

How Petersfield C of E Primary School supports your child with Special Educational Needs and Disabilities (SEND) in school

SEND Information Report September 2025



Petersfield Church of England Aided Primary School

God teaches us we are all equal, valued and unique

We are a small rural school with deeply held Christian values which motivate and inspire us to provide a rich and diverse education

"I have come that they may have life, and have it to the full." John 10:10



God teaches us we are all equal, valued and unique.

We are a small rural school with deeply held Christian values which motivate and inspire us to provide a rich and diverse education.

“I have come that they may have life and have it to the full.” John 10:10.

Love: 1 Corinthians 13:4-7 It is integral in all our decision-making. This equips our children for all aspects in life, as they grow and reach their full potential.

Trust: Isaiah 26:4 It encourages the whole school to work together for the mutual benefit of all, promoting an excellent working relationship

Peace: Thessalonians 5:13 It helps us to respect each other, recognising all opinions to provide a safe and inclusive learning environment that encourages discussion of all ideas, so promoting a deeper understanding of each other and the wider world.

Friendship: Luke 6:31 We constantly strive to build and foster the positive relationships so providing a safe and caring environment in which to learn.

Creativity: Romans 12:6 Each one of us has a unique talent, we all have inherent creativity, and we actively encourage this in all aspects of school life.

This SEN Information Report should be read in conjunction with our [SEND Policy](#).

'Every child deserves the best possible start in life and the support that enables them to fulfil their potential.'

Early Years Statutory Framework, 2021



Introduction

- At Petersfield, we want every child to be ready for their future. We help them get there by offering a broad and exciting curriculum in a safe, caring and engaging environment.
- We believe every child is unique and important. Some children may need a bit of extra support to help them learn and reach their full potential. This might be just for a short time, or it might be throughout their time at school. We are here for them either way.
- We support all children through high-quality teaching and we carefully adapt lessons to suit each child's needs. For some children, this might also mean working in a small group or getting some 1:1 support to help them succeed.
- Our aim is to help every child thrive, whatever their starting point. We work closely with families to make sure the right support is in place.

Our Special Educational Needs and Disability Co-Ordinator (SENDCo)

- Our SENDCo is Mrs Laura Penrose, who is also one of the Co-Headteachers.
- Mrs Penrose holds the National Award for Special Educational Needs Co-ordinators.
- Mrs Penrose usually works Mondays, Tuesdays and Wednesdays.
- She can be contacted on:
 - 01223 207382
 - office@petersfield.cambs.sch.uk
- Mrs Penrose supports pupils with SEND and their families. Alongside the teachers and Teaching Assistants (TAs), she works to ensure that our pupils with SEND receive the right support to thrive at Petersfield, both academically and socially.



Who to speak to if you have concerns or questions about your child's SEND or potential SEND

- If you are concerned about your child's learning, first make an appointment to speak to their **class teacher**.
- The class teacher spends the most time with your child and knows them best. They plan the provision your child accesses on a daily basis.
- If necessary, they will arrange for you to meet with the SENDCo.
- Appointments can be made by speaking to the teacher at collection at the end of the school day (usually available on the patio) or by contacting the school on 01223 207382 or email: office@petersfield.cambs.sch.uk

How we define SEN

- Petersfield Primary School is an inclusive school which ensures that all pupils achieve their full potential; personally, socially, emotionally and academically.
- Some children may need further support over and beyond what the majority of children need.
- The SEND Code of Practice (2015) states "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".
- As pupils progress through different environments and experiences, the complexity of their needs will change over time. Some pupils might not have SEN to begin with but will develop SEN as they mature. Other pupils who are considered to have SEN at the beginning of their lives will no longer have these needs later in life.
- Crucially, it is really important that we can distinguish between SEN and other factors which may be impacting on a pupil's ability to make "less than expected progress given their age and individual circumstances".

How we define progress

What is “less than expected progress”?

