



## Great Wilbraham CE Primary Academy – SEND Information Report 2025–26



### DOCUMENT CONTROL

| Name of Policy/Procedure     | SEND Information Report            |
|------------------------------|------------------------------------|
| Author                       | Katie Chaudhry                     |
| Applicable to                | Great Wilbraham CE Primary Academy |
| Approved by                  | LGB                                |
| Review Cycle                 | Annual                             |
| Date of next review          | February 2027                      |
| Website Publication (yes/no) | Yes                                |

Great Wilbraham CE Primary Academy's SEND Information Report was written by the school SENDCo together with school staff and governors. We asked pupils for their thoughts and ideas to help create this document. We review it annually to ensure it is up to date.

### Our School's Vision and Mission

At Great Wilbraham CE Primary Academy, we strive to ensure that all of our pupils, regardless of gender, race, culture and ability, are nurtured to make the best possible progress in a way that promotes a Christian ethos. Our approach to supporting children with additional needs reflects these aims and is implemented within our curriculum in three distinct ways:

**Academic** – We support all children to achieve their best and aim to overcome any barriers in their way.

**Christian Life** – The aim for all of our children is that they will develop into fully rounded, confident individuals who show tolerance and empathy for others.



**Wellbeing** – The emotional health and wellbeing of all our pupils is paramount in their ability to be ready to learn and, as such, this is given a very high priority in our provision.

Great Wilbraham CE Primary Academy is part of a group of Church schools within the ACT Multi-Academy Trust.

## **What is the Local Offer?**

### **The LA Local Offer**

Local authorities and schools must provide information about services available for children and young people with Special Educational Needs (SEN) aged 0–25 years. This is known as the Local Offer.

- It allows parents to see the range of services and provision in the area.
- Parents can give feedback about the services they would like to see.
- More information can be found on the Cambridgeshire website:  
[www.cambridgeshire.gov.uk](http://www.cambridgeshire.gov.uk)

### **The School SEN Information Report**

The information below explains how Great Wilbraham CE Primary Academy works to support pupils with Special Educational Needs and/or Disabilities. This offer may change from year to year depending on the needs of our children, the funding available and what we find works best. Further information, including the SEND Policy, can be found on the school website.

### **Ofsted 2025 Framework Alignment**

This SEND Information Report has been updated to reflect Ofsted's Education Inspection Framework for use from November 2025, with strengthened emphasis on Inclusion, vulnerable learners, and contextual understanding.

- Inclusion is evaluated as an area in its own right and also embedded across all evaluation areas.
- Evidence gathering focuses on barriers to learning and wellbeing for disadvantaged pupils, those with SEND, pupils known (or previously known) to children's social care, young carers and others facing barriers.
- Inspectors use contextual information and discussions with leaders (including the SENCo) to understand the school's community and needs; they will employ learning walks and case sampling to see inclusion in practice.



## **Who are the best people to talk to about my child's difficulties with learning/Special Educational Needs or disability (SEND)?**

### **Your child's class teacher**

Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need.
- Writing Individual Support Plans (ISPs) to help children make progress, sharing and reviewing these with parents once each term, and planning for the next term. These are held around the same time as parent consultations in Autumn and Spring and separately in the Summer term.

### **Teaching Assistants (TAs) who work in your child's class**

Responsible for:

- Supporting children in class/year group under the direction of the teacher (whole class, small groups or individual).
- Leading on interventions to support learning and development, wither individually with children or in small groups.
- Parents/carers are welcome to talk to a TA to share information or ask brief questions. For queries about support arrangements or progress, the TA will refer you to the class teacher. Alternatively, contact [admin@gw.act-academytrust.org](mailto:admin@gw.act-academytrust.org).

### **The school's SENDCo – Mrs Katie Chaudhry**

- Implementing the Trust's SEND policy and coordinating support for children with SEND across the school.
- Providing specialist support for teachers and support staff so that children with SEND achieve the best progress possible.

