



Harston & Newton Primary School

SEND Information Report 2025-2026

The aim of this report is to inform parents about how we support children's learning in our school, particularly where a child may have specific learning difficulties.

How does Harston & Newton ensure that children who need extra help are identified and supported early?

'The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person.' SEND Code of Practice 2015 (6:14, p94)

According to the SEND Code of Practice 2015, there are four broad areas of SEND:

Cognition and Learning (CL)

Communication and Interaction (CI)

Social, Emotional and Mental Health (SEMH)

Physical and Sensory (PS)

For more information on these four areas of SEND, please refer to our Schools SEND Policy on our website [SEND | Harston and Newton Community Primary School](#)

With these four areas of SEND in mind, at Harston & Newton children are identified as having a SEND through a variety of ways including the following:-

- child performing below that expected for their age identified between class teachers and a member of the leadership team where progress data is discussed,
- concern raised by parents,
- concerns raised by the teacher, for example, behaviour or self-esteem is affecting performance,
- liaison with external agencies e.g. Specialist SEND Services, the School Nursing Team or Speech and Language Specialist
- health diagnosis through a paediatrician,
- liaison with previous school or setting, if applicable.

What should a parent do if they think their child may have special educational needs (SEN)?

Talk to us – In the first instance, contact your child's class teacher; who will arrange a meeting at the earliest, mutually convenient time to discuss any concerns. If there are still concerns, the class teacher or you can contact the SENDCo or the head teacher.

At Harston & Newton Community Primary School we pride ourselves on building positive relationships with parents and carers in which we are open and honest and encourage you as parents and carers to do the same with us.

Who will explain my child's needs and progress to me?

At Harston & Newton Community Primary School, the class teacher will meet parents at least on a termly basis to discuss your child's needs, support and progress.

If further information is needed, the Inclusion Team are able to help. These are:

Mrs Siobhan Rouse – Headteacher

Mr Lloyd Douglas – SENDCo

Mr Catherine Vagh - SEND Governor

How will Harston & Newton Community Primary School support my child?

A detailed description of the support we are able to offer is in our SEND Policy, along with an 'Easy Read' outlining the main points. The following points are intended to provide you with a brief overview. If you would like a copy of our SEND Policy please ask at the School Office or look on our website at <https://www.harstonnewton.cambs.sch.uk>

- The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made. A SEND Support Case folder will be created to follow the support your child is receiving and evaluate the success of any interventions. This takes the form of a Pupil Passport and/or ADPR (Assess, Plan, Do, Review) form and any documentation from outside agencies but is shared with parents/carers termly.
- Our SENDCo oversees all support and progress of any child requiring additional help across the school.
- There may be a teaching assistant working with your child either individually or as part of a group if the class teacher sees this as necessary. Information on these sessions will be explained to parents/carers and the child when the support starts.
- We have staff trained to run a number of specific interventions including Accelerated/Accelerate, Little Wandle, LEGO Therapy, and Enhanced Rehearsal Technique (ERT).

How the Governors involved in the provision of SEND and what are their responsibilities?

- The SENDCo reports to the Governors every term to inform them about the progress of children with SEND through a SEND Data report. This report does not refer to individual children and confidentiality is maintained at all times.
- Catherine Vagh is responsible for SEND and upon meeting with the SENDCo, reports to the Governing Body to keep them informed.
- The Governors agree priorities for spending within the SEND budget with the overall aim that all children receive the support they need in order to make progress.

How do teachers match the curriculum to an individual child's needs?

- Class work is pitched at an appropriate level so that all children are able to access it according to their specific needs. Typically this might mean that in a lesson there may be different levels of work set for the class, however on occasions this can be individually differentiated for a specific child.
- The benefit of this type of differentiation is that all children can access a lesson and learn at a pitch suitable for them.
- Resources are used to tackle all learning styles and eliminate any barriers to learning a child may have. These are accessible to the whole class.
- Use of the Ordinarily Available Provision is a key part of our class room management and resourcing.

How is the decision made about what type and how much support my child will receive?

