



Benwick Primary School SEND Information report 2026

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website www.benwick.cambs.sch.uk

You can ask a member of staff to make a copy or send you the policy via email.

Home and school working together ‘Together we Can’



The school **SENDCo** is Mrs Nicholson-Smith

Tel: 01354 677 266

Email: SEND@benwick.cambs.sch.uk



What types of SEN does the school provide for?

The term “Special Educational Needs” is used to describe learning difficulties or disabilities that make it harder for children to learn than most children of the same age. Children with Special Educational Needs (SEN) are likely to need additional or different help from that given to other children their age.

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment



What should I do if I think my child has SEN?

If you have any concerns about your child's education you should always speak to your child's teacher in the first instance. Your child's teacher knows your child very well and will be able to discuss any concerns with you. They will discuss with you, your child's strengths and difficulties, consider their progress over time and in comparison to their peers. Parents' consultations and our open door policy mean that a teacher may approach you with concerns before you approach them. However, if this is not the case, you are always welcome to arrange a time to talk with us about your child.

Tell us about your concern >>	We will invite you to a meeting >>	We will decide whether your child needs SEN support >>
<p>If you think your child might have SEN, the first person you should tell is your child's teacher.</p> <p>This should be done through Class Dojo or the school office.</p> <p>They will pass the message on to our SENCo, Mrs Nicholson-Smith who will be in touch to discuss your concerns.</p> <p>You can also contact the SENCO directly: SEND@benwick.cambs.sch.uk</p>	<p>We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.</p> <p>Together we will decide what outcomes to seek for your child and agree on next steps.</p> <p>We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.</p>	<p>If we decide that your child needs SEN support, we will formally notify you over the phone and your child will be added to the school's SEND register.</p> <p>If your child is added to the school's SEND register we will then begin the Assess, Plan, Do, Review (APDR) process.</p>



How will the school know if my child needs SEN support?

All our class teachers are trained to be aware of SEN and will identify any pupils who aren't making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will put in support to fill it. This may be in the form of [pre-teaching](#), [intervention](#) or [scaffold tasks](#). Pupils who don't have [SEN](#) usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the [SENDCO](#), and will contact you to discuss the possibility that your child has [SEN](#).

The [SENDCO](#) will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The [SENDCO](#) will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an [educational psychologist \(EP\)](#), or a paediatrician. However, this will be discussed with you as the parent first and written permission obtained.

Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision.

If your child does need SEN support, their name will be added to the school's SEND register, and the SENCO will work with the class teacher and yourself to create a SEN support plan for them: [Assess, Plan, Do, Review \(APDR\)](#).



Which staff will support my child, and what training have they had?

It depends upon the needs of the child as to how many people may be involved with your child. For some children, it may be just the class teacher, the **SENDCO** and yourselves as parents. However, for others this may extend to other outside professionals. There are some of the people who may be involved with your child:

Our special educational needs co-ordinator, or SENCO	Teaching assistants (TAs)	External agencies and experts
<p>Our SENDCO is Mrs Nicholson-Smith. She has experience in this role and has worked in both mainstream and Alternative primary school settings. She is a qualified teacher and is also part of our senior leadership team. She is working towards achieving the National Award in Special Educational Needs Co-ordination. She has had training on Cambridgeshire Therapeutic Thinking and is a tutor. Further training includes Girls and Autism, Expanded Rehearsal Technique, Hornbill and Liquid Logic programs. She is allocated one day a week to manage SEN provision.</p>	<p>We have a team of nine Teaching Assistants (Tas) across the school, including one higher-level teaching assistant (HLTA) who are trained to deliver SEND interventions.</p> <p>We have three teaching assistants who are trained to deliver interventions including Lego Based Therapy.</p> <p>We have teaching assistants who are trained to administer individual medication.</p> <p>We have a teaching assistant who has Elklan Speech and Language training.</p> <p>We have a teaching assistant who is a trained ELSA and works three afternoons a week delivering individualised social and emotional based interventions.</p> <p>All Tas (and class teacher) have completed Cambridgeshire Therapeutic Thinking (CTT) training which is the centre of our behaviour curriculum and policy.</p>	<p>Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:</p> <ul style="list-style-type: none">➢ Speech and language therapists➢ SEND Specialist teaching team➢ Educational psychologists➢ Occupational therapists➢ GPs or paediatricians➢ School nurses➢ Child and adolescent mental health services (CAMHS)➢ Mental Health Team (MHT)➢ Emotional Wellbeing Service➢ Education welfare officers (EWA)➢ Social services and other local authority (LA)-provided support services



Who else may be involved with helping my child?

