



SEND Information Report

September 2026

A guide for parents and carers

Every child valued. Every child included. Every child supported to thrive.

This report explains how we identify and support children with Special Educational Needs and Disabilities (SEND), how we work with families, and where parents and carers can find further help.



SEND at a glance

If you are worried about your child

Please speak to your child's class teacher first. You do not need to wait for a diagnosis or for a difficulty to become significant before talking to us.

Our graduated approach

1. High-quality teaching	Inclusive classroom teaching, adapted to meet individual needs.
2. Assess, Plan, Do, Review	We identify strengths and difficulties, plan support, put it in place and review its impact.
3. SEND Support	Where a child needs additional or different provision, the Inclusion Team may become more involved.
4. Specialist advice	Where appropriate, and with parents involved, we may seek advice from other professionals.
5. EHCP assessment	For a small number of children with more significant needs, an Education, Health and Care needs assessment may be considered.

1. Our approach to SEND

At Trumpington Federation, we want every child to feel valued, included, supported and able to achieve their potential.

We recognise that every child is unique. Some children may need additional or different support at different points during their school journey. This may be for a short period of time or for longer, depending on their individual needs.

As an inclusive Federation, we believe that all children should have the opportunity to participate fully in school life and experience success. Our starting point is high-quality, inclusive teaching, with lessons, resources and approaches adapted to meet the needs of individual children.

Where a child needs further support, this may include additional strategies in the classroom, small-group or individual interventions, specialist resources or advice from our Inclusion Team and other professionals.

We understand that parents and carers know their children best. By working together with children, families, staff and professionals, we aim to provide the right support at the right time so that children can make progress, develop confidence, enjoy learning and feel proud of their achievements.

2. What are Special Educational Needs and Disabilities (SEND)?

A child or young person has SEND if they have a learning difficulty or disability that means they need additional or different educational support.

A child may have SEND if they:

- have significantly greater difficulty in learning than most children of the same age; or
- have a disability that prevents or makes it more difficult for them to access the facilities and learning opportunities generally available to other children of the same age.

This definition comes from the SEND Code of Practice (2015).

Children may need additional support with areas such as:

- reading, writing, spelling or maths
- speech, language or communication
- understanding other people
- organisation or coordination
- sensory processing or physical mobility
- managing feelings and behaviour
- friendships and relationships
- diagnosed additional needs
- medical needs that affect their education

Important

A child does not need to have a diagnosis before we can identify a need or provide additional support.

3. The four broad areas of SEND

The SEND Code of Practice identifies four broad areas of need. Children do not always fit neatly into one category. A child may have needs across more than one area and these needs may change over time. We therefore consider the whole child, including their strengths, needs, experiences and individual circumstances.

Communication and interaction

Children may experience difficulties understanding or using language, expressing themselves, communicating with other people or understanding social situations. Children with autism may have needs within this area.

Cognition and learning

Some children may need additional support to understand, remember or apply their learning. This can include specific learning difficulties such as dyslexia, dyspraxia or dyscalculia, as well as moderate or severe learning difficulties.

Social, emotional and mental health

Some children may experience social, emotional or mental health difficulties that affect their learning, relationships or participation in school. This can include needs associated with ADHD or ADD. We work

with children and families to understand the individual child's needs rather than simply focusing on behaviour.

Sensory and/or physical needs

Some children may have sensory or physical needs that affect their ability to access learning or the school environment. This can include hearing, visual or multi-sensory impairment and physical impairment. Adaptations, specialist resources or equipment may be required.

4. Frequently Asked Questions

4.1 Who should I speak to if I am worried about my child?

Your child's class teacher is usually the best person to speak to first. The class teacher is responsible for your child's day-to-day learning, progress and development and can discuss strengths, areas of difficulty, progress, support already being provided and possible next steps.

Your child's teacher can also discuss concerns with the Federation's Inclusion Team. If further support is needed, a member of the team can work alongside you, your child's teacher and other professionals.

4.2 How do we identify children who may have SEND?

Teachers continually assess children's learning and development. We may identify that a child needs additional support through classroom observations, assessments, monitoring progress, conversations with families and children, pupil progress meetings, information from previous settings, reviewing interventions and specialist advice where appropriate.