During SEND Surgery meetings, the class teacher and the SENDCo will discuss the child's needs and what support would be appropriate. Different children will require different levels of support in order to help them make progress and achieve their potential. This is then communicated with you through Parent Consultations and the child's Pupil Passport and/or Assess, Plan, Do, Review Document which are used to track the child's progress.

The school judges whether the support has had an impact by...

- Class teachers and the SENDCo review children's targets termly on APDR forms and ensure they are being met. Parents/carers will be invited to take part in the review meeting and the setting of new targets if necessary. A copy of the targets will be given to the parent/carer.
- Seeing whether the child is making progress academically against national/age expected levels is discussed at Progress Meetings, attended by Class Teachers, a member of the SEND team and/or the Senior Leadership Team.
- Using verbal or written feedback from the teacher, parent and pupil,
- Reviewing and editing the Special Educational Needs register based on progress. This discussion will be had with parents/carers and an overall decision made with the child's best interest in mind.
- The SENDCo will analyse the impact of interventions termly across both KS1 and KS2.

Our school's offer...

We are very lucky here at Harston & Newton Primary School as we have skilled TAs who are both trained in a number of interventions and are passionate to deliver them. Here is an overview of available interventions here at Harston & Newton Community Primary School.

Enhanced Rehearsal Technique (ERT) - This is a quick fire intervention delivered once, sometimes twice daily designed for children who struggle to retain phonics and need 'sight word' strategies. The style can be adapted to any words including days of the week or reading numbers.

Little Wandle Catch up and SEND schemes - Little Wandle SEND Programme is a complete programme that mirrors the main Little Wandle Letters and Sounds Revised phonics programme but with adaptations and support in place that make it possible for schools, Special Schools and providers to meet the needs of all their learners.

Reading fluency groups- In order to understand a text, you need to read with a level of fluency. Based on training provide by Herts for Learning, these groups focus on chorus and echo reading to build reading fluency for children in Key Stage 2. The sessions also include comprehension work and discussion of the text and have led to significant improvements in reading assessments.

Sensory circuits A carefully planned set pf physical activities, usually carried out at the beginning of the day, to improve children's co-ordination and listening skills. They are also useful for children with concentration and focus difficulties and can lead to a more settled start to the school day.

Small group maths Catch up- Teaching assistants will work with childing in the afternoon to review and practice a concept that they found difficult in the morning session. Different children will attend these sessions depending on their response in the lesson.

What opportunities will there be for me to discuss my child's progress?

- We believe that your child's education should be a partnership between parents and teachers therefore we aim to communicate with you regularly.
- You will be able to discuss your child's progress at Parent Consultations.

- You are also welcome to make an appointment at any time to meet with your class teacher or the SENDCo and discuss how your child is getting on.

How will you help me to support my child's learning?

- The class teacher or the SENDCo can offer advice and practical ways that you can help your child at home.
- The class teacher can provide a home/school communication book which will be brought home daily by your child so that comments from parents and teacher can be shared.
- Through discussion of the child's APDR targets. The targets set are SMART (specific, measurable, achievable, realistic, time scaled) targets, with the expectation that the child will achieve the target by the time it is reviewed.
- If your child has complex SEND they may have an Education, Health Care Plan (EHCP), which means that a formal meeting will take place annually to review your child's progress with the class teacher, 1:1 adult if appropriate, SENDCo, head teacher and any external services involved with that child will be invited.
- Recommendations from external agencies e.g. a Speech and Language Therapist, Specialist SEND Services, Occupational Therapist will be shared with you so that strategies can be implemented at home and school and are consistent for the child

How do you measure my child's progress?

- As a school we measure children's progress in learning against national age related expectations.
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. We track children's progress from their admission through to Year 6, using a variety of different methods, including formative assessments (teacher judgement) and some standardised tests as appropriate.
- Children who are not making expected progress are identified through the termly Pupil Progress Meetings. In this meeting a discussion takes place about those pupils experiencing difficulties and what further support can be given to aid their progress.

If a child is on the SEND Register and their APDR is reviewed, comments are made against each target to show what progress has been made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress. At these meetings, both yours and your child's voice will be recorded so we incorporate all views into a child's journey of support.

What is the pastoral, medical and social support available in the school to ensure my child's overall well-being?

We have a caring, understanding ethos and are an inclusive school; we welcome and celebrate diversity, and believe that high self-esteem is crucial to children's well-being. As a nurturing school, all our vulnerable pupils are known to staff.

- Teachers are present on the playground to talk to the children and parents before they enter the classroom. This ensures a smooth transition between home and school each day.
- For children who reach heightened states of emotions and need a specific personalised approach, a Risk Reduction Plan (RRP) is written along with class teacher, SENDCo and parents to ensure a consistent, successful approach is used with that child. These are kept in a confidential area accessible to all staff.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this should be your first point of contact. If further support is required the class teacher liaises with the SENDCo for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Special Educational Needs and Disability Services (SENDSS) .

<p align="center">How does the school manage the administration of medicines and personal care?</p>
<ul style="list-style-type: none"> ● We have a policy regarding the administration and management of medicines on the school site. ● Parents need to contact the office if medication is recommended by Health Professionals to be taken during the school day. ● Staff will have regular training regarding conditions and medication affecting individual children. ● If a child requires personal hygiene care this will be managed through an Individual Care Plan.
<p align="center">How will my child be able to contribute their views?</p>
<p>At Harston & Newton we value and celebrate each child's views on all aspects of school life. This is usually carried out through the School Council.</p> <ul style="list-style-type: none"> ● Children who have SEND Support Journeys discuss their targets with their class teacher where appropriate. Their views are then recorded termly. ● If your child has an Education, Health Care Plan (EHCP) their views will be sought at the review stage, if appropriate.
<p align="center">What specialist services and expertise are available at or accessed by the school?</p>
<ul style="list-style-type: none"> ● The <i>Children and Families Bill</i> became law 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 (SEN) aged 0-25. This is the 'Local Offer'. ● The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area. For details of all the services available in our local area for children with SEND, please go to: www.cambridgeshire.gov.uk/SEND ● We also work closely with any external agencies that we feel are relevant to individual children's needs within our school. These may include: GP, Family Worker, Clinical Psychologist, Paediatrician, Speech & Language Therapist, Occupational Therapist, Early Support Worker, Educational Psychologist, the Special Educational Needs and Disability Services (SENDSS), the SEND Specialist Teaching Team, the Child and Adolescent Mental Health Service (CAMHS) and Social Care.
<p align="center">How will the school prepare and support my child when joining the school or transferring to a new school?</p>
<ul style="list-style-type: none"> ● We encourage all new children to visit the school prior to starting with us. ● For children with SEND we may facilitate a phased transition to help your child become familiar with their new surroundings. We would also visit them in their current setting if appropriate. ● We write social stories with children to help explain and prepare them for any major transition. ● When children are preparing to leave us for secondary school, we liaise with that school to arrange visits for them and transition activities. ● We liaise closely with staff when receiving and transferring children to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood. ● If your child has an Education, Health Care Plan (EHCP) and is changing to a new school we will, whenever possible, arrange a review meeting with relevant staff from the receiving school.
<p align="center">How are parents involved in school life?</p>
<ul style="list-style-type: none"> ● Parents are welcome to help out as volunteers, for example, listening to readers.

- For children with SEND, parents/carers are often invited to help support their child on a school trip.
- Parents are also invited to regular class assemblies and concerts.

Who should I contact if I am considering whether my child should join the school?

- Contact the School Office, to arrange a meeting and tour of the school. Mrs Morris or Mrs Ager will be more than happy to help you
- If your child has SEND you could contact the Headteacher or SENCo who will discuss how the school could meet your child's needs.
- Parents should contact the Local Authority for the formal procedures for Admission. Contact the Admissions Team on 0345 045 1370 or email admissions@cambridgeshire.gov.uk.

If you have any questions or concerns, please speak to your class teacher.

Alternatively, please speak to the SENDCo.

Our SEND information report was prepared in September 2025 and will be reviewed in Autumn 2026.