

# Trumpington Park Primary School

## SEND INFORMATION REPORT AND ORDINARILY AVAILABLE PROVISION 2025 – 2026

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This report is written in accordance with:

- 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

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# What is SEND?

## The definition of SEND

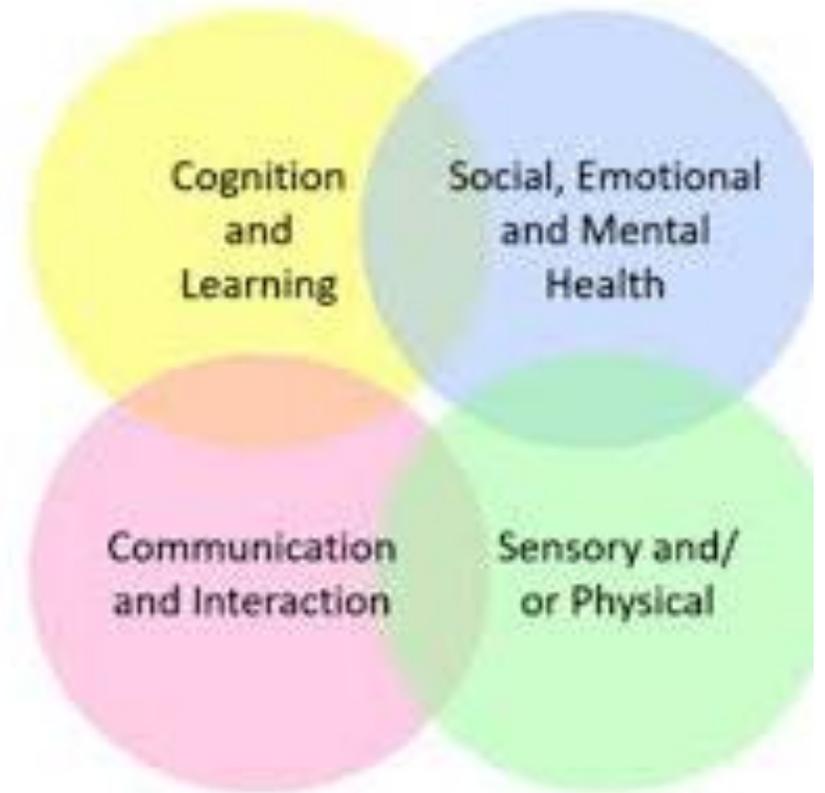
A child or young person has SEN if they have:

- A significantly greater difficulty in learning than the majority of others of the same age which calls for special educational provision to be made for them.
- A disability which prevents them from making use of facilities generally provided for others of the same age in mainstream schools.

# Areas of Need

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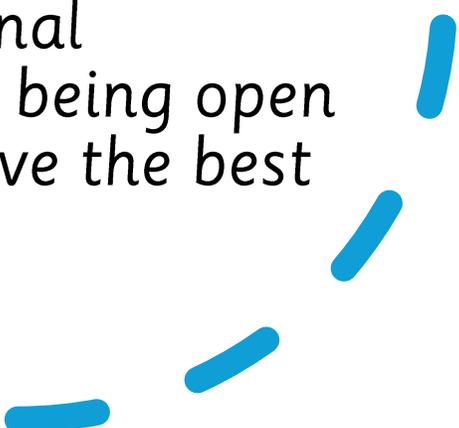
- Our school currently provides additional and/or different provision for a range of needs including:
- **Communication and interaction**, for example autistic spectrum disorder, speech and language difficulties.
- **Cognition and learning**, for example dyslexia, dyscalculia and memory processing difficulties.
- **Social and emotional and mental health difficulties**, for example attention deficit hyperactivity disorder (ADHD), specific trauma.
- **Sensory and/or physical needs**, for example visual impairments, hearing impairments, sensory regulation difficulties, epilepsy.



# SEND Vision Statement

At Trumpington Park Primary School, we believe that every child should be taught within the mainstream classroom. We use a range of high-quality teaching, research-based interventions and bespoke provision to help children make the expected progress, both academically and socially.

