



# Information about SEND at Wilburton C of E Primary School 2025 - 2026

Written with the advice of parents to support all parents of pupils at  
Wilburton C of E Primary School

## **Who is the SEND Information Report for?**

A number of children have Special Educational Needs and/or Disabilities (SEND) at some point during their time in school. The following Information Report aims to help parents in understanding more about SEND at Wilburton Primary School and how our teachers work with parents to help children with special educational needs progress happily alongside their peers.

## What kind of Special Educational Needs are provided for at Wilburton Primary School?

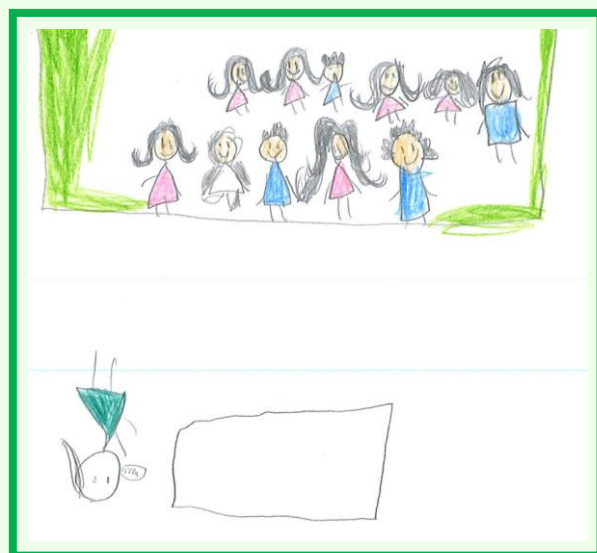
Children with SEND have a greater difficulty in learning or in accessing education than the majority of children their age and may require small changes to the way they are taught or additional support during lessons compared to their peers.

Additional and/or different provision is currently being made for children with a range of needs. In school, we classify these Special Educational Needs in four broad areas:

- 1) Communication and interaction (for example autistic spectrum disorder, selective mutism, speech and language difficulties);
- 2) Cognition and learning (moderate learning difficulties, specific learning difficulties such as dyslexia or dyscalculia);
- 3) Social, emotional and mental health (for example anxiety, attention deficit hyperactivity disorder);
- 4) Sensory and/or physical needs (for example a hearing impairment, sensory processing difficulties, epilepsy).

[Please see Appendix A for a glossary of some of these terms.](#)

A KS1 child showing how they can need help for their attention difficulties.



## How do we identify children with Special Educational Needs at Wilburton Primary School?

If a child makes less than expected progress in one or more of the areas above, they may be identified as having a special educational need or disability. The chain of identification and support offered to children with SEND can be summarised in the flowchart below.

All children will receive Quality First Teaching from their class teacher. These class learning opportunities will enable all children to make progress as part of their class.

A child may be identified by their parents and class teacher as not making the progress expected with Quality First Teaching. They may be showing difficulties with their learning, within their understanding of language or by behaving in a socially inappropriate way for example.

Reasonable adjustments will be made for the child. This will be in class support initially for example modelling verbal sentences; providing additional Learning Partner talk time or re-enforcing the school behaviour policy. Teachers will talk to parents about how the child is responding to these adjustments.

Following parent/teacher discussions, it may be agreed that the reasonable adjustments in place are working well and that the child is making good progress. If this is not the case, then this support will be reviewed together and additional or different support implemented. The child will then be described as having SEND.

If the child continues to work at a level substantially below that expected of children of a similar age, the parent, teacher and SENDCo may decide that the support of specialist interventions or an external professional is necessary. At this point, the parent, teacher and SENDCo will work together to implement the agreed ongoing specific support.

The majority of children will have their needs met with the agreed specific support. However, for those children with complex needs that cannot be met by the support in place in school, an Education Health Care Plan may be requested by parents and school. An Education Health Care Plan (EHCP) sets out the education, health and social needs of a child, will identify individual outcomes for the child to work towards and sets out the additional support to meet these.

