, securing appropriate, targeted resources that have impact on learners which is evidenced • Oversee the schools funding to ensure the SEN provision meets requirements including the deployment and organisation of personnel, resources and their deployed
Curriculum Concerns	
What is Sawtry Junior's approach to adaptation?	• Quality First Teaching will be the main focus and adaptations will be made to enable your child to participate fully in all aspects of learning. For example, by use of adult support, talk partners, allowing extra processing time, use of scaffolds and prompts, working walls, visuals • Staff plan according to children's needs and requirements in the classroom. • All staff who work with your child in school are aware of your child's requirements through their pupil profiles and Assess, Plan, Do, Review plans • Staff are able to meet the needs of the children by applying the strategies suggested within the plans

How is extra support allocated to meet children's needs and requirements?	These needs may be met through: • Class teacher planning carefully to meet your child's needs. This may be breaking the learning into smaller chunks or steps, giving your child resources that help explain the task better or make it easier to answer the questions asked • In class support with targeted support from the teacher or teaching assistant • Occasionally support may be offered out of the classroom, supporting children in our Inclusion Base, which is led by our Inclusion Manager • Pupil progress meetings – interventions are identified each half term to ensure progress is carefully monitored and accelerated where possible to help narrow the gap.
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Partnership: Planning, Monitoring and Review

What do we offer at Sawtry Junior Academy, to parents and carers, to discuss progress, plan and review support and share specific approaches and programmes, in addition to the normal reporting arrangements?

- You will meet with the class teacher to discuss your child's progress, review their achievements and targets each term the class teacher will write a plan based on their assessments of your child's needs and review this and share this with you. This is known as an APDR – Assess, Plan, Do, Review. Your views and your child's views will be part of this process.
- If your child has an Education, Care and Health plan we will also meet formally each year to review the plan, celebrate success and adapt the plan to continually reflect the needs of your child as they grow and change
- Face-t o -f a c e meetings, telephone conversations and informal discussions will ensure a good partnership between home and school. The class teacher is your first point of contact. The SENCo is available to meet should you have any concerns about your child.

General Support for Wellbeing

How do we offer pastoral, medical and social support to the children at Sawtry Junior Academy?

- Children are supported by the class teacher and the teaching assistants within the classroom overseeing the well-being of children on a day-to day basis.
 - The Senior Leadership Team oversee the pastoral, medical and social support of all pupils
 - We liaise with health professionals to ensure care plans are in place for children with medical needs.
 - Staff have basic first aid training and some staff have specific paediatric first aid and these members of staff are called upon to support children when necessary
- Other support and intervention:
- Lunchtime and Thrive Club
 - Themes worked on in school include – road safety, online safety, anti-bullying etc
 - Special assemblies – NSPCC speak out stay safe
 - MHST – Mental Health Support Team (Younited) <https://www.cpft.nhs.uk/younited/>
 - Early Help Assessment
 - Evidence based parenting programme
 - Education Family Support Worker

	• Brain Buddies /wellbeing workshops • Brick Club • Drawing and Talking trained practitioner • Emotional Regulation Group
How do we encourage our children to contribute their views?	• We review the APDR (assess, plan, do and review) targets with your child so that we understand that our provision is right and working for each child. • Surveys - pupil voice • Class teacher discussions with your child • Pupil profiles
Specialist Services/ Expertise Available	
We employ specialist staff in the areas of	• Meridian Trust Core SEND Team: Mary Abeyasekera- executive director of SEND. Mary Leads on support for our pupils who have special educational needs and disabilities across the trust, including the oversight of our special schools, staff training and SENCo Networks. Mary joined the trust in September 2017 following her role as an HMI and one of Ofsted's National Leads for SEND. • Meridian Trust Assistant Director of SENDV - Amy Wright. Amy has nearly 20 years experience of working within SEND education. She was previously an autism advisory teacher and has completed a master's degree in autism. Amy is passionate about the continued development of good autism practice across the trust. • The Assistant Headteacher for SEND has completed the National Award for SEN coordination qualification (Masters Level). She is also Therapeutic Thinking trained • Two members of staff are trained Drawing and Talking Practitioners. • Two members of staff are Lego Therapy trained.

Our school accesses the following services 	• Specialist Teaching Service - Advisory Teaching Service for cognition and learning • Educational Psychology Service (EPS) • Trust SEND advisor • Children's Speech & Language Therapy Service (SALT) • Occupational Therapy Service (OT) • CAMHS Child & Adolescent Mental Health Service • Cambridgeshire Mental Health Support Team • Physiotherapy • Support for learning • Young carers – Centre 33 • Ormiston Families • Little Miracles • Teachers of the Deaf and Visually Impaired • Access and Inclusion Team
Training	
Staff Qualifications	• All teachers have QTS and Honours degrees • The Assistant Headteacher for SEND (SENCo), has completed the National Award for SEN coordination qualification (master's level) • Some teaching assistants are qualified on British sign language and Makaton • One teacher and one teaching assistant qualified in bereavement counselling. • Two teaching assistants are qualified with Drawing through Talking • Two teaching assistants are Lego Therapy trained