Specialist Teacher The Specialist teacher may work with the teacher and SENDCO to provide strategies to use with your child. They can also carry out assessments to help identify any difficulties that your child is facing.	Specialist Practitioner The specialist practitioner may work with your child's teacher and the SENDCO, and may also work with your child.	Educational Psychologist The Educational Psychologist may work with the teacher and SENDCO to provide strategies or assess your child.	Sensory Services The Sensory service may be involved with your child if they have a hearing or visual impairment, making regular visits to school to ensure that any barriers to school life are minimised. They can work with your child on a one to one basis.
Speech and Language Therapist The therapist may support your child's language development. This can be through direct work in school or they may provide a programme for the school to deliver in order to support your child.	Community Paediatrician Some children may have a diagnosable condition which is affecting their learning, e.g. Autism, ADHD. They may be able to diagnose these conditions.	Occupational Therapist School may refer your child to an Occupational Therapist if there are concerns about your child's sensory needs, fine motor skills or visual perception. They may provide strategies to use with your child.	Emotional Wellbeing Service They work with professionals to signpost, advise and support referrals to the wider emotional health and wellbeing service.

Cambridgeshire also publish their [local offer](#) for SEND children and young people ages 0-25 years. This outlines support for both in and outside of school including employments, independent living and participating in society.

<https://send.cambridgeshire.gov.uk/kb5/cambridgeshire/directory/advice.page?id=bPe2xezmLJc>

How does the school teach children with SEND and what adaptations to the curriculum and learning environment are made?

'Pupils with special educational needs and/or disabilities (SEND) are well supported by staff. Staff know pupils' needs and carefully adapt what they teach. This enables pupils to learn successfully alongside their peers.' - Ofsted Report July 2023

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class through first-quality teaching. We aim for all pupils to be able to engage in all activities meaning pupils with SEND work alongside and inline with their peers.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Altering our curriculum delivery to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, scribing written work, use of technology for typing and apps, alternative recording methods, word mats, modelled writing and sentence stems.
- Adapting our teaching, for example, giving longer processing times, **pre-teaching** of key vocabulary and reading instructions aloud.
- Adapting our resources and staffing: word mats, sentence stems and flexible grouping.
- Using recommended aids, such as laptops, coloured overlays, visual timetables and larger font.
- Teachers and teaching assistants will support pupils on a 1-to-1 basis in sections of lessons where the need is identified including PE.
- Teachers and teaching assistants will support pupils in small groups throughout different curriculum lessons and times of the school day including social times.
- Tailored curriculum where need requires intervention outside the classroom: handwriting, social stories, physio therapy, **sensory circuits** and basic skills.
- Setting targets and ensuring children know the next steps in their learning.
- We may also provide the following interventions: **Pinny time**, **Alphabet Arc**, **ELSA**, **Phonological Awareness**, **ERT**, **Speech and Language** and **fine motor skills**.

What support is available for ensuring the emotional and social development of children with SEND?

- We provide support for pupils to progress in their emotional and social development in the following ways: We provide extra pastoral support for all pupils through **ELSA** sessions (**Emotional Literacy Support Assistant**) with a trained member of staff.
- We run a nurture club for pupils who need extra support with social or emotional development at lunchtimes with calmer, quieter activities on offer.
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by educating in this area through our PSHE curriculum and school values.
- Further to this, at Benwick we are supported by the **Mental Health Team (MHT)**. We have termly planning meetings to ensure the school as a whole as well as individual pupils are supported effectively with their emotion and mental health. We run events where parents can come in to talk to the MHT team, send updated information in the weekly briefings and will recommend a referral if we feel, after meeting with parents, this is necessary.

How will the school let me know my child's needs and the support that my child is receiving?

Parents / Carers play a key role in enabling children with **SEN** to achieve their potential. We recognise that parents / carers have key information, knowledge and experience to contribute to the shared view of a child's needs. All parents of children with **SEN** will be treated as equal partners and supported to play an active and valued role in their child's education. Your child's teacher may discuss their progress with you on a regular basis. If you or the school have concerns about your child, then we will arrange to meet with you. For some children, it may become necessary to arrange for specialised assessments and support from an outside agency. However, before we contact any agencies it will be discussed with you first and written consent obtained.