## What is the name and the contact details of the SENDCo at Wilburton Primary School?

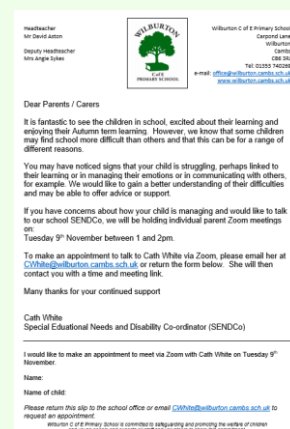
Our Special Educational Needs and Disability Co-ordinator (SENDCo) is Mrs Kara Atkinson. She can be contacted on the school phone number (01353 740269) or directly by email on [sendco@wilburton.cambs.sch.uk](mailto:sendco@wilburton.cambs.sch.uk)

She is available on Thursday afternoons for meetings but will always respond to emails or phone messages as quickly as she can.

## How are parents of children with SEND consulted and involved in their child's education?

We understand that parents have a vital and unique understanding of their child's needs and therefore believe that communication between parents and school is extremely important. We aim to involve parents fully in identifying their child's needs, deciding the support they need, reviewing progress and seeking outside professional help if necessary.

- Children who receive additional or different support have an individual Provision Map. This describes the support they are being given in school and may suggest ways that parents can help at home as well. Provision Maps are reviewed at the end of each period of support and parents are able to talk to their child's class teacher if they have any comments or questions.  
[\(For an example Provision Map, please see Appendix B.\)](#)
- Throughout the year, there are regular parent meetings and each parent receives an end of year annual report for their child.
- Additional meetings with parents can be arranged as required or requested to discuss particular aspects of their child's SEND.
- Parental permission is always requested before an outside agency is contacted about support for their child.
- Outcomes of meetings with outside agencies are discussed with parents and reports or assessments shared.
- Termly drop-ins are held by the SENDCo for parents who wish to discuss any concerns they have. The office will send out details of these to all parents each term.
- Parents are asked to keep their child's teacher informed of any changes at home or and issues that might be relevant.



## How are children with SEND consulted and involved in their own education?

The views, wishes and feelings of a child are paramount. Anyone working with a child with SEND will see and speak to them, listen to what they say and take their views seriously.

- Plans to support children are reviewed with them when it is appropriate or reasonable to do so.
- All children with SEND are asked to contribute to a pupil profile to inform their class teacher of their needs and how they like to be supported.  
[\(For an example Pupil Profile, please see Appendix C.\)](#)
- Child survey forms are used at Annual Reviews for EHCPs and during the year to obtain their views about their SEND and address any needs or support they feel may be helpful to them.

## How do we assess and review the progress of children with SEND?

We track children's progress carefully and through a variety of means, collecting information from parents as well as evidence from teaching staff.

- We collect evidence from parent discussions and teacher observations.
- From Year 1 upwards, we use summative formal assessments twice a year to assess and review the progress of children.
- We use government required assessments such as Phonics screening to help assess and review the progress of targeted year groups.
- We use some individual assessments to assess and review progress of individual children in specific areas.
- We use individual Provision Maps to record progress and achievement of children with SEND.

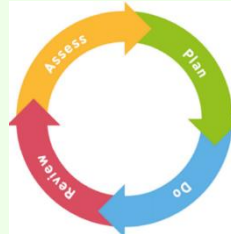
[\(Please see Appendix B for an example Provision Map.\)](#)

## Assess

Parents and staff observe the child to identify analyse their strengths and difficulties. Discussions with outside agencies may take place with parental consent.

## Plan

Parents, school staff and any specialists plan what support will be put in place.



## Review

Discuss with all involved how effective the support has been and its impact on the child.

Decide any next steps which may be needed if the cycle needs to begin again.

## Do

Put in place the support planned.

Continue with observations to see how the child responds to the support.

### What support will there be for a child's emotional and social development?

All children are welcomed to Wilburton Primary School and staff endeavour to help them feel part of a supportive community. They support children with both short term and long term emotional or social needs.

