SEND Information

Report September

2026 2027

1. Introduction

Cottenham Primary School (**CPS**) is a larger than average primary school located approximately 6 miles north of the city of Cambridge. This report is designed to provide parents with information about how we support children's learning in our school.

We are extremely proud of our school, and everything we do is designed to ensure that the four aims of our curriculum are achieved. These aims are:

- *That every child understands there is no limit to their potential*
- *That every child receives an excellent all-round education, through an inspiring, cohesive, knowledge-rich curriculum*
- *That every child is provided with the foundations to face the various challenges of life*
- *That every child is an integral part of our community and shares its values.*

James Kilsby, Headteacher (Cottenham Primary School welcome page)

We are an inclusive school and recognise that some children will need additional assistance to enable them to achieve these aims. We believe that all children and their families are of equal worth, whatever their background or ability. We deem that every child is entitled to equal access to all areas of our knowledge-rich curriculum and that all children can make progress, whatever their starting point. The school is committed to meeting the individual needs of the child in order to help them to achieve their potential, with the support of partner agencies where appropriate.

2. How does the school decide if a child needs additional support and how much support my child will receive?

The Special Educational Needs and Disability Code of Practice: 0 to 25 years categorises four main areas of needs:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical.

At CPS, we recognise that all children are different and the complexity and severity of their needs can change over time. It is not uncommon for children to have co- occurring difficulties across more than one area.

To support these children we offer a range of provision to children with **SEND** (Special Educational Needs or a Disability) where the school has identified a need and where staffing levels allow. Children who are not meeting the expected standard or with emerging additional needs are identified at termly pupil progress meetings between the Team Leader and class teacher. Information gathered at these meetings is shared with the Special Educational Needs and Disability Co- ordinator (**SENDCo**) and disseminated to the wider inclusion team. At this stage, further assessment may be undertaken by one of the **Assistant INCos** (Assistant Inclusion Co-ordinator) to enable us to better understand the needs of the child and, according to need, additional resources may be allocated.

High quality teaching targeted at the area of weakness is identified as an appropriate first response in the Special educational needs and disability **code of practice**: 0 to 25 years (pg. 95, January 2015) and this is echoed in our *First Principles of the Curriculum at CPS* document which details our commitment to ensuring 'intelligent and high quality teaching across the school' alongside 'equity of opportunity and
equity of provision' (pg.1). Excellent classroom teaching alongside a first class, knowledge rich curriculum is the first step in ensuring that all children reach their potential.

In addition, our school classrooms are purposefully designed to support children's learning. Teaching strategies such as 'framing your answer' (i.e. What is an
adjective? An adjective is a word that describes a noun.), choral response (repeating back what the teacher has said), topic vocabulary mats and dual coding (e.g. text maps) sit alongside visual timetables and visual behaviour management systems in all classrooms. Where necessary, and after training by the Assistant INCos, children may also be provided with additional 'toolkits' to support their learning. This could include: their own task planner and/or visual timetable, colored overlays, printed copies of resources to save them copying from the board, appropriate seating position within the classroom.

After adopting this graduated approach (pg.100, Code of Practice), it is felt by the Inclusion Team, in consultation with the class teacher and parents, that further support is required, then the child may be offered a time-limited, measurable, targeted intervention.

All interventions at CPS have been chosen because they demonstrate a significant statistical effect on improving pupil outcomes. They are all delivered by trained staff and the provision of the support in interventions is overseen by Mr Richard Moore (SENDCo) and the Inclusion Team.

Before support or intervention are implemented, children are baselined using a range of assessments, including:

York Assessment of Reading
Comprehension PM Benchmarking
BLANK Language Assessment
Speech and Language
Descriptors Sandwell Early
Numeracy Test
British Picture Vocabulary Scale (BPVS)
Strengths and Difficulties Questionnaire
(SDQ) Sensory Descriptors.
Infant Language Screener
Boxall Profile

These assessments are repeated at regular intervals, at least termly, to monitor the effectiveness and impact of the intervention. If necessary, interventions are modified in light of these assessments. An online provision map is populated and updated regularly so that class teachers, school leaders and governors are informed about the interventions taking place in schools and their impact. Reports on the outcomes of interventions are reported termly to the Senior Leadership Team (**SLT**) and the Governing Body.

