



SEND Information Report 2026- December 2026

Duxford Church of England Community Primary School has a named Inclusion and Disability Coordinator (InCo) (Mrs Victoria Hirst) who reports to the Senior Leadership Team. Special Needs issues are discussed at Governor Meetings. They endeavour to ensure that the Duxford Church of England Community Primary School Special Educational Needs and Disability Process (SEND) works within the guidelines and inclusion policies of the Code of Practice (April 2015), The Local Education Authority and other policies current within the school. This Information Report will stand until the new Inclusion Statement is produced before December 2026.

This Information Report was co-produced with staff, pupils, parents and governors.



At Duxford Church of England Community Primary School we aim to provide high quality teaching to enable all of our children to develop confidently and to the very best of their ability. Therefore, all our teachers in our school are teachers of every child including those with SEND. We seek to promote a happy school atmosphere with an emphasis on self respect and respect for others thereby raising the aspirations of and expectations for, all pupils with SEND. Those of our children who have Special Educational Needs and/or Disability will be given individual consideration and appropriate provision working in partnership with parents, staff and external providers, as necessary, to focus on positive outcomes for our pupils. All pupils whether they have Special Educational Needs and Disability or not, must have an equal opportunity to participate in the full curriculum of the school (including the National Curriculum) and all activities. Pupils with Special Educational Needs and/or Disability will be encouraged to become independent and take responsibility within the school. The aim of this document is to give information about how we support children with SEND in our school. We are an inclusive school and follow the principles of a therapeutic approach to behaviour needs. Duxford Primary School is built on one level with

wheelchair accessible doorways and we also offer two toilets with disability access. We have a designated space where our Emotional Literacy Support Assistant (ELSA) is based called the 'Nurture Space'. We have a designated space called the 'Ready Room' where our Level 4 SEND TA is based.

SEND is classified into four areas of need identified in the Code of Practice (April 2015) as:



Communication and Interaction

- Speech, language and communication difficulties
- Autistic Spectrum Condition

Cognition and Learning

- Learning differences requiring a slower pace than peers, differentiation
- Specific Learning Difficulties such as dyslexia, dyscalculia
- ADHD is becoming more recognised for the impact on learning, organisation and attention span. Therefore this is being included here - however as part of the SEND Code of Practice (2015) it still remains as part of the SEMH broad area of need.

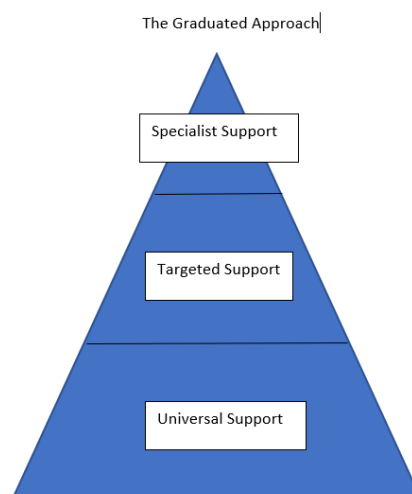
Social, Emotional and Mental Health Difficulties

- Mental health issues such as anxiety, self harm, eating disorder
- ADHD

Sensory and/or physical needs

- Vision or hearing impairment
- Physical disability requiring additional ongoing support and equipment

What does the graduated approach look like at Duxford?



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1. What does the graduated approach look like at Duxford?

At Duxford we follow the 'graduated approach' to the identification and assessment of SEND referred to in the Special Educational Needs and Disability code of practice: 0-25 years, June 2014 (para 6.44). A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age (para 6.15). At Duxford this plan is called an APDR (Assess, Plan, Do. Review). A diagnosis does not necessarily mean that a child will have a support plan (APDR) in place and be on the SEND register. Each child's needs are considered on an individual basis and whether they require provision that is different from or additional to what is normally available.

1. **Universally available:**

- Ensuring that the teacher has the highest possible expectations for your child and all pupils in their class
- Ensuring that all teaching is based on building on what your child already knows, can do and can understand
- Adapting tasks, using different ways of teaching in order that your child is fully involved in learning in class. This may involve using more practical learning or

providing different resources adapted for your child. This may include having a session or a group of sessions with our ELSA.

- Putting in place specific strategies or interventions.

2. Targeted Support:

- Your child's teacher and/or InCo will have monitored your child's progress and will have planned specific group work to help close the gap/accelerate progress between your child's achievements and that of his or her peers.
- Each child's progress is evaluated regularly, before and after the period of intervention.
- Sometimes your child may require specialist support from a professional from an outside agency. This may be delivered in or out of school.

3. Specialist Support

These are additional external professionals that may work with a child who requires specialist support:

- Community Paediatrician
- Early Help Support
- Educational Psychology
- Emotional wellbeing Team
- G.P
- Occupational Therapy
- Physiotherapy
- Sensory Support Services-visual or hearing needs
- Specialist Teaching Service
- Speech and Language Therapy
- YoUnited

Who is involved with SEND at school?