Some of our staff have attended the following training:	• Whole school Therapeutic Thinking training • Emotion Coaching • Therapeutic Thinking • Maximising the Impact of TAs (MITA) • Precision Teaching • Teacher and TA training for pupils with specific health needs • Autism Education Trust AET : Early Years Good Autism Practice, Making Sense of Autism • Attention Autism • Pupil-specific training with the Speech and Language Therapy team to deliver bespoke programmes of support. • Occupational Therapy supporting individual children and teachers • Physiotherapy supporting individual children and teachers • Little Wandle phonics
We plan to undertake the following training/ disability awareness sessions(s).	• Training is organised linked to the needs within the school. There are five training days within the school year and they are dedicated to the needs of the children within school. • Teachers have weekly staff inset linked to the curriculum and school development plan. • Teaching Assistants also access training to support their CPD needs and needs of the children

Accessibility	
We provide the following to ensure that all children/ young people in our school can access all of the activities offered.	• The school is wheelchair friendly and ensures that children are able to move around the school • Within the school building, we have one accessible toilet • Teachers and Teaching Assistants take account of a child's individual needs and may support with specific resources e.g visual aids, assistive technology.
We enable children to access all activities by	• Ensuring all of the building and classrooms are accessible to all the children • Adults are supportive of the needs of the children • Pre-planning for trips and visits to ensure children can access learning beyond the classroom • Where needed, we will devise a risk assessment/safety plan for a child to ensure they are safe and have full access to the curriculum
We involve parents and carers in the planning by	• Transition meetings are held between parents, the current setting, professionals and the school • Annual Reviews ensure that parents/carers are involved the children's education • Meeting in person, virtually or communicating by telephone. • Parents evenings
Parents and carers can give their feedback by;	• Each term attending parent/carers evening. • Parent Questionnaires are given out annually. • Assess plan do review cycles are reviewed in partnership with parents/carers • Annual Reviews of EHCPs - parent/carers views are included. • Teachers are available to speak to parents at the beginning and end of the school day
Parents/carers can make a complaint by	• We believe that most complaints can be resolved satisfactorily by informal discussion over the telephone or through a meeting with the key people who are involved. • On the website there is the complaints procedure which informs parents/carers what to do if they have a complaint. They can also request a copy from the school office.
Transitions	

What arrangements help children and their parents to make a successful transfer to Sawtry Junior Academy?	• Parents of the children coming into Year 3 are invited into meetings within school and the teachers and SENCo attend transition meetings at the Infant School. There are many opportunities where the Year 3 staff visit the Infant school to read to the incoming cohort and the children visit Sawtry Junior Academy to familiarize them with the new learning environment. • With transition into secondary school parents/carers are invited to meetings at the secondary school and transition meetings are organised between the staff from the secondary school, other professionals and the SENCO at Sawtry Junior Academy. • We work with secondary settings to identify and support children who may benefit from additional visits.
How do we prepare children to make their next move?	• Have “Move-up” days whereby children go to the new classroom with the new teacher. • Using Social Stories and visuals to support transition (where appropriate) • With Y6 a visit to the new school happens in July and staff from the secondary schools come and meet the children. • Discussion between current and next teacher to ensure good transition – strategies that help your child overcome barriers to learning are discussed. • Meet the teacher opportunities for parents.
Resource Allocation	
Our SEND budget is allocated according to	The needs of the children.
Funding is matched to SEND by	The trust oversees budget decisions and these are shared with the Academy Council for their information and comments as part of their monitoring.
Our decision making process when matching support to need is	Decided by the Senior Leadership Team under the guidance of the SEND staff.
Contact Details	

Who should I contact if I want to discuss my child's progress or difficulties?	Your child's class teacher is always your first point of contact. They are available to speak to each morning in the playground when the children arrive at school, and you can arrange an appointment to see them later after school should you wish to.
	Assistant Headteacher for SEND – is available to discuss any issues or concerns about your child's welfare, their learning needs or medical needs.
Who is the Special Educational Needs Coordinator (SENCO)?	Rebecca Cruise– Assistant Headteacher – SEND rcruise@sawtryjunior.org
What other external support services for information or advice are there? 	- SENDIASS : SEND Information, Advice and Support Service – (formally SEND Partnership) Contact: 01733 863979 or email https://send.cambridgeshire.gov.uk/kb5/cambridgeshire/directory/site.page?id=MR9QIFVa_9Q - Younited (Mental Health) https://www.cpft.nhs.uk/younited/ - IPSEA – Independent Parental Special Education Advice www.ipsea.org.uk - Amy Murden Family Education Advice Worker Tel: 07425615513 - The Cambridgeshire local offer gives children and young people with special educational needs or disabilities and their families information about support and services in the Cambridgeshire locality. https://info.cambridgeshire.gov.uk/kb5/cambridgeshire/directory/family.page?camfamilychannel=0 - Little Miracles - Childcare Teams, Family Support Workers and Counsellors provide activities, training, advice and safe-spaces to the whole family even before they receive a formal diagnosis. This includes everyone - the children, their parents, carers and siblings. https://www.littlemiraclescharity.org.uk/our-branches/peterborough

Review Date: This Information report will be reviewed in September 2026