The class teacher will write an APDR plan for any child who requires an additional intervention, or individual approach, as part of the graduated response to SEND. This stands for Assess, Plan, Do, Review. The class teacher will set termly targets for the child and review them at the end of each term. For some children this is enough to improve their learning and outcomes and they would be removed from the SEND register. The class teachers meet frequently with the Inclusion Team whose job it is to provide advice and support on the children's learning where the barriers to learning are more significant.

If we have concerns about your child's progress or development, we will discuss these with you. Equally, if you have concerns, please talk to us. You do not need to wait until a parents' evening.

4.3 What is Assess, Plan, Do, Review?

We use a process called Assess, Plan, Do, Review (APDR) to help us understand children's needs and decide what support may help.

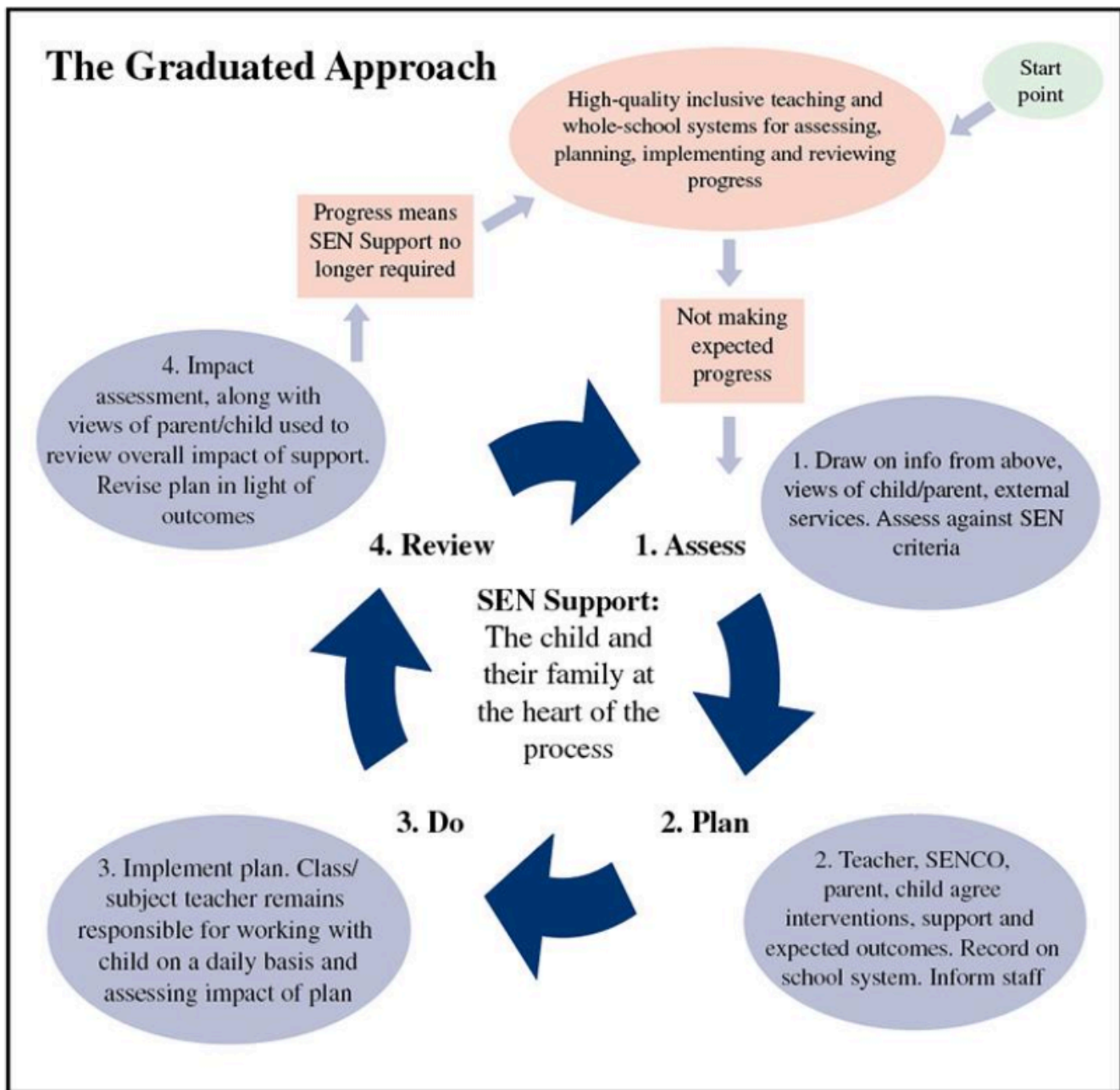
Assess: We look carefully at your child's strengths, progress and areas of difficulty.