Class Teacher

He or she is responsible for:

- Ensuring that all children have access to high quality teaching and that the curriculum is adapted to meet children's needs.
- Assessing the progress of your child and identifying, planning for and delivering any additional support your child may require.
- Writing the Assess, Plan, Do and Review (APDR) plans and sharing these with your child and with you as parents/carers
- Ensuring that all members of staff working with your child in school are aware of your child's individual needs and of any specific adjustments which need to be made to enable them to be included and make progress.
- Ensuring that all staff working with your child in school are supported in delivering the planned work/programme for your child, in order that they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and /or specifically planned work and resources.

- Ensure that they are liaising and working in partnership with you as parents/carers
- Ensuring that the school's SEND practice is followed in their classrooms and for all the pupils they teach with any SEND.

You can contact the class teacher via the school office or speak to the class teacher informally at the end of the day.

The Inclusion Co-ordinator:

Mrs Victoria Hirst

She is responsible for and will use her best endeavour to:-

- Coordinate the provision for children with SEND and developing the school's SEND practice to make sure all children receive a consistent, high quality response to meeting their needs in school.
- Ensure you are involved in supporting your child's learning
- Ensure you are kept informed about the support your child is receiving through their APDRs.
- Ensure you are involved in planning and reviewing the progress of your child
- Maintain the school's SEND register and provision map
- Advise teachers, when required, on how your child might meet their planned learning targets as outlined on their APDR.
- Liaise and ensure smooth transition between different educational phases
- Coordinate SEND interventions
- Put together Educational Health Care Plan Needs Assessment requests, support the EHCP process and carry out annual reviews.
- Use ICT for recording and analysing assessments for tracking progress
- Liaise and work in partnership with external agencies, including the Educational Psychology Service, SEND 0-25 Years Specialist Teachers, Child Protection Service, Health Education Service, Hearing and Visual Impairment Service, Educational Welfare Service, Early Help Support, Medical and Social Services and Voluntary Organisations
- Contributes, with support from outside agencies, to the in-service training of staff
- Liaise closely with the Headteachers and Senior Leadership Team
- With support of the SLT, oversee the work of Teaching Assistants in supporting pupils with SEND

Mrs Hirst can be contacted via the school office for an appointment. Her working days are usually Tuesday, Wednesday and Thursday.

The Co-Headteachers:

Ms Sarah Medley and Mrs Laura Johnston

They are responsible for:

- The day to day management of all aspects of the school, this includes the provision for children with SEND
- Monitoring, tracking and analysing the attainment of all pupils
- Managing the SEND budget and using it to best support pupils with SEND
- Ensuring the Governing Body is kept up to date about any issues in the school relating to SEND
- Work with the school governors to support SEND provision
- Liaising with external agencies

Mrs Johnston/Ms Medley can be contacted via the school office for an appointment.

Governors:

They are responsible for:

- Making sure that the school has an up to date SEND Procedures/Information Report.
- The governing board will appoint a SEND lead governor who will be responsible for regular monitoring of the SEND provisions and report back to the Board.
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all pupils in the school.
- Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure all SEND children achieve his or her potential.
- Raise awareness of SEN issues at governing board meetings.

Contact with Governors can be made through the school office.

Teaching Assistants

They are responsible for:

- Supporting children to meet their needs working with the class teacher, InCo, Deputy and Headteachers.

- Work with pupils trying to meet their needs on a 1:1 basis or within a group or within the class under the direction of the class teacher, InCo, Deputy and Headteachers.
- Supporting children to develop their emotional well-being and emotional vocabulary through working closely with teachers, InCo, Deputy and Headteachers.

ELSA and Level 4 SEND Teaching Assistant

They are responsible for:

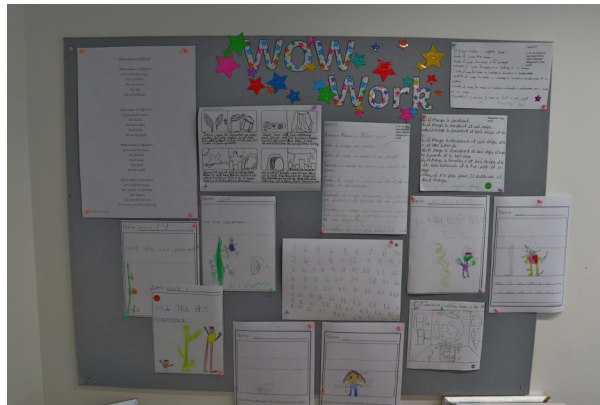
- Supporting children to manage their emotions and develop regulation strategies - this can range from frustration, anger, embarrassment, worry and anxiety.
- Carrying out interventions to support speech and language, cognition and learning or social skills.
- Support the teachers to meet the needs and manage the outcomes of pupils with an EHCP.
- Provide a well set up 'Nurture Room' for access to ELSA interventions, Young Carers groups, 1:1 support sessions.
- Provide a well set up 'Ready Room' for access to interventions and adaptations for supporting children to be ready to develop with their learning.