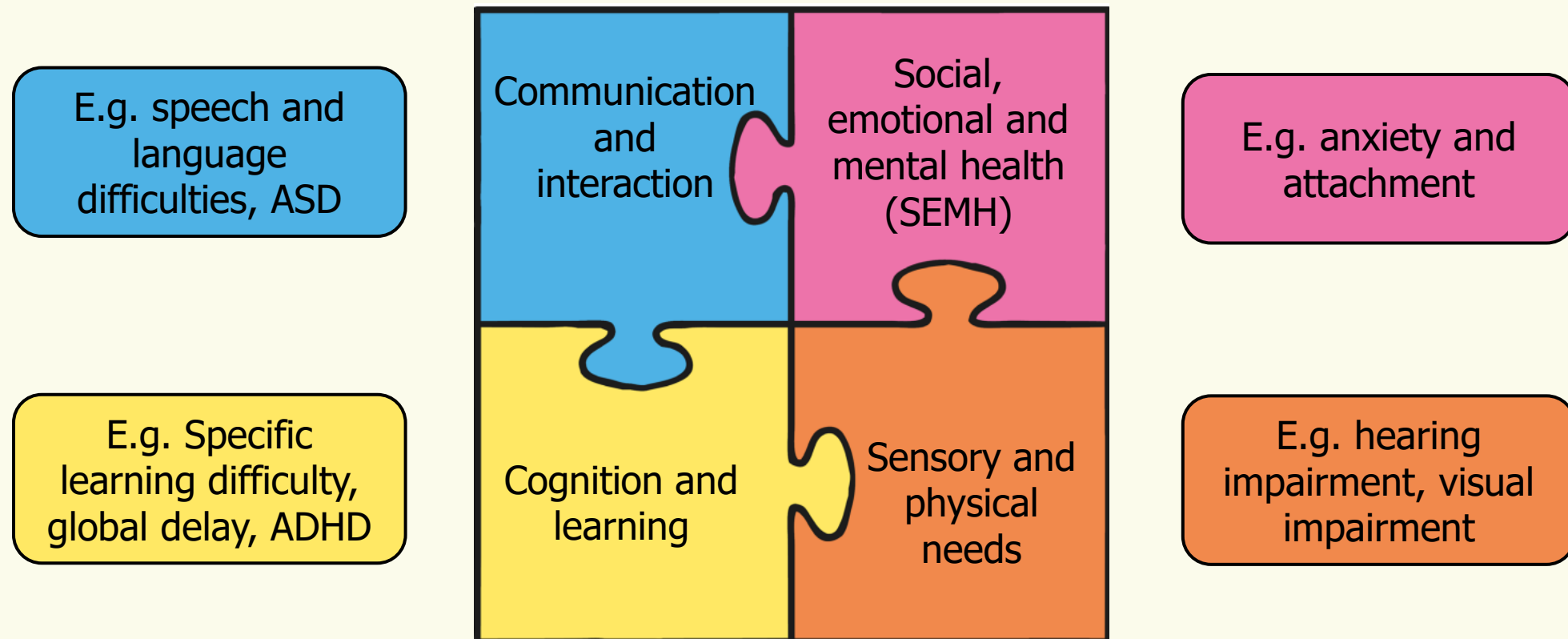
- This could be progress which:
 - is significantly slower than that of their peers starting from the same baseline.
 - fails to match or better the pupil’s previous rate of progress.
 - fails to close the attainment gap between the pupil and their peers.
 - widens the attainment gap.
- We also consider whether there is lack of progress or development in areas other than attainment that may also be causing concern.

We measure progress against:

- the Early Learning Goals in the Foundation Stage.
- National Curriculum age-related expectations, particularly in English and maths.
- results from statutory tests and ongoing teacher assessments.

The kinds of SEND we provide for

Children with additional needs can be considered as falling under four broad areas of need:



How we identify children with SEND

We use the processes outlined in our [SEND Policy](#) which is written for staff at our school and covers all elements of SEND including the processes that are followed to support pupils with SEND.

The teacher ensures that high-quality teaching is adapted to meet each pupil's needs.

The teacher assesses each pupil's progress in the classroom every day during lessons, social time and by using tests.

The decision to place a pupil on the SEN register depends on **need**, not diagnosis.

If there are concerns, the teacher considers what strategies and interventions can be used to address any gaps or difficulties.

If the concerns remain, the teacher considers any other potential factors and speaks with pupil, parents/carers and the SENDCo.

The teacher and SENDCo discuss whether it is appropriate to place the pupil on the SEN register.

The teacher (sometimes with the SENDCo) speak with the parents/carers to confirm this and agree next steps.