### **The Executive Headteacher – Mr David Sandford**

- Responsible for the day-to-day management of all aspects of the school, including support for children with SEND.

### **The SEND Governor – Ms Jo Helmy**

- Ensuring that the necessary support is in place for every child who attends the school with any SEND need (see SEND Policy for more detail).

**Overall oversight from ACT MAT:** Director of Inclusion, Rebecca Bliss, and Trustee, Caroline Underwood oversee all provision for pupils with SEND across the Multi-Academy Trust.



## **How can I let the school know I am concerned about my child's progress in school?**

If you are worried about your child's progress, speak to your child's class teacher first. They will liaise with the SENDCo to discuss whether more help is needed and report back to you. If concerns continue, please contact the SENDCo, Mrs Katie Chaudhry, via [senco@gw.act-academytrust.org](mailto:senco@gw.act-academytrust.org) or make an appointment at the school office. Emails are normally replied to within 3 school days. For other enquiries, please email [admin@gw.act-academytrust.org](mailto:admin@gw.act-academytrust.org).

## **How will I know that the school will support my child?**

Pupil progress is checked in termly pupil progress meetings between the Headteacher and class teacher, overseen by the SENDCo. If your child is not doing as well as expected, we will discuss this with you and put support in place. If it is decided that, following assessments and monitoring over time, a pupil has a SEND need, they will be placed on the SEN Register and a plan will be developed to support them, known as an Individual Support Plan (ISP). Individual targets are reviewed each term and we will ask for your views. Teachers will contact parents if there are concerns about progress.

## **Special Educational Needs assessments used in school**

- **Communication and interaction**
  - The Communication Trust checklist
  - Cambs and Peterborough Speech and Language service speech sound screen
  - Cambs and Peterborough Speech and Language blank levels
  - Social communication descriptors
- **Cognition and learning**
  - Phonological awareness battery (PhAB)
  - British Picture Vocabulary Scale
  - York Assessment of Reading for Comprehension
  - Sandwell early numeracy test
  - Dyslexia Portfolio
- **Social emotional and mental health**
  - Strengths and Difficulties Questionnaire
  - Boxall profile
  - Thrive assessments
- **Sensory/physical**



- Assessment through observation and in consultation with external professionals
- Sensory checklist

## **What are the different types of support available for children with SEND in our school?**

### **Class teacher input (Quality First Teaching)**

- High expectations for your child and all pupils in the class.
- Teaching that builds on what your child already knows, can do and can understand.
- Use of different ways of teaching so your child is fully involved in learning (including practical approaches, adapted learning materials and different methods to show learning).
- Specific strategies (which may be suggested by the SENDCo) to support learning.
- Careful checking of progress and identification of any gaps that need extra support.

### **Specific group work**

- Interventions run in class or in a group room.
- Led by a teacher or a teaching assistant.

### **Specialist groups run by outside agencies (e.g. Speech and Language Therapy)**

- Support from Local Authority central services (e.g., Specialist Teaching Team, Locality Team for social, emotional and behaviour support, Sensory Service).
- Support from services such as the Educational Psychology Service (EPS).
- School will seek your permission before referring to a specialist professional and will share recommendations with you.