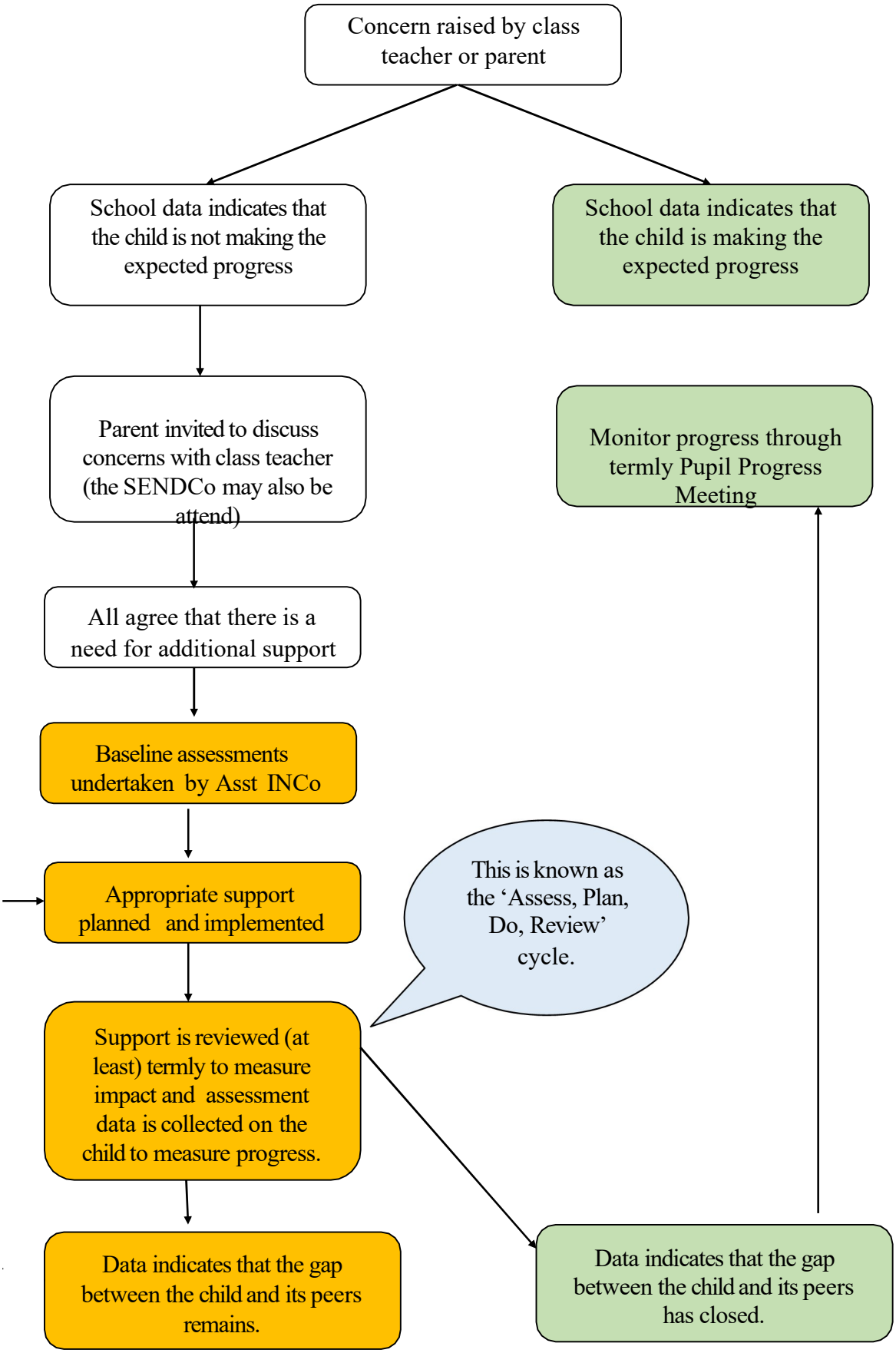
3. How does the school know if my child needs extra help?

The progress of all children at CPS is underpinned by excellent planning and robust assessment. The progress of every child in our school is assessed, monitored and discussed in termly pupil progress meetings between the Team Leader, class teacher and either the SENDCo or an Assistant INCo. These meetings are informed by teacher assessment and standardised reading and maths assessments (PIRA and PUMA respectively).

If any child is not making the progress we would expect (from their starting point), this is discussed with parents and support is put in place. Parent Consultation Evenings are held in the autumn and spring terms and parents receive a written progress report in the summer term. If, in between times, there are any concerns about a child's progress the class teacher will contact the parents.