How will the school measure my child's progress and how does the school evaluate how effective the support is for children with SEND?

We will follow the 'graduated approach' to meeting your child's SEN needs.

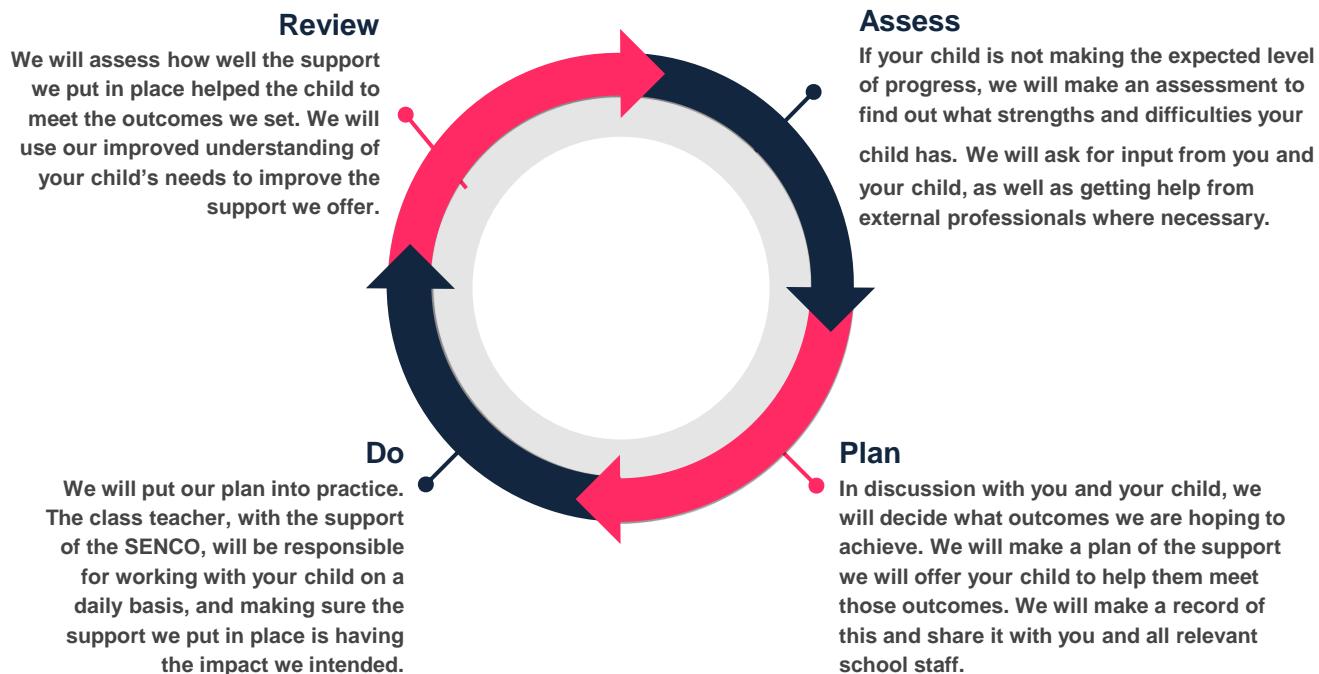
The graduated approach is a 4-part cycle of **assess, plan, do, review**.

As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.



What happens if I'm not happy with the support my child is receiving?

At Benwick Primary School, we aim to work in partnership with parents to ensure that a joint approach is in place to meet your child's needs.

Any complaints regarding SEND provision should initially be discussed with the child's class teacher, **SENDCO** or raised with the Head Teacher.

If a satisfactory outcome cannot be agreed, you should follow the steps outlined in the School's Complaint Procedures Policy document, which is available in the school office and on the website.

How will I be involved in decisions about my child's education?

- We will provide termly reports on your child's progress as well as discuss these at parents evenings.
- Your child's class teacher will meet you to:
- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do
- The **SENDCO** may also attend these meetings to provide extra support.
- We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.
- After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.
- If you have concerns that arise between these meetings, please contact your child's class teacher on Class Dojo or emailing the office:
office@benwick.cambs.sch.uk

How will the child themselves be involved with discussions?