### **Individual support (usually via an Education, Health and Care Plan – EHCP)**

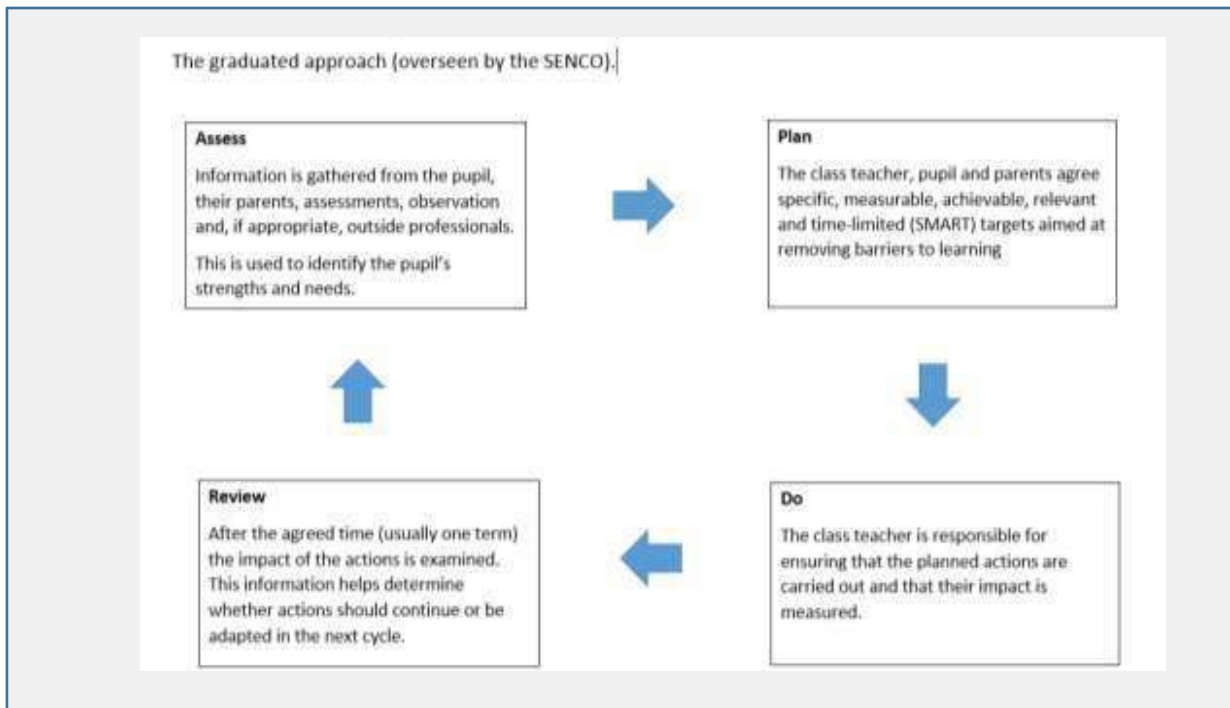
Available for children whose needs are severe and complex and exceed what is ordinarily available as part of high quality teaching. An EHCP provides additional funding for resources, support and provisions. See SEND Policy for more information on the EHCP process.

### **The Graduated Approach to supporting children with additional needs**

1. Identification of needs (through standardised tests, classroom observations and initial concerns checklists).



2. Meeting with parents to discuss concerns and seek permission to refer to the SENDCo.
3. SENDCo assessment/observation and consultation with staff; child added to the SEN register if appropriate.
4. Strategies and interventions recommended and monitored.
5. Class teacher writes an Individual Support Plan (ISP) and shares with parents and the child; reviewed termly.
6. If limited impact over time, support is raised and outside agencies consulted; typically three Assess–Plan–Do–Review cycles before referral to external services.
7. Where appropriate, an Early Help Assessment (EHA) or Record of Consent is completed. Each agency has threshold criteria which the school evidences through APDR cycles.
8. Parental consent and involvement are required at every stage.



### Education, Health and Care Plans (EHCPs)

Where needs are complex and long-term and impact access to education, a statutory needs assessment for an EHCP may be requested as part of the graduated response. If agreed by the Local Authority, an EHCP outlines the provision and funding to support your child.



### **How does the school use money and other resources to help pupils with SEND?**

We offer a range of evidence-informed interventions delivered by trained staff. Resources, such as online tools, intervention programmes and physical learning aids are purchased to enable access for children with additional needs. Provision is overseen by the SENDCo and class teachers, reviewed regularly and adjusted to meet needs and use resources effectively.