Our approach to teaching pupils with SEND

- **All** staff are responsible for every child and **every teacher** is responsible for the progress and development of **every child** in their class.
- **All** children will receive high-quality teaching and be supported in their learning. High-quality teaching is therefore our first step in responding to the needs of pupils who have SEND. This means:
 - your child's teacher has the highest expectations for them.
 - teaching builds on what your child already knows, can do and can understand.
 - work is differentiated and adapted for your child's needs.
 - different ways of teaching are in place, so that your child is fully involved in their learning in class.
 - your child's teacher regularly assesses their progress against small targets to identify next steps so that your child's progress is understood. They will then decide how to fill any gaps in their understanding or learning.
 - the teacher may also use the Assess, Plan, Do, Review (APDR) process to ensure they are working on identified targets and note any progress towards them, ready for the termly meeting with you. Part of this planning and reviewing cycle includes discussing children's progress with the SENDCo to consider potential next steps in their learning journey.
 - We follow advice from SEND specialist teachers and take up training opportunities which help us to better understand the different needs of children in our school.
- More information about what your child is learning can be found on the termly Curriculum Map and on the weekly Learning Link.

Our approach to teaching pupils with SEND

- Good teaching for pupils with SEND is good teaching for all pupils. This involves employing a **range of strategies** that can be used flexibly in response to the needs of all pupils, including but not limited to:
 - **explicit instruction** (being really clear about what we're asking children to do)
 - **scaffolding** (making sure children have the support they need to bridge the gap between what they can currently do and what they are expected to achieve)
 - **cognitive and metacognitive strategies** (teaching children **how** they learn so they can think about choosing ways of learning that work best for them)
 - **flexible grouping** (teachers and TAs working with different groups of children, with different pupils in those groups, depending on their needs)
 - **using technology** (such as laptops, cameras, interactive whiteboards, online resources).

Our approach to teaching pupils with SEND

What provision is already in place for the pupil?

- If progress is less than expected, the teacher will consider what is already in place and what impact this is having. This will include the high-quality teaching in the classroom and/or any specific intervention a child is receiving.
- The teacher will ask themselves the following questions:
 - What high quality, adaptive learning have I planned and implemented? For how long?
 - How does the pupil respond to this and what is the impact?
 - Are any specific interventions or any other support in place targeting the identified area(s) of weakness? For how long? What is the impact?
 - What adaptive learning is in place? For how long? What is the impact?
 - What strategies from Cambridgeshire's Ordinarily Available Provision (OAP) toolkit have been used? For how long? What is the impact?
- These questions will help to understand the next steps to take for your child to support them as fully as possible.

How we adapt the curriculum and learning environment for pupils with SEND

- Within each class, teaching and learning is organised to be flexible to meet the range of needs of all our learners.
- Teachers carefully plan what and how they will teach, thinking about children's strengths as well as needs and staff are deployed considering the needs of all children.
- Teachers make reasonable adjustments to support children including:
 - adapting printed materials and digital resources so that children with literacy difficulties can access them
 - using concrete resources such as 'Numicon' in maths
 - using pictures and diagrams to support learning
 - supplying additional resources such as pencil grips and sensory baskets
 - breaking learning down into smaller steps so that it is more easily understood
 - pre-teaching techniques to help children understand the learning that is coming
 - providing alternatives to paper and pencil recording or access through peer/extra adult scribing, when appropriate.
- Teachers promote inclusion of children and ensure access to the learning by pairing and grouping children and using peer support and extra adult support.
- Teachers use a range of assessments within lessons (such as recording, role-play and drama, interactive clips and drawing) to ensure children with additional needs are able to demonstrate their achievement appropriately.
- We implement support programmes with allocated staff and space, including recommendations from outside agencies such as speech and language and other SEND specialists.

Our approach to teaching pupils with SEND

What other factors could be impacting on a pupil's progress?

- If progress **continues** to be less than expected, before considering whether the pupil has SEND, the teacher first explores anything else that might be affecting progress or development. They use a flowchart to help them think about everything that may be involved. This includes:
 - the quality of teaching and learning in class.
 - attendance.
 - the need for pastoral support (including any social care or health needs).
 - specific personal circumstances impacting on the ability to learn and thrive in our school.