We strive to increase independence and build resilience to prepare children for the future. We believe that early identification is crucial and well-planned transitions are key. We work in partnership with families and external professionals and always believe in being open and honest, to ensure we can achieve the best outcomes for all children.



## Meet the team

The Inclusion team are often on the gates at the beginning and end of the day.

They can also be contacted via the school office on 01223 491660

or by emailing - [office@trumpingtonpark.org](mailto:office@trumpingtonpark.org)

We always suggest that you speak to your child's class teacher in the first instance.

The SENDCo is  
Mrs Joanne Crisford



The SEND governor is  
Mrs Louise Wakefield

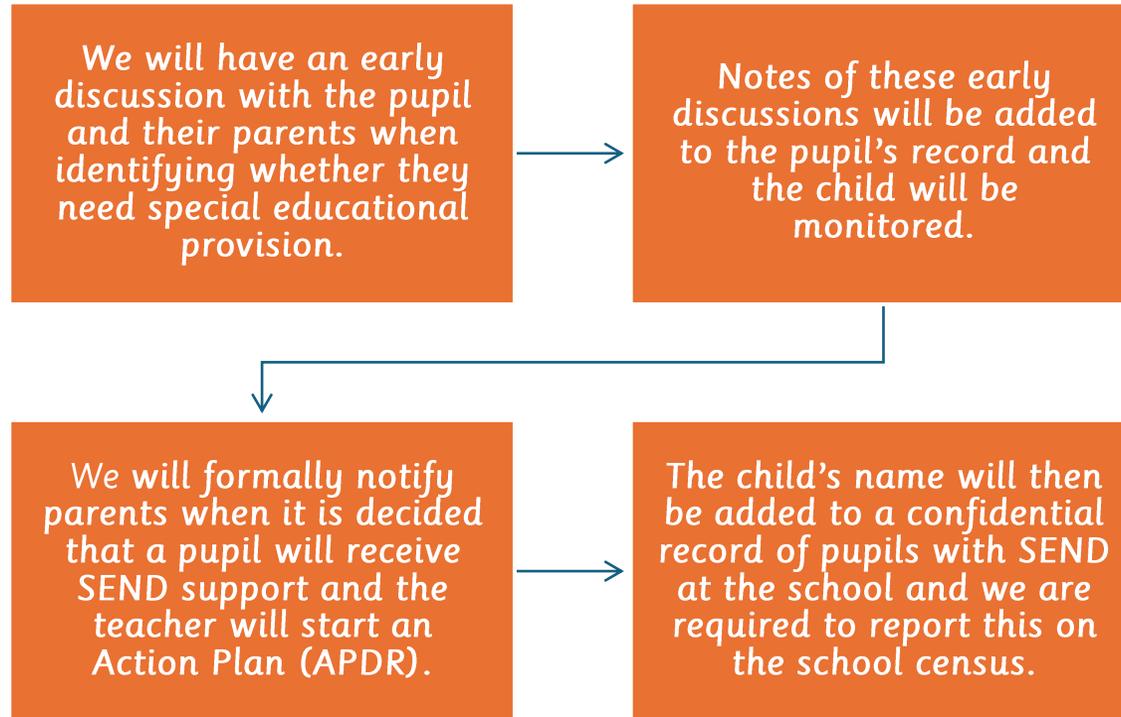


The Inclusion team is  
Mrs Crisford, Mrs  
Waterson, Mrs Boudali  
and Miss Doggett.



The Head Teacher is  
Mrs Mel Shute

# Consulting and involving pupils and parents



*'Trumpington Park is a shining example of what is possible when everyone works together in the best interests of the child/children'* Y4 EHCP PARENT

*'I just want to say a huge thank you to everyone for their continued help and support, I will be forever grateful'* Y1 EHCP PARENT

*'Lots of support from school has had a huge impact on my daughter's life – thank you!'* Y3 EHCP PARENT