At Great Wilbraham Primary, children with identified needs will be offered more targeted support, depending on their area of need. These may include:

#### **Communication and Interaction.**

- Referral to speech and language therapist allocated to the school by the local authority
- Teaching assistant carrying out programmes recommended by the speech and language therapist (providing the pupil reaches the necessary threshold for support)

#### **Cognition and Learning.**

- Reading, writing, phonics or maths intervention groups, usually led by a teaching assistant and aimed at achieving accelerated progress in a set amount of time. ie, Little Wandle Phonics
- One to one interventions to make accelerated progress (time limited).
- Use of multisensory resources, such as Numicon.
- Use of electronic programmes, such as Nessy.

#### **Social, emotional and mental health.**

- Identification of a key adult who will provide daily support.
- Identification of quiet or safe spaces when appropriate.
- A range of analysis tools in understanding needs using therapeutic approaches
- Risk reduction plan.
- Where appropriate, individual support or supervision at less structured times of day.
- Home/school communication book.



- Early Help Assessment (EHA).
- Liaison with schools' nursing service
- Referral to NHS Emotional Health and Wellbeing service or YOUNited
- one-to-one mentoring with a trained ELSA (Emotional Literacy Support Assistant)

### **Sensory and/or physical needs.**

- Sensory circuits.
- Adaptations, such as writing slopes, pencil grips, angled cushions.

### **What support do we have for you as a parent/carer of a child with a Special Need or Disability?**

- Class teachers are available to discuss progress, concerns and strategies that work at home and school.
- The SENDCo is available to meet to discuss your child's progress or any concerns/worries.
- Information from external professionals will be shared directly or via reports where appropriate.
- ISPs are reviewed with you each term (held separately to parents' evenings).

### **How will the school measure how well my child is doing?**

- Ongoing teacher assessment and half-termly checks against the school's assessment system.
- Termly pupil progress meetings with the Headteacher, class teachers and SENDCo oversight.
- ISPs reviewed three times per year with parents and child involvement.
- Annual review of EHCP outcomes (where applicable), including a child's "All About Me" and One Page Profile.

### **How will the school let me know if they have concerns about my child's learning?**

- We will arrange a meeting to discuss concerns in detail.
- We will listen to your views, plan any additional support, and discuss referrals to outside professionals as needed.



### **How we communicate with parents/carers**

- Email
- After-school meetings
- Telephone calls
- School website

We liaise with a range of professional bodies (e.g., Educational Psychologists, Speech and Language Therapists, Specialist Support Teachers) and are happy to help explain professional reports where this would be helpful.

### **Who are the other people providing services to children with SEND in our school?**

School provision:

- Teaching Assistants
- Teachers
- SENDCo

Provision from outside agencies:

- Educational Psychology Service
- Specialist Teaching Service
- Parent Partnership Service (SENDIASS)
- Speech and Language Therapy
- Family Therapy
- School Nurse / CAMHS
- Community Paediatric Doctor
- Early Intervention Family Worker / Family Worker
- Social Care
- Emotional Health and Wellbeing Team
- Young Carers Support – Centre 33
- Sensory Support (hearing/vision)
- Occupational Therapy

### **How are teachers and TAs supported to work with children with SEND? What training do they have?**

- The SENDCo supports class teachers in planning high quality teaching for children with SEND.
- Whole-school training on SEND issues (e.g., Autism Spectrum, Speech and Language).
- Individual staff attend relevant external training where the needs have been identified (e.g., ADHD).



- Additional training can be sought for complex/diagnosed difficulties or medical needs.
- SEND-specific training forms part of the continuing professional development and performance management for all staff.

### **How can the teaching and curriculum be adapted and matched to my child's needs?**

- Quality First Teaching tailored to pupils' needs, using the ACT Frame for high quality teaching for all.
- Supportive classroom environment.
- Small-group work by teachers/TAs.
- Visual timetables.
- Specialist equipment and technology as needed.
- Dyslexia-friendly approaches and multisensory resources.
- Resources to promote independent learning.
- Pre-teaching and post-teaching of vocabulary and concepts.
- Targeted guided teaching in small groups.
- Scaffolding (e.g., story maps, activity plans, writing frames, sequenced pictures).