How we make the school environment physically accessible for all children

- Our school building is on one level and a ramp provides access to the KS1 door which is raised.
- From the patio, there are several steps into the classroom but alternative routes are available and modifications can be made where a risk assessment means there needs to be an alternative to a pupil using the steps.
- Our current accessibility plan, which is adapted as needed to meet the needs of our pupils, can be found [here](#).

How we support transitions at school and beyond

- At Petersfield, we recognise that effective management of transitions are especially important for a child with SEND. We therefore take steps to ensure that any transition is as smooth as possible.
- Transitions may include:
 - changing lessons or activity or coming into the classroom from break or lunch time
 - moving from one year group to the next
 - starting in reception at Petersfield.
- If a child is leaving or joining Petersfield, we will contact the previous or new school as soon as possible to talk about:
 - any records that will be passed on promptly
 - any special arrangements or support in place
 - transition sessions in the new setting.
- We talk with each child to support their understanding of any changes that lie ahead.
- If any child would be helped by further transition support, for example transition visits or further information or resources, the class teacher will liaise with our new families.

How we know if pupils need extra help

- The educational pathway of all children in school is underpinned by planning and assessment and the progress of every child in our school is assessed, monitored and discussed in at least termly reviews between the Headteacher, SENDCo and each class teacher.
- If any child is not making the progress we would expect, discussion could involve the pupil, parents/carers and school staff so that support is put into place.
- Should other concerns regarding cognition, learning, communication, interaction, emotional, behavioural, social, sensory or physical needs be raised, discussions take place which may involve the pupils, parents/carers, class teacher, SENDCo and Headteacher as appropriate to enable support to be arranged.

How we consult with pupils

- Pupil voice is central to all aspects of school life and pupils are asked to reflect on their learning and education on a daily basis.
- Pupils are involved in reviewing their next steps in learning in class and reflecting on their Assess Plan Do Review (APDR) targets and successes in intervention sessions.
- In particular, we:
 - have a genuine commitment to child participation
 - ensure access for all children to the activities within the life of the school
 - value class and school councils
 - acknowledge and respond to the need for training and encourage the children to take part from the start of their education
 - value the role of the child in setting, monitoring progress and reviewing targets for their Assess, Plan, Do, Review (APDR) cycle
 - encourage children to actively contribute to or the Statutory Assessment (EHCP) process, where appropriate.
- The School Council represents the views of pupils across the school and is asked to comment on policy and other school changes.
- Pupil questionnaires shape the vision of the school including the SEND provision.



How we consult with parents/carers

- Partnership plays a key role in enabling our pupils with SEND to achieve their full potential and we will seek to involve them in decisions about their children. Together, parents/carers and teachers can build a far more complete picture of a child and their needs than can be done separately.
- We actively get to know the parents/carers of all children, particularly those with SEND, and encourage them to keep in touch with their child's class teacher to discuss their needs.
- Communicating and working with parents/carers will involve:
 - having positive attitudes towards parents/carers, respecting the validity of differing perspectives
 - providing user-friendly information and procedures, and being aware of any needs parents/carers might have in respect of a disability or communication and language barriers
 - recognising the pressures a parent/carer may be under because of the child's needs
 - acknowledging the importance of parental/carer knowledge and expertise in relation to their own child
 - gaining parental permission before referring them to outside agencies for support.

How we consult with parents/carers

- Parents/carers also have a responsibility to communicate effectively with educational professionals, so they should:
 - communicate regularly with the school alerting us to any concerns
 - fulfil any obligations under home/school agreements.
- We take parental concerns very seriously and parents/carers are invited to voice any concerns to their child's teacher. Teachers will meet with parents/carers as soon as possible following any concerns about progress or other specific needs.
- Parents/carers are formally invited to parent/teacher consultations in the autumn and spring term to discuss attainment, progress and next steps in their child's learning. At this time, books are shared with parents/carers. At each parent/teacher consultation, parents/carers discuss, add to and receive a copy of the consultation report. This report identifies where pupils are having additional support. Parents/carers are actively encouraged to discuss this with their child's class teacher to find out more information about the support being provided.

