

SEND Information Report 2025-26

Action	Date
Policy written	July 2025
Policy ratified	July 2025
Review date	July 2026

This SEND Information Report has been written alongside the SEND Policy and Accessibility Plan and to comply with the revised SEND Code of Practice 2015, Children and Families Act 2014 and the Equality Act 2010.

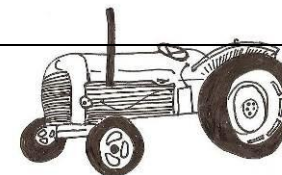
Babraham is a mainstream school, which is part of DEMAT. We make every effort to meet the needs of all pupils, including, when necessary, additional provision for children with Special Educational Needs and Disabilities. We work with the Trust and a range of outside agencies who support and advise school staff.

High-Quality Teaching is the universal provision made for all children and young people. This consists of high-quality teaching in an inclusive environment. Class Teachers plan lessons according to the specific needs of all groups of children in their class. Planning and teaching will be adapted daily to meet your child's individual learning needs.

Identification of SEND at our School	
<p>What kind of Special Educational Needs is provision made for?</p>	<p>The school makes provision for pupils with difficulties in the four broad areas of need:</p> <ul style="list-style-type: none"> Communication and Interaction Cognition and Learning Sensory and Physical difficulties Social, Emotional and Mental Health difficulties <p>At Babraham children who have a Special Educational Needs may not have a disability and similarly those children with a disability may not have Special Educational Needs. Sometimes however these can overlap.</p>



<p>How do we identify that a child has a special educational need?</p>	<p>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:</p> <ul style="list-style-type: none"> • 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 <p>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 SEN. 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.</p>
<p>How does the school know if my child needs extra help?</p>	<p>We know when a child needs help when:</p> <ul style="list-style-type: none"> • Concerns are raised by parents / carers, the class teacher or the child. School holds parent / carer consultations in the autumn and spring terms. Parents and carers are welcome to contact school at any time to discuss any issues they feel their child is having, whether academic or social. • Little or no progress is being made recognised through the tracking of pupils' progress. • There is a change in the child's usual behaviour or progress.
<p>Consulting and involving pupils and parents If my child is having difficulty with an area of learning, how will the staff deal with this issue?</p>	<p>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:</p> <ul style="list-style-type: none"> • 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. <p>We will work with parents and take their views and wishes when deciding that a pupil will receive SEN support.</p>
<p>How do we encourage you to raise your concerns?</p>	<p>Your first point of contact should always be the class teacher who will monitor and possibly put strategies in place. After this meeting the class teacher will speak to the SENDCo, and another meeting can be arranged if required.</p> <p>The school SENDCo is Mrs Hannah Golden. The Governor with responsibility for SEND is Priya Schoenfelder, who can be contacted through the school office.</p>
<p>Support for your child</p>	
<p>Assessing and reviewing pupils'</p>	<p>We will follow the graduated approach and the four-part cycle of Assess, Plan, Do, Review (APDR). The class teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:</p>



	<ul style="list-style-type: none"> • 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 <p>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.</p>
<p>Who will be working with my child?</p>	<ul style="list-style-type: none"> • Class teacher is responsible for ensuring your child’s needs are met. • Teaching assistants (directed by the class teacher). • The SENDCo 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 the parent, the child and the teacher. • If your child has a speech or language difficulty, the Speech and Language therapist may visit and create a programme of intervention to follow. At the end of this programme, the child may be signed off and may require re-referral in the future. • 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. • We have support from the Local Authority SEND Support and Educational Psychology teams who work with the SENDCo, teacher and parents to unpick needs to help improve your child’s attainment and progress and wellbeing.
<p>How does my child know how they are getting on with their learning?</p>	<ul style="list-style-type: none"> • Review APDR document with staff • Feedback from their class teacher and support staff • Praise and next steps comments • School based reward system such as House Points
<p>What assessment arrangements are in place to support my child?</p>	<p>At Babraham we gather baseline information to enable us to put in place the necessary provision. Class teachers and teaching assistants meet to discuss the impact the planned work is having on any child with SEND in the classroom.</p> <p>In order to plan support for your child together with you we implement a ‘graduated response’; a four-stage cycle based on the principles of Assess, Plan, Do, Review. This cycle is based on the principle of revisiting earlier actions and refining what is being done as we develop a growing understanding of your child.</p> <p>Your child’s academic progress is continually monitored by the class teacher along with other responsible adults within the class as part of a graduated response.</p>