- School adults offer a variety of pastoral support for pupils encountering emotional difficulties. This may include time to talk with an adult, being met at the school entrance or time to settle into school before they begin a structured learning task.
- When necessary, the school will offer other sources of well-being support. This may involve discussion with a specialist agency to request further advice or work with a trained therapist.

### How are children with SEND taught at Wilburton Primary School?

Provision for children with SEND is a matter for the school as a whole. The Governing Body, the Head Teacher, SENDCo, class teachers and all other staff have important day to day

responsibilities. Quality first teaching is our first step in responding to pupils who have SEND. This will then be differentiated for individual pupils.

- Additional support for a child with SEND may occur within the classroom by planned grouping, by the content of the lesson, by teaching style, by the provision of different resources or by the outcomes expected from individuals.
- The additional support may be decided by following the advice received from outside agencies e.g by providing sensory breaks, by using sloped writing supports, by planning advantageous seating arrangements.
- The additional support may occur as part of our dyslexia friendly classrooms e.g. by using word mats, writing organisers, shared writing opportunities, use of individual resources.
- Additional support may involve a child working as part of a small group or learning within a quiet work area.
- Additional support may involve the child working on a specific intervention such as Enhanced Reading Technique.
- For our support for children with physical disabilities, please also see our [Accessibility Plan](#).

### What additional adult support for learning is available for children with SEND?

We currently have 10 Teaching Assistants employed in school, either on a full time or part time basis, some of whom are trained in a higher level autism knowledge.

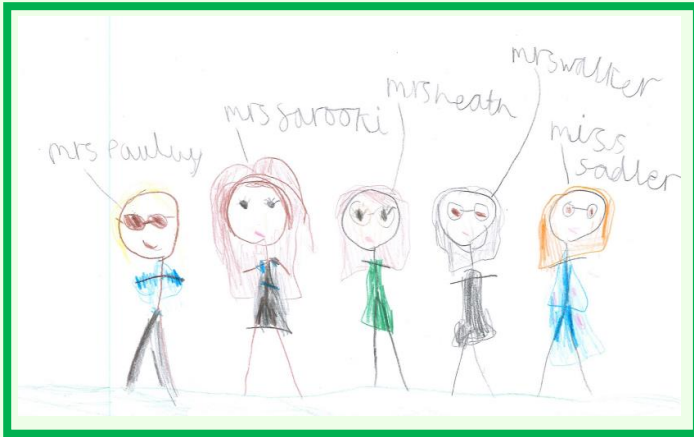
- Teaching assistants will support pupils on an individual basis when a child shows an individual need and requires a specific, individual intervention.
- Teaching assistants will support pupils in small groups when they share a need and are able to work towards a shared goal.

We work with the following agencies to provide support for pupils with SEND:

- SEND Specialist Services 0-25
- Speech and language therapists
- Occupational Therapists
- Emotional Well-being Service
- Early Intervention Team
- School nurse



- Specialist Teachers e.g. Teachers of the Deaf



A KS2 child's drawing of adults who help them in school.

### What is the level of expertise and training of staff in relation to children with SEND?

We are committed to developing the ongoing expertise of our staff. They are trained in different areas of SEND provision.

- Teachers have most recently taken part in Safeguarding and ICT training for children with SEND.
- Individual Teacher Assistants have also taken a qualification in supporting learners with SEND.
- Staff have been involved in mental health training by specialists.
- Further training for staff about Autism, learning strategies and Lego Therapy is planned this year.
- Individual staff have meetings with SEND Service professionals to discuss and update support for children with SEND needs.
- Our SENCo attends regular cluster meetings funded by the Local Authority (LA) to support her work in school, providing opportunities to discuss SEND issues with colleagues and gather information regarding current practice.

### How are children with SEND supported in engaging in activities available at Wilburton Primary School?

All staff work to ensure that there are no barriers to pupils with SEND enjoying the same activities as other pupils in Wilburton Primary School.

- All extra-curricular activities are available to all our children.