Plan: We agree what we would like your child to achieve and what support or strategies we will put in place.

Do: The agreed strategies, intervention or support are put into practice.

Review: We consider the progress made and whether the support is working, then decide what should happen next.

APDR targets are reviewed termly and shared with parents.



4.4 How are parents and children involved?

We believe successful SEND support depends on a strong partnership between school, families and children. We will involve you in discussions about your child's strengths, areas of difficulty, your concerns, your child's views, desired outcomes, support, progress and next steps.

The class teacher 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:

- 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

If the pupil is assessed as requiring a targeted approach by the class teacher through the Assess, Plan Do Review process, the class teacher will discuss and review this with parents at parents evening. If further support is required the Inclusion team will work with the teachers and be on hand to support parents through the process at each stage.

Our current Inclusion Team is:

<i>Special Educational Needs Coordinator (SENCo) for Trumpington Meadows</i>	Beth Slater
<i>School Social Worker for Trumpington Meadows</i>	Sonja Waldman
<i>Special Educational Needs Coordinator (SENCo) for Fawcett</i>	Anna Kent
<i>Family Partnership Worker for Fawcett</i>	Nicky Wickett
<i>Inclusion Coordinator for Fawcett</i>	Lisa Ovenden
<i>Early Years Inclusion Coordinator for the Federation</i>	Anna Cusano

We also want children to have a voice in decisions that affect them. Their views will be gathered in a way that is appropriate to their age, development and communication needs.

4.5 What is the SEND register?

Some children require support that is additional to or different from the provision normally available within the classroom. Where this is the case, they may be identified as receiving SEND Support and placed on the Federation's SEND register.

The Inclusion Team may advise that more tailored learning and interventions are needed and so the child may be placed on the SEND register. It is not uncommon for some children to come on and off the Federation SEND register as we closely monitor their learning and other needs. If a child is on a school SEND register it may be for one of the following reasons:

- The child has an EHCP
- The child has diagnosed neurodevelopmental, physical or medical condition
- The child is supported by outside agencies
- The child is two or more years below age related progress in an area of learning
- The child hasn't made the expected progress in a term and is not at age related expectations in their learning
- The child presents with social, emotional or mental health difficulties (SEMH).

What this means

Being on the SEND register is not a label. It helps us make sure children's needs, support and progress are carefully monitored. Children may move on or off the register as their needs change.

4.6 What is St John's/St Catharine's class?

St John's/St Catharine's class is a small classroom provision within the Federation. It may be offered to children who are finding their usual classroom too busy, noisy or difficult to access successfully. The aim is to support academic progress, confidence, communication, independence and social, emotional and mental health development.

A decision for your child to access St John's/St Catharine's class will always be made in discussion with you as their parent or carer. We will work together to consider your child's individual needs and the environment in which they are best able to learn, feel settled and make progress. Learning can include a balance of academic teaching, communication, independence, sensory regulation and social-emotional development.

The provision in St John's/St Catharine's class is carefully planned by the class teacher and SENCo. This ensures that your child continues to have access to learning that is appropriate to their needs, while receiving support in an environment that helps them to engage successfully.

Some children may spend part of their timetable in St John's/St Catharine's class and part of their time in their chronological-age classroom. This arrangement will be based on the individual child's needs and will be reviewed as appropriate.

Working with families

We will work closely with you so that you understand the inclusive provision being offered, why it is appropriate for your child and how it supports their education. Our aim is to provide each child with the right support and learning environment so they can receive the best possible education while they are with us.

4.7 What support is available for children with SEND?

High-quality, inclusive teaching is our first response when a child is experiencing difficulties. Teachers remain responsible for the progress and development of all children in their classes.