How we access specialist support

Depending on your child's needs, we may be able to access advice and additional provision from the following services:

- ICT support
- Counselling support delivered through YMCA
- Local Authority Provision delivered in school
- Specialist Teaching Team
- Educational Psychology Service
- Sensory support for children with visual or hearing needs
- SENDIASS previously known as The Parent Partnership Service
- Education and Family Inclusion Advisors
- Family Workers
- Attendance officers
- Speech and Language Therapy
- School Nurse
- Occupational Therapy
- Physiotherapy
- YoUnited
- CAMHs (Child and Adolescent Mental Health Services)
- Paediatricians (Community Child Health Services)
- Emotional Well-being Service

How we access additional support

- How to effectively support a child accessing an enriched curriculum will be discussed with parent/carers and any relevant outside services so that their additional learning needs can be met. We carry out additional risk assessments if required.
- Sometimes, we will recommend that a referral is made to an external agency. Parents/carers will be asked to give permission before contact is made with external agencies. External support is designed to the school and parents to understand a child's particular needs better to be able to support them more effectively in school. If the referral meets the service's threshold for involvement, the specialist professional will work with us to understand the specific needs and make recommendations as to the support which might help.
- Although specialist support or assessment may be led by outside agencies, intervention programmes - such as Expanded Rehearsal Technique (ERT) - may be run in the classroom or a group room/area, usually either by a teacher or TA, and sometimes by an external specialist.

How we implement SEND provision

- Planning for children with SEND will be implemented and monitored by the teacher.
- Together with the school leaders, the SENDCo monitors the quality and effectiveness of provision for children with SEND through classroom observations, learning walks and pupil voice.
- Additional support is provided by trained teaching assistants (TAs), school leaders and the SENDCo.
- If we receive advice for your child from an outside agency such as speech and language, their recommendations will be added to the APDR document.
- For children with an EHCP, Annual Reviews are organised by the SENDCo. Teachers have an important role to play in these reviews as they have the most knowledge about what support is in place for your child. Parents/carers are asked for their input prior to the Annual Review taking place as well as during the meeting.

Assessment and APDR

- We use an approach which identifies a pupil's learning needs, plans what support those needs require, spells out how to put that support in place, and checks on what impact those strategies are having. Pupils have a pupil passport or are part of a cycle called Assess, Plan, Do, Review (often shortened to APDR) which is written down as an ongoing record of need, progress and the impact of support for your child.
- For children with an EHCP or identified as having additional educational needs on the SEN register, an APDR may be written and shared termly between parents/carers and a class teacher.
- The child is given an opportunity to feed into these APDRs as the teacher will ask them for their input on targets and progress.
- Parents/carers are asked for their input to the APDR process and targets are written and reviewed in consultation with them.

Educational Health and Care Plans (EHCPs)