2 - Our Forest School



3 - Nurture room



4 - Wow Work Wall



5 - How do we feel today?



6 - Support packs for our learning



7 - Help to recognise our feelings with the Colour Monster in Robins



8 - Regulation Station



9 - We are imaginative, motivated, spiritual and attentive



10 - We celebrate success



11 - Our school and grounds

How will the teaching be adapted for my child with SEN/disabilities?

Class teachers plan lessons according to specific needs of all groups of children in their class and will ensure that learning tasks are adjusted to enable children to access their learning as independently as possible.

Adaptations will be used to support your child individually and in groups. Examples of these are:

- Modified teaching materials/resources e.g. word mats
- Use of visual timetables
- Specific equipment and technology
- Accessible self help resources for independent learning-word books/cards/working walls

- Pre-teaching of a strategy and specific subject vocabulary
- Personalised programmes of learning
- Targeted guided teaching in small groups
- Scaffolding of tasks
- Extension activities
- Access to ICT
- Access to an activity that allows the child to be 'Ready' to learn.

Specific resources/strategies/group or specialists will depend on finances and may change within a year if there is not sufficient funding.

Strategies used at Duxford Primary School to develop/support cognition and learning needs have included:

- Computer based programs
- Motor skills groups for improving handwriting
- Nurture group
- Paired reading
- Targeted one to one reading
- Targeted small booster groups for reading, comprehension, spelling, writing and phonics
- Writing slopes
- Use of ICT
- One to one numeracy support
- Small group work with class teacher/teaching assistant/volunteer helper to boost mental maths
- Use of numicon or other concrete material

Strategies used at Duxford Primary School to support SEMH Needs have included:

- Lego therapy- to develop team work and cooperation
- 'Zones of Regulation'
- Nurture
- ELSA support

- Cambridge United Mentor
- Social Stories-stories written to help individual children with different situations.
- Referral to Early Help support through completion of Early Help Assessment form
- Referral to the Emotional Wellbeing Team through completion of their paperwork

Strategies used at Duxford Primary School to support physical and sensory needs have included:

- Regulation tent/area
- Sensory activities
- Writing slopes
- Forest School
- Access to ICT equipment

Strategies used at Duxford Primary School to support speech, language and communication needs have included:

- Speech and Language Therapist led interventions
- Social stories
- Visual timetables
- Talking Boxes
- Shape Coding
- Comic strip conversations/SOCCSS Approach

How we enable pupils with SEN to engage in activities available?

All of our extra-curricular activities and school visits are available to all our pupils.

All pupils are encouraged to go on our residential trips in Y5 and in Y6.

All pupils are encouraged to take part in sports day, school plays, special days etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability. There will always be discussion with the parent around the activity and how school can best support inclusion.

What do our pupils have to say about their provision?

'I get help from the teaching assistants. They are really kind'.

'I like school because the teachers listen to me'.

'I have brain breaks and I like using the kinetic cubes and the fidgets'.

'I like being helpful and doing jobs'.

'I like using the laptop to do my long writing'.

How will we support your child with transitions?

How will we support your child with identified special needs before starting at school?

- We are an inclusive school and visits are encouraged to meet staff directly involved with the child with SEND to discuss the needs and check the facilities we can offer. Duxford Primary School is built on one level with wheelchair accessible doorways and we also offer a disabled toilet.
- If other professionals are already involved, a meeting may be held to discuss your child's needs, share strategies used and ensure provision is put in place prior to your child starting at Duxford Primary School. We would encourage other professionals/provisions to forward supporting documents to assist the transition process.
- We may visit your child if he or she is attending another provision.
- We may write planning notes in order to support the new teacher with getting the provision right for each child.

Admission should always be made through the admissions process:

<https://www.cambridgeshire.gov.uk/residents/children-and-families/schools-&-learning/apply-for-a-school-place/>

How we will support your child when they are leaving this school or moving onto another class

When a child is at a transition stage such as a transition to secondary school, we are in contact with the SENCo at the secondary school. We work with them to make any special arrangements or support your child may require. Records are also passed between schools. Schools will offer a visit or visits to support your child in the movement to a new setting.

When a child moves to a new class within school, information will be passed on to the new teacher in advance; children will have the opportunity to be in their new room with their new class teacher. In some instances, a transition book or power point about the new class will be provided.

What happens if things go wrong?



What would I do if I suspect my child is being bullied?

Duxford Primary School staff all recognise that SEND children are potentially vulnerable to being bullied. Should this occur, the school would adhere to the school's positive behaviour policy and procedures.

How do we complain if things seem to be going wrong?

If a parent/carer has a complaint about the special educational provision for their child they should contact their child's class teacher in the first instance. If you feel that the matter has not been resolved, please contact the InCo and subsequently the Headteachers. All complaints will be investigated in line with Duxford Primary School's concerns and complaints guidance procedures. This policy is available on the website.

Any general concerns about SEND provision should be addressed to the Headteachers.