	<ul style="list-style-type: none"> • Universal Support. This is provided as part of high-quality teaching in every class and when a child requires more than universal support, teaching and tasks may need to be adapted. • Each child's provision will be tracked by the class teacher. Provision will be to suit the individual child's needs. • Every effort is made to allow all children to access all activities provided. On some occasions additional adult support or resources may be needed to make this possible. • School-based Targeted Support. Depending on need, the child may take part in an intervention. The effectiveness of the intervention will be monitored and reviewed informing the impact on the child's learning. • School-based Specialist Support. The class teacher along with the SENDCo, parents and carers will consider and use a range of effective teaching approaches in order to support your child's progress and could include a variety of strategies which are planned into the school day to help them overcome a barrier to learning. • Occasionally a child may need more expert support from an outside agency, like Speech and Language Therapy, Occupational Therapy, Community Paediatrician etc. A referral will be made with parental consent and forwarded to the appropriate agency. After assessments strategies may be recommended to the school and parents.
<p>How will the Academy monitor the effectiveness of its SEND arrangements and provision?</p>	<ul style="list-style-type: none"> • Through pupil progress discussions, learning walks, observations by the Headteacher. • DEMAT carry out quality assurance across the Trust in the form of detailed audit of provision, training, staffing. We have an Executive Director of Inclusive Leadership for the Trust who leads Inclusion and Safeguarding. 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 SEO for Inclusion, who oversees SEND, meets with the SENDCo to look at provision and monitor its effectiveness
<p>What are the roles and responsibilities of our governors?</p>	<p>The governors fulfil their statutory duties by: -</p> <ul style="list-style-type: none"> • 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 Local Governing Body 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 deployment. • Attending annual training run by the Trust's Inclusion and Safeguarding Team.
<p>Curriculum concerns</p>	
<p>Adaptations to the curriculum and learning environment.</p>	<p>Quality First Teaching will be the main focus and from this, effective adaptations will enable your child to participate fully in all aspects of learning to make the best possible progress.</p> <ul style="list-style-type: none"> • Staff plan according to children's needs and requirements in the classroom.



<p>What is Babraham's approach to inclusive teaching and learning?</p> <p>How is extra support allocated to meet children's needs and requirements?</p>	<ul style="list-style-type: none"> • All staff who work with your child in school are aware of your child's requirements through their planning and assessment processes. • Staff can meet the needs of the children by applying the scaffolding strategies suggested within the plans • Adapting the curriculum to ensure all pupils can 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. • Adaptive strategies, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
<p>Our approach to teaching pupils with SEN.</p>	<p>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 SEN. Work will always be adapted to meet the need of individual pupils.</p>
<p>What do we offer at Babraham, to parents and carers, to discuss progress, plan and review support and share specific approaches and programmes, in addition to the normal reporting arrangements?</p>	<ul style="list-style-type: none"> • 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. Your views and your child's views will be part of this process. • If your child has an EHCP we will 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 to face meetings, telephone conversations, Zoom calls and informal discussions will ensure a good partnership between home and school. <p>The class teacher is your first point of contact.</p> <p>The SENDCo is available via an appointment and this can be made through the office.</p>
<p>Evaluating the effectiveness of SEN provision.</p>	<p>We evaluate the effectiveness of provision for pupils with SEN by:</p> <ul style="list-style-type: none"> • Reviewing pupils' individual progress towards their APDR goals each term • Using pupil questionnaires • Using parent questionnaires • Monitoring by the SENDCo, Headteacher, SEND Governor and DEMAT • Using provision maps to measure progress • Holding annual reviews for pupils with EHC plans • Using Whole School SEND review documents • Staff take time to talk to children and respond to their individual needs and wishes sensitively • Children's views are sought when producing and reviewing Education Health and Care Plans