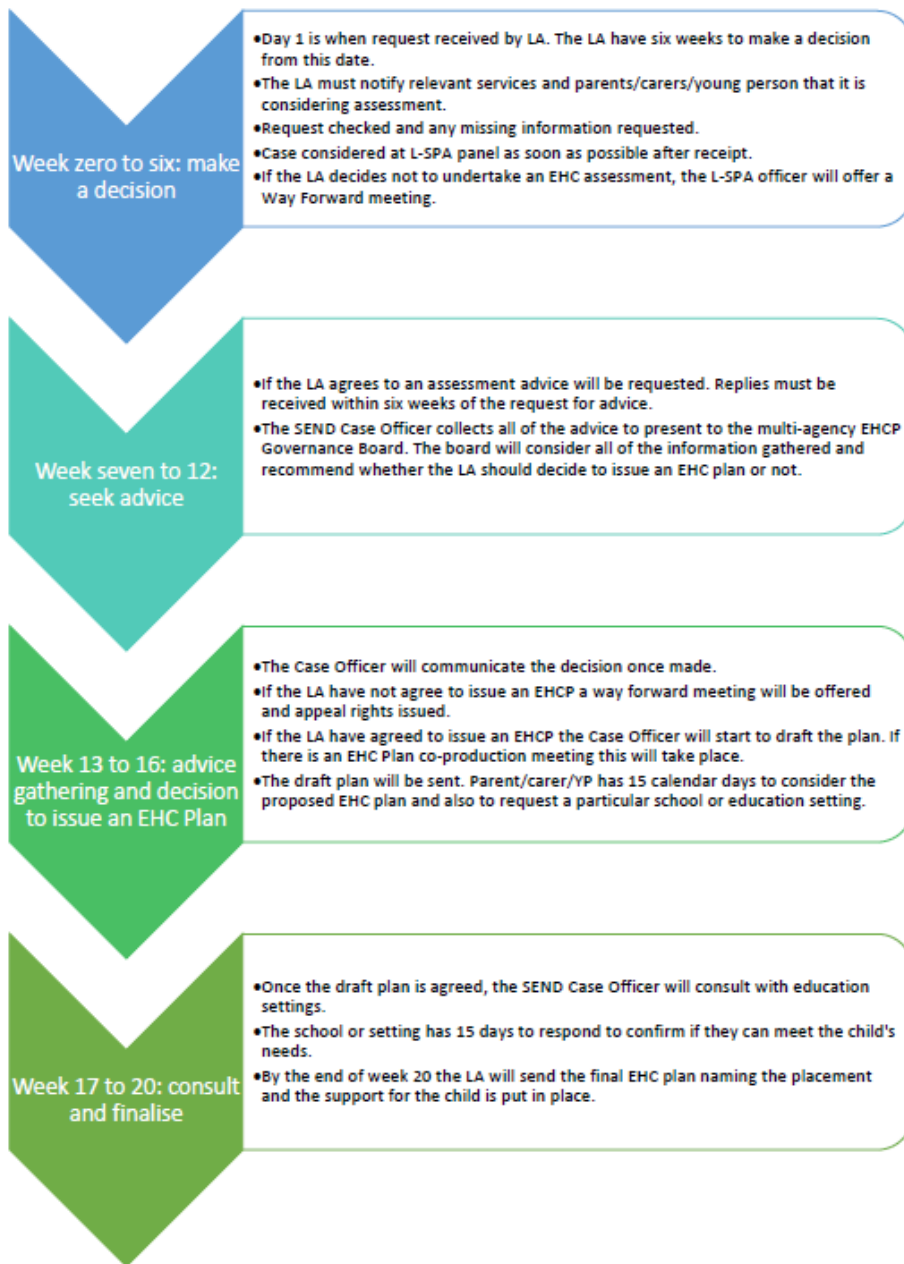
- Specified individual support may be available for children if their learning needs are severe, complex and lifelong. This support is provided through an Education, Health and Care Plan (EHCP).
- This means children with an EHCP will have been identified by professionals as for example, needing a particularly high level of individual or small group teaching support.
- This type of support is available for children with specific barriers to learning that cannot be overcome through high-quality teaching and intervention groups.
- A child with an EHCP may also need specialist support in school from external professionals.

Educational Health and Care Plans (EHCPs)

- The school (or you) can request that Local Authority (LA) Services carry out Education, Health and Care Needs Assessment of a child's needs. This is a legal process which sets out the amount of support that will be provided for a child.
- After the request has been made to a Panel of professionals (with a lot of information about the child, including information from parents and, if appropriate, the pupil) they will decide whether they think a child's needs (as described in the paperwork provided), are complex enough to need a statutory assessment. If this is the case, they will ask parents and all the professionals involved with the child to write a report outlining the child's needs and the LA will commission an Educational Psychologist to complete an assessment. If they do not think your child needs this, they will ask the school to continue with the current support.
- After the reports have all been sent in, the Panel of professionals will decide if a child's needs are severe, complex and lifelong. If this is the case, they will write an Education, Health and Care Plan. If this is not the case, they will ask the school to continue with the current level of support.
- The EHCP will outline the amount of funding the school will receive from the Local Authority to support a child, on top of what is already funded by the school. It will include long-term and shorter-term goals for a child and will also outline how the support should be used and what strategies should be put in place. Other resources may also be secured through this funding but this is a collaborative decision involving the school, and other education or health care professionals and parents.

Educational Health and Care Plan (EHCP) Timeline

Education Health and Care (EHC) needs assessment process timeline



Referrals and other paperwork timelines

- If you have a referral form (e.g. for ADHD or ASD) as a piece of paper (hard copy), please pass this to the class teacher in the first instance. If you have an electronic copy, please send this to office@petersfield.cambs.sch.uk.
- You may decide to submit a parent/carer request for an Education, Health and Care Plan and ask the school to provide evidence. If you have a hard copy, please pass this to the class teacher. If you have an electronic copy, please send this to office@petersfield.cambs.sch.uk.
- The Office or class teacher will formally acknowledge they have received this within five days by email or in person at pick up.
- As the class teachers will need time to complete the paperwork properly and then speak with the SENDCo, who will also need time to review the information thoroughly, the class teacher or Office will aim to return the form to you within fifteen to twenty school days (not including holidays).