# Action Plans for children on the SEND register at Trumpington Park Primary School

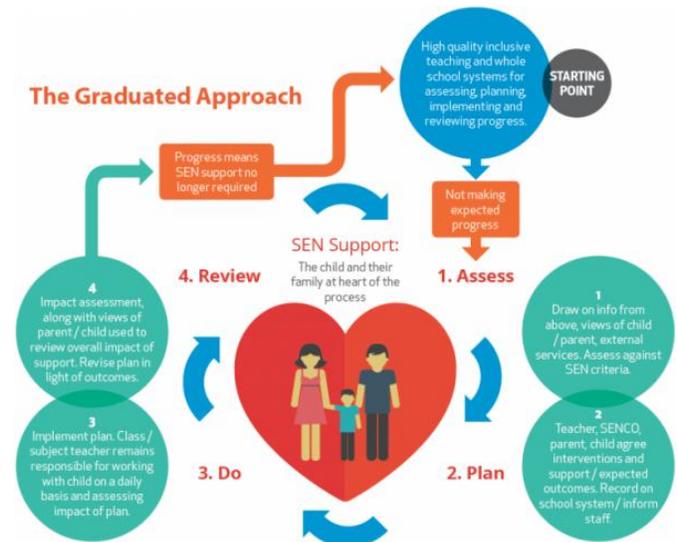
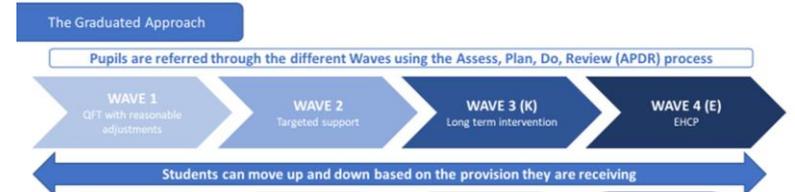
In accordance with the 2014 SEND Code of Practice, we use the graduated approach of Assess, Plan, Do, Review to help us focus on children's specific needs.

▶ Children's needs are regularly assessed and reviewed on individual **Action Plans**, this happens every term.

▶ Pupil's views are always taken into account when reviewing their progress.

▶ A copy of the reviews are shared throughout the year and parents are encouraged to share any thoughts and concerns. A final paper copy is sent home at the end of each year.

▶ Children's progress and attainment are monitored through termly pupil progress meetings. This progress of children with SEND is also shared with the trust and the academy council.



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# Working with external professionals

- Social Care
  - Education Welfare Service
  - School Nursing Service
    - Statutory Assessment Team
  - Specialist Teaching Team
  - Cambridge Community Services-NHS Trust (SALT, Occupational Therapy, Physiotherapy, Clinical Psychology, Paediatrics)
  - Early Support
  - Emotional Health and Well-being Service
  - Family Intervention Workers
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# Staff Training



Education  
Endowment  
Foundation



Meridian  
Learning

All staff, Teachers and Teaching Assistants receive weekly training, SEND topics covered include:

- Autism Good Practice (AET)
- Using Visuals to support transition
- Adapting effectively for SEND learners
- Creating dyslexic friendly classrooms
- Effective APDR cycles
- Maximising the impact of TA (8 sessions)
- SEND and Mental Health in schools
- Thrive
- Understanding and supporting children with ADHD
- Adapting for all

# Transition into our School

## How we support children new to the school

### Starting in Reception (Early Years)

- ▶ We talk to all children's previous settings; if a child has SEND, we will visit them in their setting and take detailed handover notes from the Pre-school/Nursery/Child-minder.
- ▶ Reception class teachers have an individual meeting with all families before the children start; at this meeting we discuss whether there are any other additional needs that need to be planned for. There is also the chance to meet the SEND team.
- ▶ All children are assessed closely, through observation, during their first half term with us. These observations contribute to our ongoing assessment of every pupil and through them, we have been able to highlight previously unidentified barriers to learning.

### Starting in Years 1 - 6

- ▶ When children have joined from other schools from Year 1 upwards, their families have a tour with our welfare officer. She will gather key information and, if necessary, signpost families to the SENDCo.
- ▶ Children who transfer from other schools from Year 1 upwards, are informally assessed on entry in reading, writing and maths. Contact is made with the previous school to find out about any concerns or special needs.

If your child has an EHCP and you are thinking of naming our school please contact the SENDCo first, so we can discuss meeting need.