- high expectations for all children
- teaching that builds on what children already know
- adapted teaching approaches and resources
- practical and visual support where helpful
- specific strategies to meet individual needs
- learning in our SEND classroom – St John's Class at Trumpington Meadows or St Catharine's Class at Fawcett
- regular assessment to identify and address gaps in learning
- regular review of children's progress

Some children may also benefit from individual or small-group interventions, additional practice, pre-teaching, social communication support, emotional wellbeing support, adapted resources or specialist advice. Teaching Assistants may deliver particular interventions under the direction of teachers and the Inclusion Team.

4.8 How do we adapt teaching and the learning environment?

Adaptations depend on the individual child and are designed to reduce barriers to learning. They could include:

- adapting learning activities and flexible grouping
- changing how instructions are given
- additional processing time
- pre-teaching vocabulary
- reading instructions aloud
- visual timetables
- coloured overlays or larger print
- Chromebooks or other technology
- sensory or practical resources
- adapted seating or workstations

4.9 How will we know whether the support is working?

Children's progress is regularly monitored through:

- reviewing APDR targets at least termly
- reviewing the impact of interventions
- teacher assessment and observation
- pupil progress meetings
- listening to the child's and parents' views
- SENCo monitoring and provision maps
- advice from external professionals where appropriate
- Annual Reviews for children with EHCPs

If support is not having the intended impact, we will consider what needs to change.

4.10 When might outside professionals become involved?

Sometimes a child may benefit from specialist advice. Where appropriate, we may work with:

- Speech and Language Therapy
- Occupational Therapy
- Educational Psychology
- Community Paediatrics
- SEND Specialist Services
- Child and Adolescent Mental Health Services (CAMHS)
- Mental Health Support Team
- Social Services
- Access and Inclusion
- Sensory Team
- Visual Impairment Service
- Teachers of the Deaf
- National Teaching and Advisory Service
- Virtual School
- Early Intervention Family Workers

If we believe a referral may be appropriate, this will be discussed with parents and carers.

4.11 What happens if my child needs more specialist support?

If your child continues to experience significant difficulties despite appropriate support, the Inclusion Team may discuss seeking further specialist advice with you. This might include advice from specialist teachers, an Educational Psychologist or, where appropriate, another professional such as a paediatrician. We will work with you to understand the advice received and consider how it can support your child in school.

4.12 What is an Education, Health and Care Plan (EHCP)?

For a small number of children with more significant needs, an Education, Health and Care needs assessment may be considered. A request can be made to the Local Authority where it is felt that a child requires a level of support beyond that normally available through SEND Support. Parents can also request an assessment.

The Local Authority considers the information provided and decides whether an assessment should take place and, subsequently, whether an EHCP is required. An EHCP is a legal plan describing the child's needs, the outcomes they are working towards and the provision required to support them. Children with an EHCP have a formal Annual Review.

4.13 How do we support children's emotional and social development?

Children's emotional wellbeing is an important part of their development. Support may include:

- PSHE lessons
- Zones of Regulation
- The Colour Monster
- Lego Therapy
- Social communication interventions
- Self-esteem groups
- Drawing and Talking
- Small-group social, emotional and mental health support
- Individual counselling
- Support from our Family Partnership Workers

Children with SEND are encouraged to take part in School Council and other opportunities to develop confidence, teamwork and friendships. We have a zero-tolerance approach to bullying; further information is available in our Anti-Bullying Policy.

4.14 Will my child be able to take part in trips, clubs and other activities?

We want all children to participate fully in school life. Children with SEND are encouraged to take part in school visits and trips, residential visits, before and after-school clubs, sports days, performances, workshops, activity days and wider opportunities. Where additional support is needed, we will discuss appropriate reasonable adjustments with parents and carers.

4.15 How accessible are our schools?

We aim to make our schools accessible to children with disabilities. Facilities across the Federation include wide doorways, wheelchair-accessible areas, accessible toilet facilities, treatment rooms and appropriate tables and chairs. Fawcett also has a ramp providing wheelchair access to the dining room.

Depending on individual needs, equipment and resources may include sensory resources, wobble cushions, fidget resources, ear defenders, magnification resources, adapted workstations and tables or chairs of different heights. Further information is available in our Federation Accessibility Plan.