If a parent is concerned about their child's progress, they are invited to raise these with their child's class teacher in the first instance, via an email addressed to the school office: office@cottenham.cambs.sch.uk

Diagram 1: What happens if it is believed that a child is falling behind?



4. How will support be delivered and by whom?

At Cottenham Primary School, the designated SENDCo is Mr Richard Moore, Deputy Headteacher (Inclusion Lead). Mr Moore is responsible for advising class teachers about the provision that they make for children with additional needs (including children with SEND), and for overseeing our whole school provision. He can be contacted by email at: rmoore@cottenham.cambs.sch.uk

Mr Moore heads up the Inclusion Team which includes two Assistant INCos: Mrs Tina Eales and Mrs Lisa Dhese. The Assistant INCos are trained in facilitating numerous assessments across a whole spectrum of needs. They support Mr Moore with the day-to-day implementation of the SEND provision across the school. They have a key role to play in supporting and modelling best practice for Teaching Assistants and class teachers across the school.

In addition, the school has a small number of Teaching Assistants (**TAs**) working across the school who are available to deliver evidence based interventions to children on a 1:1 or small group basis. Children are selected to participate in these time limited interventions after underlying baseline assessments.

Our teaching team and teaching assistant team have an ongoing programme of training in place to ensure that they have up-to-date knowledge of a wide range of needs and how best to meet those needs.

Our TAs have a wide knowledge base and have expertise in the following areas:

- Elklan Speech and Language support
- Becoming First Class@Number
- Success@Arithmetic – Calculation
- Social Stories
- Read, Write, Inc. – Catch up, Keep up
- Expanded Rehearsal Technique (ERT)
- Precision Teaching
- BPVS
- Lego Therapy
- Toe-by-Toe
- Emotional Literacy Support (Anger Management, Bereavement, Self-confidence, Self-esteem, Understanding Emotions, Managing Friendships, Improving social communication, Anxiety Management)
- Project X
- Time to Talk
- Socially Speaking
- Spirals
- Language Link

- Sensory Circuits
- Play Circle
- Attention Autism
- Social Stories/Comic Strip Cartoons
- Use of Task Planners
- Use of Visuals
- Makaton

An explanation of how these different interventions support children can be later in this report.

5. How will the CPS curriculum be matched to my child's needs?

Every class teacher has a responsibility to ensure that classroom based strategies are as good as they can be (High Quality Teaching). Regular learning walks by members of the Team Leaders and members of the Senior Leadership Team ensure that there is equity of opportunity and experience for all children across the school.

As detailed in our 'Framework of Expectations' document, there is an expectation that the following will be available to children within their learning environment: • Use of class and (when necessary) individual visual timetables • Pre-teaching of strategies and subject knowledge • Overlearning of new content • Access to appropriate ICT (laptop banks in year group areas) • Specialist equipment to enable children to access lessons • Visual scaffolds, dual coded resources, visible behaviour management systems
Provision to facilitate/support access to the curriculum • Small group support from a TA/class teacher • One-to-one support in the classroom from a teaching assistant to aid access through direct support or modified resources/language (if the school feels this is needed) • An individualised curriculum, where necessary • Provision of a quiet workstation to enable children to focus • Support for children to enable them to participate in school trips/residential visits
Strategies/support to develop independence • Use of visual timetables, checklists, task planners, personalised success criteria • Visual support e.g. sequenced pictures, mind maps • Scaffolding e.g. writing frames, cloze procedures, story maps, task plants to provide a support structure to enable children to complete a task

independently • ‘Chunking’ activities (i.e. grouping information and tasks together into meaningful groups) • ‘Dyslexia friendly’ classrooms e.g. word mats for topic, dyslexia friendly fonts and backgrounds, spelling resources, memory prompts (story maps etc.) • A range of appropriate resources available in the classroom that children can help themselves to if they need them e.g. bead strings, 100 squares, word mats, dictionaries, counters. • Use of step in, step out support to encourage independence • Extension challenges for more able learners
Strategies to support/develop literacy including reading: • Termly assessment of children’s reading ability followed by tailored teaching to fill gaps in their understanding. • Small group or 1:1 targeted literacy support for reading, writing and spelling is run throughout the school: e.g. RWI, Project X, 1:1 reading, whole class guided reading, Robust Vocabulary Instruction (RVI). • Use of coloured overlays (as appropriate) • Individual programmes of work tailored to meet the needs of children with significant literacy difficulties which may include project based work. • Use of writing slopes, pencil grips and move’n’sit cushions • 1:1 reading to a range of adults • Daily handwriting practice • Use of the Fizzy Hands programme to develop fine motor skills (as appropriate)
Strategies to support/develop numeracy • Termly assessment of children’s mathematical knowledge and understanding followed by teaching tailored to fill gaps • Small group support in class through guided teaching • Withdrawal in a small group for targeted intervention customised to the particular group of children focusing on developing basic numeracy skills • Use of practical resources e.g. Numicon • Make it, Draw it, Say it, Write it approach to maths • Use of dual coding to embed new concepts • Becoming First Class@Number support programme for children in KS1 • Success@Arithmetic – Number Sense support programme for children in UKS2.
Strategies to support speech and language • Music Therapy to support children who failed to secure the CLLD element of the ELG in EYFS.