# Transition to Secondary Schools

We work closely with our feeder schools to ensure that children have a smooth transition from primary to secondary.

This includes the following activities:

- ▶ Initial meeting with parents when the child is in Year 5 to discuss secondary options
- ▶ Meetings with new school and SENDCo during Year 6 to plan transition activities
- ▶ Individual/small group visits with key staff members
- ▶ Secondary SEND team invited to see child in school
- ▶ Sharing of children's SEND records and APDRs



The  
Netherhall  
School



St Bede's Inter-Church School



# Bell Room

- Our primary means of supporting children with SEND is through quality first teaching, with carefully adapted lessons and resources to meet the needs of all our learners.
- We aim for children with SEND to remain in class with their peers.
- Some children use our Bell Room Class throughout the day to complete meaningful tasks, this is only ever for short periods of time and the activities are always purposeful, usually linked to EHCP outcomes.



# Welcome Room

Our Welfare Officer, Mrs Waterson, works in **The Welcome Room**. She has a vast amount of experience of working with children to help support their wellbeing.

Support that can be provided includes:

- Play Therapy
- Sand Therapy
- Draw & Talk
- Parenting Support
- Thrive Approach Interventions

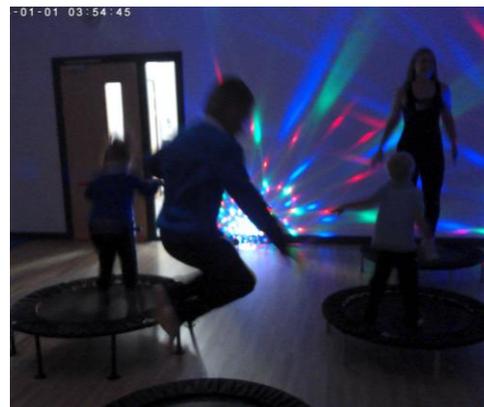


# Bespoke Provision

If the class Teacher feels it is beneficial, children at Trumpington Park can access a **Bespoke Provision** offer. This is additional activities that can be built into a child's timetable.

Examples of these events include:

- Sensory Circuits
- Attention Autism
- SEND Disco Bounce
- Scooter Sessions
- Gardening
- Swimming (when the pool is on site)
- Music and Massage



# Ordinarily Available Provision – Communication and Language

Metacognition approaches such as learning to learn by trying to understand the learner's difficulty and asking them what helps	Personalised visual timetable	Visual cues and prompts using Communicate in Print	Clear and simple instructions, breaking down longer instructions and giving one at a time. Scaffolding and modelling. Use of questioning. Oracy, talk partners, articulating learning	Pre-teaching, for example, provision of an intervention to help prepare the learner for the new topic	Adapted resources. For example, teach the curriculum appropriate to the needs of the CYP not to a chronological age, but rather working to close any gaps
Chunking, cognitive load and working memory supported	Social Stories	Simple presentation changes, for example, font, coloured paper, line spacing, lighting, overlays, adaptation and technology	Whole setting training or cascaded training accessed by setting as appropriate	Evidence based interventions to develop skills. For example, spelling, handwriting, literacy, numeracy – Little Wandle	Use of NHS Therapies advice (for example, OT and or SALT)
Use of accessible/assistive technology	Autism awareness training for all staff	Now (you are doing this) and Next (you are going to be doing that) boards	Calm learning environment	Small group and or 1 to 1 tasks and activities	Assessment through observation or teaching to identify the areas of need in consultation with the learner
Clear positive support to resolve playground and or peer group disputes	Support for EAL learners				

# Ordinarily Available Provision – SEMH

Thrive Approach Culture	Clear communication of expectations and robust behaviour policy	Regular mentor support, with staff who truly understand the importance of building relationships	CAMHS/You United referrals	Positive praise to improve self-esteem	Zones of Regulations
Sensory breaks including sensory circuits	Flexible approach to transitions for example, between lessons, to and from the setting at the start and end of the day and during the daily routine	Access to a safe place with clear and shared boundaries agreed with all staff and CYP	Pupil voice	A consistent approach to managing individuals with “reasonable adjustments” made.	Relationship based and trauma informed behaviour policy
Appropriate de-escalation strategies in place (time out card, mirroring, redirection to a safe area, activity or resource).	Risk management plan/individual risk assessment and/or Plan, Prevent and Progress Plans in place to support behaviour.	Reintegration meetings	Use of timers, so CYP know they only must focus for a comfortable amount of time	Access to 1.1 targeted SEMH intervention	Anxiety mapping