### **What strategies does the school use to support specific areas of need?**

#### **Strategies to develop/support English (including reading and spelling)**

- Additional small-group support to boost reading, spelling and phonic recall.
- Targeted reading support – Little Wandle Phonics scheme.
- Peer support (e.g., paired reading/writing).
- PiXL therapies– targeted support for identified areas of need.
- Use of writing slopes/handwriting aids/seating support as appropriate.
- Use of ICT to support learners, particularly with dyslexic-type difficulties.

#### **Strategies to develop/support Maths**

- Additional small-group work to boost mental maths recall.
- PiXL therapies– targeted support for identified areas of need.
- Online programmes: TT Rockstars
- Pre- and post-teaching booster groups.

#### **Strategies to develop/support speech and language**

- Individual programmes advised by the Speech and Language Team (subject to thresholds).



### **What support will there be for my child's overall wellbeing?**

- ELSA (Emotional Literacy Support).
- Referrals to appropriate outside agencies (e.g., CAMHS) where thresholds are met.
- Referrals to the Emotional Health and Wellbeing Team.
- Use of social stories tailored to the child.
- TA-led social skills groups tailored to individual needs.
- Named mental health first aider and children's mental health first aider (Charlie Brown).
- Wellbeing taught through PSHE in every class.
- Provision may change in response to cohort needs at any given time.

### **How will my child be supported when they leave this school or move to another class?**

- For transfers to another school, we contact the new SENDCo to share arrangements and pass on records promptly. Additional transition visits are arranged to familiarise pupils with new settings and staff, where possible.
- Within-school transitions: information is passed to the new class teacher in advance. Where appropriate, the new teacher attends the final review meeting in the summer term. ISPs are written collaboratively with the new teacher. We also run a Transition afternoon for all pupils at the end of the Summer term.

### **How will my child be included in activities outside of the classroom?**

We are an inclusive school and ensure all children can take part in all lessons and activities whether in classrooms, on school grounds or off site.

### **How is our school environment accessible to children with SEND?**

- Single-level site with wide doorways suitable for wheelchair access.
- Accessible toilet and ongoing monitoring of buildings for ease of access.
- Classroom equipment is accessible to all; dyslexia-friendly supports are available.
- Staff engage with guidance from Occupational Therapists and Physiotherapists as required.
- See our Accessibility Plan for further information on access and inclusion.



### **Where can I get further information about services for my child?**

- Cambridgeshire Local Offer:  
<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer>
- SENDIASS (Parent Partnership): [sendiass@cambridgeshire.gov.uk](mailto:sendiass@cambridgeshire.gov.uk)

### **Whom should I contact if I have a complaint?**

- First speak to your child's class teacher and/or the SENDCo.
- If unresolved, request an appointment with the Headteacher. Meeting notes will be recorded and shared with you.
- You may also contact SENDIASS for independent advice and support.

### **Useful Contact Information**

- SENDCo – Katie Chaudhry: [senco@gw.act-academytrust.org](mailto:senco@gw.act-academytrust.org)
- SEND Governor – Jo Helmy (via [office@gw.act-academytrust.org](mailto:office@gw.act-academytrust.org))
- SENDIASS – [sendiass@cambridgeshire.gov.uk](mailto:sendiass@cambridgeshire.gov.uk)
- Pinpoint Parent Partnership – [information@pinpoint-cambs.org.uk](mailto:information@pinpoint-cambs.org.uk)
- Cambridgeshire Local Offer –  
<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer>

### **Glossary of Terms**

- SENDCo – Special Educational Needs and Disability Coordinator.
- SEND Register – A list of all children with special educational needs and disabilities.
- ISP – Individual Support Plan: used to plan for children with SEND.
- Outside agencies – e.g., Educational Psychology Team, Specialist Teaching Team, Community Paediatrician, Health/Social Services, Speech and Language Therapy Service, CAMHS.
- EHA – Early Help Assessment: multi-agency assessment used to request support from outside agencies.
- EHCP – Education, Health and Care Plan: describes a child's needs and the special help they should receive when provision required exceeds ordinarily available resources.