4.16 How will you support my child when they change class or school?

When joining the Federation

- liaise with their preschool or previous setting
- visit their early years setting where appropriate
- attend Family Support Plan meetings or Annual Reviews
- provide additional school visits
- agree individual transition arrangements with families
- create a transition book or passport

When changing class

- share the APDR and successful strategies
- share relevant information about needs
- offer additional visits or transition groups where appropriate
- create a transition book or passport if helpful

When moving to another school

- liaise with the new school's SENCo
- share information about support and reasonable adjustments
- transfer relevant records

- arrange transition discussions where appropriate
- provide additional transition support if needed

Transition to secondary school

- the SENCo/Inclusion Coordinator and class teacher will liaise with the secondary school's SENCo
- additional visits and transition activities may be arranged to help children prepare for the changes ahead

4.17 What expertise and training do staff have?

Our Inclusion Team has experience across teaching, health, social care and specialist educational provision. Staff receive training to develop their skills and understanding so they can meet children's needs effectively. Where a child has a particular need requiring specialist knowledge or training, we will seek appropriate professional advice and support.

4.18 How do we support children with medical needs?

Children with medical conditions are supported so that they can access education safely and participate as fully as possible in school life. Where appropriate, an Individual Health Care Plan may be developed in consultation with parents and relevant professionals. Necessary adaptations, staff guidance or specialist equipment will be considered according to the individual child's needs.

4.19 How do we support looked-after and previously looked-after children with SEND?

We recognise that a child's circumstances and their SEND may interact and affect their education. We will ensure that staff understand the child's individual needs and the implications for teaching and learning. The Designated Teacher for Trumpington Meadows is Mrs. Hearn and for Fawcett it is Mr. Harwood. Looked-after children will also have a Personal Education Plan (PEP). Where a child also has an APDR or EHCP, we will ensure that the different plans complement one another.

4.20 What should I do if I am unhappy with the SEND provision for my child?

We want parents and carers to feel comfortable raising concerns with us. Please speak to your child's class teacher in the first instance. If the matter is not resolved, or is more serious or sensitive, you can speak to the SENCo. If you remain concerned, you can contact the Head of School or Executive Headteacher. Where an issue remains unresolved, the Chair of Governors can be contacted.

The Federation's Complaints Procedure is available from either school and through the school website. Parents of children with disabilities also have the right to make disability discrimination claims to the First-tier Tribunal (SEND) in relation to certain matters, including exclusions, education and associated services, and reasonable adjustments.

4.21 Where can I get independent SEND advice?

SENDIASS: Cambridgeshire SEND Information, Advice and Support Service

SENDIASS provides impartial and confidential information, advice and support to parents and carers of children and young people with SEND, as well as families who are concerned that their child may have additional needs.

Email: sendiass@cambridgeshire.gov.uk

Confidential term-time helpline: 0300 365 1020

Families can also access information about local SEND services through Cambridgeshire's Local Offer.

5. Working in partnership

At Trumpington Federation, we believe that positive outcomes for children are more likely when children, families, school staff and professionals work together. We will aim to:

- listen carefully to parents' concerns
- recognise children's strengths as well as their needs
- involve children in decisions wherever possible
- communicate clearly about the support being provided
- review support regularly
- seek specialist advice where appropriate
- make reasonable adjustments so children can participate fully in school life

Please talk to us

If you are worried about your child's learning, development, wellbeing or progress, please talk to us. You do not need to wait for a diagnosis or for a difficulty to become significant before speaking to your child's teacher.

6. Monitoring this report

This SEND Information Report will be reviewed annually by the SENCo/Inclusion Manager. It will also be updated during the year if there are significant changes to the information or provision described. The report will be approved by the Governing Board.

7. Related information and policies

- SEND and Inclusion Policy
- Accessibility Plan
- Behaviour Policy
- Equality Information and Objectives
- Supporting Pupils with Medical Conditions Policy
- Anti-Bullying Policy
- Complaints Policy
- Cambridgeshire Early Support information for families with children aged 0 to 5 with disabilities or complex additional needs
- Cambridgeshire Local Offer