# Ordinarily Available Provision – Cognition and Learning

Adapted learning tasks  
across the whole  
curriculum

Dyslexia friendly  
classrooms

Resources to help  
build independence

Additional thinking  
time

Planned and targeted  
questioning

Dual coding with the  
use of visuals

Task Breakdowns

Assessments such as  
Sandwell/YARC/SDQs  
and Little Wandle used  
to track progress

Consideration and  
planning for children  
with EAL

Chunking, cognitive  
load and working  
memory supported

Modelling and  
prompting to help  
support

Collaborative working  
and small group or 1.1  
support

# Ordinarily Available Provision – Sensory and Physical

Access to teacher  
of deaf, OT and  
school nursing  
teams

Resources to help  
in class such as  
fidget/chew  
toys/chair bands

Sensory checklists  
which can identify  
sensory  
preferences

Consideration of  
seat placement

Intimate Care  
Plans

Sensory circuits  
and movement  
breaks

Adapted PE  
lessons

Ear  
defenders/fidget  
toys

Use of ICT for  
example, iPad  
connected to  
whiteboard

Moving and manual  
handling training

Reasonable  
adjustments in line  
with the Equality  
Act 2010.

Additional time to  
complete tasks  
and tests

# What is an EHCP?

Education, Health and Care Plans (EHC Plans) are required for some children and young people between the ages of 0 to 25 years. Children and young people with EHC Plans have significant and long-term complex needs that cannot be met by the usual support available in all mainstream educational settings.

An EHC Plan describes a child or young person's strengths as well as their special educational, health and social care needs and explains the additional help required to meet those needs (written as identified outcomes or goals and provision within the EHC plan). It defines how that help will support the child or young person to achieve what they want to in their life.

Please speak to Mrs Crisford (SENDCo) if you would like support in obtaining and EHCP for your child.

\*Currently in Cambridgeshire the council are not meeting the 20-week deadline, and some applications are taking over a year to be obtained.

[Cambridgeshire Online | Applying for an Education, Health and Care Plan \(EHC Plan\)](#)

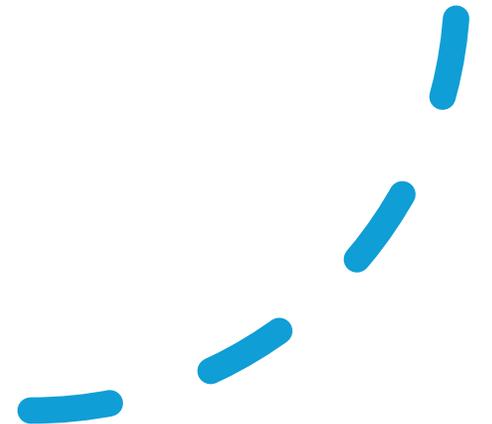
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# Concerns about SEND Provision

Concerns about SEND provision in our school should be made, in the first instance, to the SENDCo – Mrs Crisford.

Mrs Crisford can be contacted via the school office –

[office@trumpingtonpark.org](mailto:office@trumpingtonpark.org)



# Signposting

- Cambridgeshire's Local Offer

[Cambridgeshire Online | About the Local Offer](#)

- SEND Information, Advice and Support Service

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

- SEND Coffee Mornings run by school every term

- Frazzled Friday for mental health support

[How Are You South Cambs? | Frazzled Fridays - Cambridge Acorn Project](#)

- YOUnited self referral for children's mental health

[YOUnited Self Referral | CPFT NHS Trust](#)

- Clothing Hub for clothing support

[Trumpington Kids Clothes Hub](#)

Please also speak to the Inclusion team who can signpost you to further support