Children with **SEN** often have knowledge about their own needs along with the sort of support and help that they may need in order to be able to fulfil their full potential. Children will be encouraged to provide their views about their learning and the next steps that need to be taken, along with the type of support that they find useful. As a school we will always work in the best interests of the child, particularly if the child is not so aware of their own specific needs.

What happens when my child moves between classes or moves schools?

As your child progresses from class to class, they will continue to receive SEN support within school. The teachers will make sure that **SEN** records are passed from class to class and hold transition meetings to discuss children's needs. The last **APDR** cycle will be carried out collaboratively between the current class teacher and their new class teacher.

All children will have the opportunity to visit their new classroom and to meet the new staff that may be working with them. The amount of time needed for the visits and familiarisation with staff will be tailored to the individual child's needs.

If your child is leaving the school, then we will ensure that all your child's records are transferred to the new school. If your child joins us part way through their school journey, the information received from the previous school will be used by the teacher to identify how to support your child in school and help plan the next steps of your child's journey.

What happens when my child moves to secondary school?

Your child's records will be transferred to their secondary school. Additional visits may be offered and we will liaise as closely as we can with the SENDCO at the new school. If your child already has an EHCP, it will transfer with your child and any additional provision will continue along with the continued cycles of reviews. If your child is on SEN support then they will continue to receive SEN support along with the Assess, Plan, Do, Review cycles. If your child has **Speech and Language** needs then a secondary speech referral will be completed prior to their transition and additional support will be arranged including visits at primary school and contact with parents.

Where can I get extra support and advice?

Understanding SEND	Advice for Parents	Early Intervention Family Advisor
<p>SEND Code of Practice 0 to 25</p> <p>Cambridgeshire County Council's Local offer which details services available in the Cambridgeshire Area: <u>Cambridgeshire Online SEND Information Hub (Local Offer)</u></p> <p>Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:</p> <p><u>Cambridgeshire Online SEND Information, Advice and Support Service (SENDIASS)</u></p>	<p>Pinpoint</p> <p>A registered Cambridgeshire charity that provides help and support for parents with children who have special needs. It is run by parents for parents and gives guidance on services children are entitled to and how to access them.</p> <p>https://www.pinpoint-cambs.org.uk/</p>	<p>Our <u>EIFA</u> offers help with challenging behaviour, establishing routines, raising self-esteem, increasing confidence and improving family relationships. Cambridgeshire</p>

Glossary

- **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- **Alphabet Arc** – a visual used when teaching children the alphabet: letter names and order.
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **APDR** – Assess, Plan, Do, Review – the process we use with children on the SEN register to track need and progress as part of the graduated approach.
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **Cambridgeshire Therapeutic Thinking (CTT)** - an approach which focuses on how all children and young people can be supported in schools and other settings, particularly in terms of their emotional wellbeing and mental health.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **Educational Psychologist** – a professional who assesses difficulties children may be having with their learning. They provide advice and training on how schools might help children to learn and develop.
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- **EIFA** – education inclusion family advisor who will meet with parents and provide support and strategies to use at home.
- **Elklan** – a program and accreditation that supports children's speech, language and communication needs.
- **ELSA** – Emotional Literacy Support Assistant who runs individualised interventions around social and emotional needs.
- **ERT** – expanded rehearsal technique is an intervention aimed at improving children's phonics skills and word reading fluency.

- **Fine Motor Skills** – an intervention aimed at developing pupils ability to make movements using the small muscles in our hands and wrists.
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- **Mental Health Team** – a multi-disciplinary team that supports the emotional health and wellbeing of children and young people.
- **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- **Pinny time** – individualised intervention focusing on rapid recall of phonics sounds.
- **Phonological Awareness** – the ability to recognise and work with sounds in spoken language.
- **Pre-Teaching** – teaching learners about concepts (often key vocabulary) before they encounter it in the classroom.
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **Scaffold Task** -
- **SENDCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **Sensory Circuits** - structured series of physical activities designed to provide sensory input and help regulate a child's level of alertness.
- **SEN support** – special educational provision that meets the needs of pupils with SEN
- **Speech and Language** – a difficulty around spoken language, letter sounds, word structure and sentence structure.
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages