



Special Educational Needs and Disabilities (SEND) Information Report for

Coates Primary School September 2026

This document is to inform you of the types of support available for your child at our school. It will help you to understand who can help you and your child and how this support can be accessed.

Coates strives for all children to have access to quality first teaching and we offer provision for all children. The school is accessible for children with physical disabilities, including those with visual and hearing impairments. We support children with a range of diagnosed disabilities, such as ASD and ADHD and can provide support for children with an Education, Health and Care plan.

There are four categories of SEND which are outlined in the SEND Code of Practice. Your child might have needs within one of the areas, or across a number of them:

Communication and interaction – These children have difficulty communicating with others. This may include difficulties speaking, understanding or communicating. This also includes children with diagnosed needs such as Autistic Spectrum Disorder (ASD).

Cognition and learning - These children might be working at a level outside of their year group. They may have a mild learning difficulty (MLD), severe learning difficulty (SLD) or profound and multiple learning difficulties (PMLD). Some children might have a specific learning difficulty (SpLD) such as dyslexia, dyspraxia or dyscalculia.

Social, emotional and mental health needs – These children may find it difficult working with others or expressing how they feel. They may also suffer from anxiety or have attachment disorders. Children may have a need such as Attention Deficit Disorder (ADD) or Attention Deficit Hyperactive Disorder (ADHD).

Sensory and physical needs – These children might be hearing or visually impaired, have a physical disability or have sensory needs. They may also require support from external professionals such as an Occupational Therapist or a Physiotherapist.

What is a special educational need or disability?

Children have special educational needs if they:

- Have a learning difficulty that calls for **additional and different provision** to be made for them.
- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.
- Are under compulsory school age and fall within the definitions above, or would do, if special educational provision was not made for them.

(2014 Code of Practice)

Children's progress is measured each term and any children who are significantly below age related expectations or are not making adequate progress are monitored closely. At this stage parents are informed of any concerns the school might have. Where appropriate we will include the child in these conversations and agree any support needed.

If a child joins the school during an academic year we will allow a short period of transition before we raise any concerns with parents unless, on transfer, they are identified as having SEND by their previous school.

Other indicators that a child might need extra help include:

- Behaviour difficulties occurring quite regularly.
- School staff mention their concerns to senior staff.
- Parents/carers are worried about their child.
- A health professional (GP, health visitor, speech therapist etc.) has concerns about a child.
- Information given to school by a previous school or nursery.
- A child asks for help.
- A child's behaviour or progress changes.
- A child needs support that is **different from and in addition to** our usual practice.
- Termly pupil progress meetings indicate that extra help is needed.

What should I do if I think my child may have special educational needs?

In the first instance please talk to your child's class teacher. If you would like to discuss the matter further please arrange a meeting with Mrs Saberton-Kitch (our SENCo) via email; senco@coates.cambs.sch.uk or via the school office.

How will the school let me know if they have any concerns about my child?

Your child's teacher will talk to you informally first and give you some ideas to try at home. You might then be invited to meet with your child's teacher and / or the SENCo to agree a more formal action plan.

How will the school support my child?

Support for your child will work best when all those concerned work together. You, the class teacher and relevant support staff will work together to create an Assess, Plan, Do, Review cycle (APDR), which is overseen by the SENCo:

Assess your child's needs

Plan the support

Do carry out the support

Review the outcomes of the support

If your child has needs which relate to a specific area of their education, for example, spellings, times tables, handwriting, phonics, maths, reading or writing they will have extra help in small groups. These groups might be run by a teacher or a teaching assistant. The sessions will be short and regular, although the number of sessions will vary according to the needs of the child. This support (intervention) will be monitored to measure its success.

If the school feel it is appropriate, your child might have this extra support on a 1:1 basis.

Your child will be monitored closely and their teacher will discuss their progress in termly pupil progress meetings with the Senior Leadership Team (SLT). Further interventions or actions might be agreed at that point. Occasionally a child may need more expert support from an outside agency (e.g. a family worker, paediatrician, speech and language therapist, occupational therapist, educational psychologist, the Mental Health Support Team etc). This will be discussed with you and a referral made if appropriate.

Your child's class teacher may make simple changes (reasonable adjustments) to your child's daily routine (e.g. making sure they sit facing the board, have fewer spellings to learn, use of a visual timetable etc).

How will the school monitor the support that is being offered?

The SENCo and SLT will monitor progress by looking at numerical data and observing some sessions taking place. We might use baseline and end of work assessments and will talk to staff and children about the progress made.

How will school help me to support my child at home?

- Your child may be sent home with games/ activities for you to play together.
- Suggestions may be made about good websites to use to help with times tables, maths work, reading etc.
- You may be asked to play games like I-spy or counting games.
- Resources may be sent home to support, such as visual routine cards etc.
- You may be asked to carry out simple exercises to do at home to help your child with cutting skills or improving balance.
- You may be given tips/ ideas/ activities about helping your child understand and cope with their emotions.
- You may be given advice to help you to manage challenging behaviour.
- If your child has an APDR, it might include targets/ activities to support your child at home.
- School can share information with you about different parenting courses that are available if you feel you would like to attend one.
- The family worker can meet with you to offer further strategies that might support you if this would be helpful.
- An Early Help Assessment (EHA) could be opened if parents would like to access further support from external agencies.

How will I know how my child is doing?

- You are encouraged to contact staff whenever you have concerns or questions.
- You and your child's class teacher might choose to make reasonable informal agreements, such as organising a weekly phone call, end of day catchup etc.
- You can contact the SENCo via the office or directly at senco@coates.cambs.sch.uk, who will respond as promptly as possible to your queries.

- We have Parents Evenings in the Autumn and Spring term and formal reports go out during the Summer term.
- Senior staff, including Mrs Boucher, are happy to meet with parents and can be contacted via the school office or email.
- APDR meetings take place termly to review and set new targets.
- Annual reviews take place, for children who have an EHCP.

How is the curriculum matched to my child's needs?

Some examples of how this might be achieved include:

- As part of our everyday commitment to good quality teaching, work is differentiated (set at different levels) to make sure it is at the correct level for every child. This could be through the task they are given, or the resources they have available to them.
- Your child may write on wider lines or use larger squares in their maths book.
- Your child may work with an adult before a lesson (pre-teaching) to learn new words or facts which will support them in upcoming lessons.
- Your child may have different expectations eg. set fewer questions or given less spellings to learn.
- Your child may follow a reading scheme designed for lower reading levels.
- Your child may be given more adult support to complete a task or work within a group for some activities.
- Your child might be given support to organise their ideas, such as a writing frame, word mat, task planner, times tables square etc.
- Your child might require rest breaks or sensory breaks during activities.
- Your child may use technology to support their learning.

How is the classroom environment adapted to my child's needs?

Some examples of how this might be achieved include:

- Your child may be given a pencil grip or different shaped pencil to help develop pencil control, similarly they may be given adapted scissors to help with fine motor control.
- Your child may be given a sloped writing surface or special cushion to help them sit more comfortably.
- Your child may be allowed to have a fiddle toy to help them focus.
- Your child may be given a set place on the carpet or in the class to ensure they are in the best position for their needs.
- Some children may have a specially adapted picture timetable so they know what is happening throughout the day or visuals to support them.
- All classes have table-top resources to help with spelling, basic number skills and writing, along with Working Walls which contain important information to help children with their learning.
- Your child might have exercise books with coloured pages in them or use a coloured overlay when reading.
- Adaptations may be made to the facilities within the classroom eg. steps to reach the sink, adapted toilet seats, tennis balls on chair legs to reduce sound etc.

How is my child supported if they cannot follow the usual routines and teaching methods?

- Your child may be invited to attend Sensory Circuits before school.
- If the class teacher feels it is appropriate and necessary your child may sometimes have a short movement break/ sensory break between activities so they can re-focus ready for the next task.
- Your child may work better without the distractions of the whole class so they may work in another area to complete some tasks.
- Your child may have their own behaviour management system for example, a sticker chart, time to complete their own preferred activity etc.
- Sometimes your child may record their ideas on electronic devices rather than on paper. For example, using a Chromebook or sound button.
- They might have a now or next card or have lessons broken down into stages to help them to understand their next steps and expectations eg. through the use of a task planner.
- Some children might have their own Therapeutic Plan or access therapeutic activities or nurture provision.

What support is available for my child's overall wellbeing and mental health?

- Staff have completed a range of training about aspects such as mental health, anxiety, how to support different needs.
- Staff have received training through the Virtual School and SEND team.
- We are a Cambridgeshire Therapeutic Thinking school and have a therapeutic approach to behaviour, promoting pro social behaviour.
- Therapeutic Thinking activities such as anxiety mapping, take place with children to help identify anxieties and put strategies in place to support them.
- We receive support from the Mental Health Support Team, who also come into school to do workshops with the children.
- We have a range of books and resources to support children's social, emotional and mental health needs. These are used with children and can also be borrowed by parents.
- We have a team of dedicated teachers and TAs who make time to listen to your child if they have any concerns.
- Sensory circuits take place before school for identified children. Sensory breaks/ brain breaks are given for identified children when needed.
- We have a Family Support Worker linked with our school who supports children and their families. Telephone and virtual appointments can be made with him via the school office.
- Each class has two School Council representatives who listen to children about whole school issues.
- We have playground leaders (older pupils), who lead games at playtimes and try and encourage children to participate, as well as Year 6 peer mediators.
- There is a clear Safeguarding and anti-bullying policy in place.
- Referrals are made to external professionals such as CAMH and the Mental Health Support Team if further support is required.
- Staff utilise resources from the Local Authority OAP toolkit (Ordinarily Available Provision) as well as the EBSA toolkit (Emotionally Based School Avoidance).
- We provide support for Young Carers and their families.

- There are different rooms available for children to use such as the Den, Nest, Ready to Learn Room and Nurture provision.

Is there any medical support available in school?

- Individual Health Care Plans, risk assessments and emergency posters are in place for identified children (these are updated at least annually).
- Individual Therapeutic Plans are in place for identified children.
- We support children who are visually impaired or have a hearing impairment.
- Prescription medication can be administered in school when a signed medical consent form is in place.
- We have members of staff trained as 5 day first aiders, Paediatric first aiders and first aiders. These members of staff are distributed throughout the school.
- Additional support is provided by external professionals such as nurses, occupational therapists, speech and language therapists etc. who provide support and guidance for children with particular needs.

What happens if my child needs more expert help?

The special educational needs of most children can be well managed by our support system within school. Sometimes, however, it is necessary to refer a child to outside agencies to receive more specialised expertise. This will only happen following several review cycles and will always be done in consultation with you and your child.

Other professionals that support our school include:

- EP (Educational Psychologist)
- Community Paediatrician
- SALT (Speech and Language Therapists)
- OT (Occupational Therapists)
- Physiotherapists.
- CAMHS (Child and Adolescent Mental Health Services)
- Emotional Wellbeing Team
- Mental Health Support Team
- Specialist Teaching Team
- Specialist Practitioners
- SAT (Statutory Assessment Team)
- Social care
- School nurse
- Family Support Worker
- Locality team
- EWO (Education Welfare Office)
- Early Help
- Virtual School

What if I am not happy with an element of the support for my child?

As parents and carers we fully understand that you are striving for the best for your child and we are also trying to support your child in the best way possible. Sometimes you may not agree with a decision that has been made about how to best provide support for your child. If you are not happy with something, or do not understand something that has been said about the support provided or needs of your child, please speak to your child's class teacher as soon as possible. If you are still not happy with the outcome please contact the SENCo, Mrs Saberton-Kitch. We will try to explain the situation as clearly as we can. Sometimes requests from parents for support or intervention cannot be met. This may be due to a number of reasons; including a lack of resources or that we are supporting your child in another manner. They also may not meet the threshold for additional support set by external professionals. As we follow the cycle of Assess, Plan, Do, Review, we may change the agreed actions for your child.

What training have the staff supporting children and young people with SEND had or are having?

Mrs Saberton-Kitch (SENCo) has achieved the National Award for SEN Coordination. Mrs Norris and Mrs Dahn have completed the Advanced Award for TAs (SEN). Mrs Saberton-Kitch and Mrs Walker are trained Therapeutic Thinking tutors and deliver training to all staff on an annual basis. Mrs Saberton-Kitch has completed training through Nurture UK. All staff understand the importance of quality first teaching and are aware of the needs of all pupils. We are constantly reviewing our own expertise and adapting the training offered depending upon the needs of the children. The SENCo completes training within staff meetings. Some of the external training members of staff have had include:

- Level 2 in Understanding CYP Mental Health (4 members of staff).
- Allergy awareness training
- Leading SEND and inclusion
- Deaf awareness and technology
- How to support children on the Autistic Spectrum.
- Bereavement
- Attention Autism
- ERT
- Accessible Classrooms/ dyslexia
- Literacy Difficulties/ Dyslexia Tier 2 and 3
- Accessible Classrooms
- Attachment
- Working memory
- Sensory Circuit input
- SENCo attends SEN forums and local briefings
- Cambridgeshire Therapeutic Thinking, including behaviour management and de-escalation training
- Recovery Through Relationships training from the Virtual School
- Self-Harm
- Identiplay
- Lego Based Therapy.
- All staff completed a variety of online CPD courses during lockdown

Will my child be included in all school activities including out of school trips?

We are a fully inclusive school, so all trips and activities are available to all pupils. When we are planning trips we will consult with individual parents / carers as appropriate and provide additional adult support if required. Risk assessments are carried out for all visits and submitted for approval to the Head teacher. Children with particular needs are identified on risk assessments that are completed to ensure their needs are safely met and reasonable adjustments are put into place. This could include personalised risk assessments for individual children if required.

How accessible is the school environment?

- All rooms are on the ground floor.
- Disabled access toilet.
- Steps or alternative toilet seats in place for children who require support.
- Ramps going into the mobiles.
- Tennis balls used on the base of chairs to cushion the sound within classes with children who have a hearing impairment.
- Facilities lowered to enable children to reach them eg. coat pegs, hand sanitisers.
- Additional resources available in classrooms for identified needs such as ear defenders, wobble cushions, visuals, sensory provision, overlays.

How will the school prepare and support my child when joining school?

- Parents and carers are offered a tour of the school (and are welcome to visit again).
- Your child will be encouraged to spend some time in school before joining us formally.
- You and your child will be invited to meet relevant members of staff before starting with us to discuss your child's particular needs.
- Contact will be made with the previous school / nursery setting, to collect additional information.
- Records received from previous settings will be shared with relevant staff as appropriate.
- Classroom buddies will be used to welcome your child and help them settle in.

How will the school prepare and support my child when transferring to a new school?

The school will liaise with the staff at the new school to pass on successful strategies and current systems in place. This may include making contact with the SENCo at the new school to make sure they are aware of your child's strengths and areas of need so they that they are able to provide any additional provision needed. Your child's SEND file will be handed over to their new school. When moving up to secondary school, extra transition sessions are requested for identified children.

How are the school's resources allocated and matched to the children's special educational needs?

- The SEND budget is allocated every year. The money is used to provide a range of additional support or resources like sloping boards, fiddle toys or specialised equipment on an individual basis.

- Part of the budget may be allocated to pay for the use of additional support staff.
- When making decisions about how additional adult support is provided we look at the needs across the school as a whole and this can change throughout the course of a school year.
- Money is allocated to meet the needs and outcomes specified within a child's EHCP.
- We have an enrichment teacher that supports identified children or groups of children, to help narrow the gaps in their attainment.
- Additional interventions are run by teachers or teaching assistants to support progress and narrow the gaps in attainment across different areas of the curriculum.

How is the decision made about how much support my child will need?

- Discussions take place between the SENCo, Headteacher, teaching staff and parent/ carer to identify the barriers to learning and how to remove them.
- Discussions at Pupil Progress meetings between the class teacher and SLT form part of this.
- Identified children are discussed at planning meetings with our link specialist teacher and to see what further support is available/ next steps etc.
- Recommendations from external agencies, such as the OTs, GPs etc. are taken into account.
- Clear objectives will be set out within a child's APDR cycle or EHCP, if they have one. These decisions are made and reviewed during professionals meetings with parents/carers present.

How will I be involved in discussions about planning for my child's education?

Your involvement is crucial and beneficial throughout your child's time at Coates. You know your child best and staff will listen to any concerns and views you may have. You will be invited to be involved in review meetings, planning meetings and meetings with external agencies if they occur.

How will my child be involved?

If your child is set some individual and personalised targets then these will be discussed with your child and reviewed with them by the class teacher. Depending on the child they may be involved in setting targets and agreeing the support they might need to achieve these. All children with SEND complete a one page profile with their teacher and these are shared with all adults who work with the child in order to share strategies about how to support them best.

What support is there for me?

- The Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) offers impartial and confidential information, advice and support to parents and carers who have a child or young person with special educational needs (SEN), or a disability, or have concerns that their child has special educational needs.

Peterborough contact details: 01733 863979 sendiass@peterborough.gov.uk

Cambridgeshire contact details: 01733 863979 sendiass@cambridgeshire.gov.uk

- Our family worker can be contacted via the school office.

- Early Help: Email- early.help@cambridgeshire.gov.uk

How can I see Cambridgeshire's Local Offer?

<http://www.cambridgeshire.gov.uk/SEND>