General support for wellbeing



<p>Support for improving emotional and social development.</p> <p>How do we offer pastoral, medical and social support to the children at Babraham?</p>	<p>We provide support for pupils to improve their emotional and social development in the following ways: How do we offer pastoral, medical and social support to the children at Babraham?</p> <ul style="list-style-type: none"> • Pupils with SEN are encouraged to take part in the wider aspect of school such as trips, Outdoor Learning clubs and competitions. • 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. • We liaise with health professionals to ensure care plans are in place for children with medical needs. • Some 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. <p>Other support and intervention may apply:</p> <ul style="list-style-type: none"> • Lunchtime and after school clubs • Themes worked on in school include – road safety, online safety, anti-bullying etc • Before or during Parent’s evening 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. • Pupil surveys • Class teacher or SENDCo discussions
<p>How do we encourage our children to contribute their views?</p>	<ul style="list-style-type: none"> • Staff take time to talk to children and respond to their individual needs and wishes sensitively. • Pupils are encouraged to fill out termly pupil voice passports with the support of their parents. • Children’s views are sought when producing and reviewing Education Health and Care Plans.
<p>Specialist Services/ Expertise Available</p>	
<p>Additional support for learning.</p>	<p>Teaching assistants will support pupils on a 1:1 basis (if stated on personalised plans) or in small groups where the area of need is similar.</p>
<p>Our school accesses the following services/outside agencies.</p>	<p>We work with the following agencies to provide support for pupils with SEN:</p> <ul style="list-style-type: none"> • Speech and Language Therapy • Specialist Teachers and Specialist Practitioners • Educational Psychology • Occupational Therapy • Physiotherapy • Community Paediatrician • CAMHS (Child and Adolescent Mental Health Service) • Early Intervention Family Worker • Sensory Support Service (for pupils with hearing and visual impairments) • YoUnited
<p>Training</p>	



Expertise of staff	Our SENDCo is an experienced teacher and the Headteacher holds the National Award for SENCO's qualification. The SENDCo is allocated half a day a week to manage SEN provision. We have teaching assistants, including a higher level teaching assistant (HLTA). All teachers and teaching assistants have carried out Safeguarding training.
Accessibility	
We provide the following to ensure that all children/young people in our school can access all of the activities offered. Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN.	All of our extra-curricular activities and school visits are available to all our pupils. All pupils are encouraged to go on our residential trip in Year 6. All pupils are encouraged to take part in sports day/school plays/special workshops. No pupil is ever excluded from taking part in these activities because of their SEN or disability. We prioritise accessibility by: <ul style="list-style-type: none"> • 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.
Securing equipment and facilities.	In some cases, children may require specific equipment and resources, for example, specific chairs for children with muscle disabilities. For these occasions the school will liaise with outside agencies for support and guidance. We also support outside agencies in allowing space on site to be used, such as for occupational therapy.
Transitions	
What arrangements help children and their parents to make a successful transfer to Babraham?	Parents of the children coming into Reception are invited to meetings within school and transition meet ups are carried out by the reception teacher. Transition meetings are held between pre-school staff, professionals who work with the family, the SENDCo and staff from school. Some children are invited to visits to the school before the term begins. 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 SENDCo at Babraham.
Supporting pupils moving between phases and preparing for adulthood. How do we prepare children to make their next move?	<ul style="list-style-type: none"> • We will share information with the receiving school, college, or other setting. • We will agree with parents and pupils which information will be shared as part of this. • Have "Move-up" sessions whereby children go to the new classroom with the new teacher. • Using Social Stories to support transition (where appropriate) • Y6 moving to Y7 will have a visit to the new school in the summer term and staff from the secondary schools come and meet the children but also informally speak to the staff at Babraham.

- Discussion between current and next teacher to ensure good transition – strategies that help your child overcome barriers to learning are discussed.



Complaints

Complaints about SEND provision.

If a parent/carer has a complaint about the special educational provision for their child they should contact their child's class teacher in the first instance. If you feel that the matter has not been resolved, please contact the Head Teacher. All complaints will be investigated in line with Babraham Primary School's concerns and complaints guidance procedures. 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

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.

The Local Authority local offer.

Our local authority's local offer is published here:
<https://www.cambridgeshire.gov.uk/residents/childrenand-families/local-offer/about-cambridgeshire-s-local-offer>

Monitoring arrangements.

This Information Report will be reviewed by the SENCO 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 Body.

Links with other documents and policies.

This report links to our policies on:

- The Trust SEND Policy
- Accessibility plan
- Behaviour
- Equality