- Within government guidelines, residential trips occur annually in KS2. We make every effort to make these trips available to all our pupils providing it is safe to do so.
- Risk assessments will be made to make these trips as accessible as possible.
- Staff will hold meetings with parents/carers to decide how a child's needs can be met and make trips as inclusive as possible.
- If it is deemed that an intensive level of named adult support is required, then a parent or carer may be asked to accompany their child during the activity. This will always be discussed with the parent/carers in advance.

A KS1 child's view of how they join in with different areas of learning in school.



### How will Wilburton Primary School prepare and support my child to join our school?

We will share information with the Pre-school the pupil is moving from.

- Prior to starting school and in keeping with government guidelines, children at Preschool will be able to visit our school and see the classrooms with their keyworker.
- Children will begin Wilburton C of E Primary School on a reduced timetable which will gradually increase as they become more accustomed to the setting.
- Discussions will take place between the teacher/SENDCo and their previous or new setting.
- Any files regarding previous support for the child will be passed onto their new school.
- The Class teacher and SENDCo will discuss previous provision for a child and how they can best be supported in their new class.



Mrs Atkison is our Fieldmice class teacher and our school SENCo. She organises a transition programme to welcome new children into school and to help them settle into their classroom environment.

## How will Wilburton Primary School prepare and support my child to transfer to a new school?

- We will share information with the school, college, or other setting the pupil is moving to.
- Discussions will take place between the teacher/SENDCo and their new setting.
- Any files regarding previous support for the child will be passed onto their new school.
- The Class teacher and SENDCo will discuss Wilburton's provision for a child and how they can best be supported in their new school.
- Local colleges may provide opportunities for pupils to attend tailored lessons, open days and meetings to allow them to become more familiar with a secondary school setting.

## What are the contact details for additional advice and support for my family?

### **Ely Children's Centre (Ely, Littleport and Witchford support for under 5s)**

01353 611594

<https://www.cambridgeshire.gov.uk/directory/listings/child-and-family-centre-ely>



### **Parent Partnership Service (SEND information, advice and support)**

01223 699214

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/local-offer-care-and-family-support/send-information-advice-and-support-service-sendias>

### **Core Assets (provide independent support for children and families)**

Help Line 0800 028 8455

ISReferrals@coreassets.com

### **School Nurse (for any health related queries)**

0300 029 50 50

### **Emily Norman, our Family Advisor (offering support to parents for a variety of child based issues)**

01353 612800

<https://send.cambridgeshire.gov.uk/kb5/cambridgeshire/directory/service.page?id=Uh7CpqJlYVk>

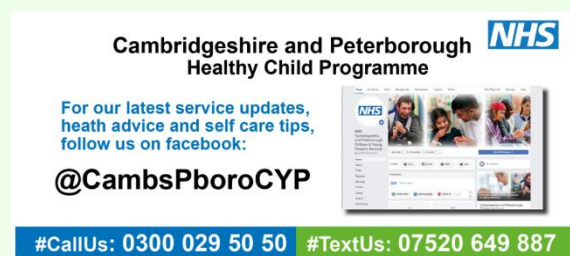
### **Social Services**

0345 045 5203

[referral.centre2@cambridgeshire.gov.uk](mailto:referral.centre2@cambridgeshire.gov.uk)

### **Cambridgeshire County Council's Local Offer Information Page**

[www.cambridgeshire.gov.uk/localoffer](http://www.cambridgeshire.gov.uk/localoffer)



## If I am not happy with the SEND provision at Wilburton Primary School, what should I do?

If you have concerns about the SEND provision for your child, your first contact will always be their class teacher. Your child's class teacher may then refer you to the SENCO if they feel it is appropriate.

If you would like to lodge a formal complaint, please refer to our school's [complaints policy](#) on the school website.

## Where can I find information about the Local Authority's Local Offer for children with SEND and their family?

Our county Local Offer gives children with SEND, and their families, information about what support services Cambridgeshire has available. Every local authority is responsible for writing a Local Offer and making sure it is available for everyone to see.

Information about the Local Authority's Local Offer can be found on the Cambridgeshire County Council website. A link is provided below:

<https://send.cambridgeshire.gov.uk/kb5/cambridgeshire/directory/home.page>