- Individual interventions from the Community Speech and Language Therapist (if the child meets the threshold required for support)
- 1:1 daily input from a dedicated Speech and Language Learning Support Assistant to practice speech sounds
- Implementation of their programmes by TAs trained in support speech and language needs (ELKLAN training)
- Small group interventions to help children develop their speaking and listening skills e.g. Spirals, Lego Therapy, Socially Speaking, BPVS, Talk Boost, Attention Autism.

6. What services or expertise are available to children requiring more specialised support?

At CPS we work with a range of external professionals including the Educational Psychologist, Special Teacher and Specialist Practitioners, Speech and Language Therapist, Early Intervention Family Worker, Emotional Health and Wellbeing Service, and the School Nursing Team. We also have access to strategies and programme to support children's physical needs if a child meets the threshold for intervention by the Occupational Therapist/Physiotherapist.

7. What support will be there to support my child's social and emotional wellbeing?

We believe that good mental health is fundamental to ensuring that a child is 'ready to learn'.

Alongside robust anti-bullying and behaviour policies, we have a targeted strategy for supporting children with social, emotional and mental health issues. This provision includes:

Strategies to reduce anxiety and promote emotional wellbeing (including communication with parents)

- Home/School journal and regular telephone conversations with the class teacher, as agreed between home and school
- Support from our Worrybuster Teaching Assistants during lunchtime
- Programmes of targeted work with our Emotional Literacy Support Assistants (**ELSAs**): Mrs Gallagher to support the development of self-esteem, self-confidence, reduce anxiety, manage anger, encourage healthy friendships
- Support from our in house Family Worker, Mrs Suzanne Laston
- Referral to the Early Intervention Family Worker for family support
- Equine Assisted Learning
- Pupils invited to attend Nurture provision on site or access the Sensory Room.
- 1:1 play therapy with our School Counsellor
- Referral to the School Nursing Service
- Referral to the Emotional Health and Wellbeing Service (EHWB)

- Referral to CAMH
- Referral to Nessie

Strategies to support the development of social skills

- Support from our Worrybuster Teaching Assistants during lunchtime
- Support from our Play Leaders at break and lunchtimes
- Lego Therapy to develop team work and co-operation
- Socially Speaking groups to develop social communication skills
- Attendance at our SNUG (Nurture Group)
- Social Stories and Comic Strip Cartoons – specifically written for a child to explain and explore a social situation and help to prepare them for change.

Strategies to support and/or modify behaviour

- Support from our Worrybuster Teaching Assistants during lunchtime
- Support from the Year 6 Peer Mediators
- Home/School Communication books – to celebrate successes and support positive behaviour
- Use of the school's behaviour policy and the PSHE curriculum
- Regular meeting with parents
- Individual Risk Management Plans, Behaviour Support Plans and Pastoral Support Plans to ensure a joint home-school approach.
- Support and supervision at less structured times of the day e.g. break and lunch times (e.g. lunchtime timetable)

8. How will I be involved in discussions about, and planning for, my child's education?

At CPS we value the importance of good communication between home and school and believe that it is essential for us to work effectively together to support every child.
We have a range of means of communicating with parents, including:

- By telephone
- By Email
- Face-to-Face (both through informal and formal meetings)
- Home/School Journal (to celebrate successes and to share progress towards short-term targets)

Before a child is allocated to an intervention, the reason for this will be discussed with the parents and their agreement sought. In addition, for programmes of work designed to support a child's social and emotional wellbeing, the parents will be asked to complete a Strengths and Difficulties Questionnaire (sometimes referred to as an **SDQ**). Targets for the child will then be set by the classteacher, supported by a member of the Inclusion Team, and these will be uploaded onto an Individual

Learning Plan (sometimes called an **ILP**). These targets will then be reviewed at regular intervals (depending on the length of the piece of work) but at least termly to assess if the support is working. A copy of the ILP will be shared with parents online via Provision map and discussed during parent consultation evenings (held during the autumn and spring terms).