How we enable pupils with SEND to engage with all peers

- Within the Local Authority admissions policy, the aim of the school is to meet the needs of your child, should you wish to register at the school.
- The school is committed to inclusion for all children and follows the procedures of the SEND Code of Practice (2015).
- We have inclusive values, shared between all staff, children, governors, parents/carers and the wider community.

How we improve social and emotional development

- We recognise that some children have additional emotional and social needs that need to be developed and nurtured.
- These needs can show themselves in a number of ways, including anxiety, finding it difficult to communicate effectively and sometimes behavioural difficulties.
- All classes follow a structured PSHCE (Personal, Social, Health and Citizenship Education) curriculum to support this development. However, for those children who find aspects of this difficult we may offer:
 - Social skills groups to develop emotional language and literacy and the skills needed to initiate friendships and interact socially with their peers.
 - Lunchtime and playtime support through activities and groups.
 - Identifying a key member of staff as a point of contact who can provide regular opportunities to talk with the pupil.
 - External support from YMCA Counselling (considered with parental consent).
- We have a zero-tolerance approach to bullying (see Anti-Bullying policy on the school's website for further details).

Our staff training

- Mrs Penrose holds the National Award for Special Educational Needs Co-ordinators.
- In drawing up the staff development and training programmes, the Headteacher gives consideration and appropriate priority to the needs of all staff with regard to special educational needs.
- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND.
- Staff receive a range of training as part of their ongoing professional development and to respond to the needs of the individual children they are working with.
- In-house training is organised to meet the needs of those children with SEND such as Specific Learning Difficulties (e.g. dyslexia), Autism Spectrum Disorder (ASD) and Speech and Language difficulties.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class, such as those provided by the Local Authority or health services.

Cambridgeshire's Local Offer

- The Children and Families Bill became enacted in 2014. From this date, Local Authorities and schools are required to publish, and keep under review, information about services they expect to be available for the children and young people with Special Educational Needs aged 0-25. This is the 'Local Offer'.
- The intention of the Local Offer is to improve choice and transparency for families.
- The purpose of the Cambridgeshire Local Authority Local Offer is to enable parents/carers and young people to see more clearly what services are available in their area and how to access them.
- The Cambridgeshire Local Offer can be accessed at:
<http://www.cambridgeshire.gov.uk/SEND>

How we evaluate the effectiveness of our provision for pupils with SEND

- All teachers are responsible for the progress and achievement of their pupils and for monitoring this.
- School leaders monitor provision for and progress of all pupils.
- The SENDCo monitors the provision and outcomes for children with SEND.
- The SENDCo meets with the Local Authority SEND Link teacher regularly through the academic year.
- The named Governor with responsibility for SEND also visits school and meets with the SENDCo.

How we handle concerns and complaints about our provision for pupils with SEND

- We aim for a close working partnership with parents/carers and if you are anxious or unhappy about any aspect of your child's education, we ask you to approach the school.
- In the first instance, these concerns should be shared with your child's class teacher.
- If the concern is not resolved, SENDCo involvement can be requested.
- Arrangements for handling complaints from parents of children with SEND about the provision made at the school are set out in our Complaints Policy.
- In the unlikely instance of the matter not being resolved, parents/carers may wish to seek further advice and support from the following providers who can be contacted by parents/carers at any time, not just if you have a concern:
 - SENDIASS (Special Educational Needs and Disability Information Advice and Support Service) – is a free statutory service that provides information, advice and support to parents/carers.
 - Pinpoint Cambridgeshire is run for parents by parents and gives help and information to parents/carers of children and young people aged 0-25 with additional needs or SEND, as well as give parent carers opportunities to have a say and get involved in improving local SEND services.
- Petersfield Primary School Local Offer www.cambridgeshire.gov.uk/localoffer is on our school website. This guides you through the support we provide for our pupils as a Cambridgeshire school.