Pupil passports are completed for all children on the SEND register at least annually, by the child in consultation with their classteacher and sometimes a teaching assistant. The purpose of the Pupil Passport is to enable the child to recognise their own strengths and difficulties and highlight strategies that can be used to support them to be communicated to all adults working with them.

9. **How will you help me to support my child's learning?**

Children will always have a reading book available to them in school and we encourage all parents to read with their children at home, as often as possible. For older children, you may take turns to read a page or a chapter, or you might discuss the story that your child is reading with them. We would also encourage parents to support their child to spend some time working on their number facts (either through quick fire questioning, or by using and downloading some of the many learning apps available). Children in Years 1 and above all have their own log in details for Numbots and Times Tables Rockstars and this can be a fun way to learn times tables facts.

As previously stated, we value working collaboratively with parents and, where professionals identify that there are physical exercises or learning tasks that would be best implemented at home, school would always encourage and support parents to implement these actions.

We understand that sometimes reports from professionals working with your child may contain language and information which can be difficult for someone outside the profession to understand. The Assistant INCos are available to support with explaining the recommendations and observations made in professional reports, as required.

10. **How will the school support my child in starting school and moving on?**

We work closely with parents, professionals, and our feeder schools to support a smooth transition into our EYFS classes and onto secondary education from Year 6. In addition, classteachers work closely with parents and children to ensure a smooth transition between classes whilst at CPS. The EYFS Team Leader, Mrs Lucy James, accompanied by the SENCo (where appropriate) will visit pre-school settings to observe children in their current setting and discuss children with their key workers. Children will then be supported on their move into school with a programme of transition visits. Similarly, during Year 6, children will be given the opportunity to visit their preferred secondary setting, often more than once, and (where

appropriate) will be offered a programme of transition activities, supported by one of our ELSAs, during the Summer Term.

11. What should I do if I think my child has SEND?

In the event of any concerns about a child, or our school provision, parents should contact their child's class teacher and arrange a mutually convenient time to discuss their child's needs and the provision that has been made to support their child's learning. If, after discussion, parents are still concerned about the level of provision being offered to their child, then they should direct their concerns to the Deputy Headteacher responsible for their child's class. Should they continue to be dissatisfied after these discussions, then they should address their concerns to the SENDCo (Mr Moore), or the Headteacher (Mr Kilsby). The school's governing body are the final point of contact for any outstanding concerns; the School's Link Governor for SEND is Mrs Cara Stratford.

12. How will my child be included in activities that take place outside of the classroom?

Our school is an inclusive school and we ensure that, wherever possible, every lesson is accessible to every child whether it takes place in the classroom, school grounds or off-site.

To ensure that all children are able to access clubs that run in school a number of free clubs are provided during lunchtime, including: Rugby Club, Chess Club, TTRS Club, Cross-Country Club, Fitness Club, Dance Club

13. How accessible is the school environment?

Our EYFS, KS1 and Lower KS2 classrooms are all on one level. Our Year 5/6 classrooms are located on the first floor but a lift and accessible toilets are available. In addition, we have a wet room and accessible toilet, with a changing table located close to our KS1 and Lower KS2 classrooms.

14. Who can parents contact for further information?

Further information regarding SEND provision can be found on the school website where there are links to:

- Useful websites
- the School's SEND Policy
- the School's Behaviour Policy
- the School's Public Sector Equality Duty Statement
- the Local Offer which describes the services and support available for children and young people with SEND from birth to 25 and their families in

Cambridgeshire. You can also find information, help, advice, assessments, plans and policies from this website.

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

Any complaints about SEND provision should be addressed to Mr Moore, the designated SENDCo, and thereafter to Mr Kilsby, Headteacher. The school's governing body are the final point of contact for any concerns; our Link Governor for SEND is Mrs Cara Stratford. Should the complaint not be resolved, the procedure in the relevant School Complaints Policy, found on the school website, should be followed.

James Kilsby (Headteacher)

Mr Moore (Designated

SENDCo) September 2026