



Sawtry Infant School

Special Educational Needs and Disabilities Information Report to Parents

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‘Every child deserves the best possible start in life and the support that enables them to fulfil their potential.’
(Early Years Statutory Framework, 2021)

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1. Our approach to SEND

At Sawtry Infant School, we want every child to feel valued, included and supported to achieve their very best.



We aim to prepare our children for the future by providing a broad, balanced and engaging education in a safe, nurturing and stimulating environment.



We recognise that every child is unique, and that some children may need additional support at different points in their school journey. This might be for a short period of time or for longer, depending on their individual needs.



As a fully inclusive school, we believe that all children should have the opportunity to reach their full potential. We achieve this through high-quality Quality First Teaching, with lessons and activities adapted to meet the needs of individual learners. Where appropriate, children may also benefit from additional support, such as small-group activities or 1:1 teaching.



We take a flexible and individual approach to supporting our children. Our teachers and teaching assistants work closely together and are provided with the training and guidance they need to help children succeed.

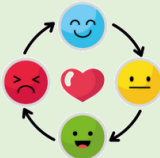


By working in partnership with children, families and staff, we create an environment where children can make progress, develop confidence, enjoy learning and feel proud of their achievements.

2. The four broad areas of SEND

Special Educational Needs (SEND) are generally considered within four broad areas of need. However, at Sawtry Infant School, we recognise that every child is unique and that their needs may overlap across more than one area.

When identifying and assessing a child's needs, we look at the whole child, considering their individual strengths, needs and circumstances. We understand that one area of need can have an impact on another, and we therefore take a holistic and individualised approach to providing the right support.

 Communication and Interaction		Pupils with needs in this area may experience difficulties with communicating and interacting with others. This may include difficulty understanding language, expressing themselves or understanding and using the social rules of communication. Pupils on the autism spectrum may have needs that fall within this area.
 Cognition and Learning		Pupils with needs in this area may learn at a slower pace than their peers and require additional support to access learning. This area includes a range of needs, such as: • Specific Learning Difficulties (SpLD), which affect one or more specific areas of learning, including dyslexia, dyscalculia and dyspraxia. • Moderate Learning Difficulties (MLD) • Severe Learning Difficulties (SLD) • Profound and Multiple Learning Difficulties (PMLD), where pupils have severe and complex learning difficulties alongside a physical disability or sensory impairment.
 Social, Emotional and Mental Health		Pupils with needs in this area may experience a range of underlying difficulties or disorders, including: • Mental health difficulties, such as anxiety, depression or eating disorders • Attention and attachment difficulties, including ADD, ADHD or attachment disorders • The effects of Adverse Childhood Experiences (ACEs) These needs can present in different ways, including challenging or disruptive behaviour, emotional distress, withdrawal or social isolation.
 Sensory and Physical		Pupils with needs in this area have a disability that may hinder their access to the educational facilities and opportunities generally available to their peers. This may include: • Sensory impairments, such as visual, hearing or multi-sensory impairment • Physical impairment that affects access to learning or the school environment. Pupils may require ongoing additional support, adaptations or specialist equipment to ensure they can access the curriculum and participate fully in all aspects of school life.

3. Frequently Asked Questions

The following frequently asked questions may help with your queries but if anything remains unanswered, please free to contact Luke Alletson, our Special Educational Needs and Disabilities Co-ordinator (SENDCO) for further advice.

You can reach Luke by emailing to: SENDCO@sawtry-inf.cambs.sch.uk

3.1 Who are the best people to talk to in school if I have a concern about my child's difficulties with learning/SEND?

Firstly, it is best to make an appointment to see your child's class teacher as they are responsible for:

- Assessing the ongoing progress of your child and identifying and planning for the delivery of any additional help that may be needed.
- Setting achievable and appropriate short-term targets to support learning. At Sawtry Infants School we follow the 'Assess, Plan, Do and Review' process, which is a document personalised to your child's specific needs, shared and discussed with you and reviewed for progress every half term. Parents/carers thoughts and feelings are highly valued and we aim to work with you in a partnership, to best support your child.
- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.

After discussing your concerns, the class teacher will share them with the SENDCo, who is responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high-quality response to meeting their needs in school.
- Ensuring that you are:
- Involved in supporting your child's learning
- Kept informed about the support your child is receiving
- Involved in reviewing progress
- Liaising with other professionals who may be coming into school to help support your child's additional needs e.g., Speech and Language Therapy, Educational Psychology, Family worker.
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are records of your child's progress and needs.
- Accessing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

3.2 How does the school identify children who may have SEND?

We assess children through:

- Observations of the child
- Class based assessments
- Setting targets and monitoring the child's progress
- Diagnostic assessments
- Working with professionals to ask their advice
- Speaking with parents and carers

We discuss the child and any difficulties they may have:

- Through Parent/Carer consultations and, if needed, additional discussions

- At Pupil Progress Meetings – these take place termly between the class teacher and members of the Senior Leadership Team
- Early Years Foundation Stage nursery and home visits, before the children start with us
- Involvement with outside agencies e.g. speech and language therapists
- Informal discussions between class teachers and teaching assistants (TA)
- Monitoring and review of progress during interventions and through differentiated class-based activities

3.3 How will I know if the school has any concerns about my child?

If it is felt your child has any additional needs that appear to be impacting on their learning, the school will set up a meeting to discuss this with you in more detail. It is important that home and school are active partners in your child's education.

We will:

- listen to any concerns you may have
- Share concerns we have in school
- Explain any additional support your child may receive
- Discuss with you and seek your permission to make any referrals to outside professionals who may support your child's learning

3.4 How will the school measure the progress of my child?

The children are assessed against the Early Learning Goals in the Early Years and the National Curriculum standards for Key Stage One (Years 1 and 2). A small proportion of children working significantly below age expected levels may be tracked using the 'Engagement Model'.

We look at where a child was in their learning before and after interventions and additional support to assess for progress. Termly pupil progress meetings take place and your child's APDR targets are reviewed and new ones written.

At the end of Year 1 all children take the Phonics Screening Check. If they do not achieve a pass, this will be retaken in Year 2. At the end of Key Stage 1 (i.e. at the end of year 2) all children are required to be carefully assessed. The assessment is based on teacher knowledge and evidence of the children's work.

3.5 What are the different types of support available for children with SEND at our school?

All children will receive excellent teaching in the classroom. This is known as Quality First Teaching.

Quality First Teaching means that:

- Expectations for your child are high.
- Understanding of what your child already knows, can do and can understand is built upon.
- Flexible approaches to teaching are in place, so that your child is fully involved in learning in class. This may involve strategies such as using more practical learning or pre-tutoring.
- Specific Strategies (which may be suggested by the SENDCo or outside support agencies) are matched to support your child's learning need.

- Assessment is rigorous. Your child's teacher will carefully check progress so that any gaps in understanding or learning are quickly addressed, with extra support to help make them the best possible progress.

Specific Group Work

Skilled teaching assistants are used to support children in lessons and also to run small, specialised interventions. These may be 1:1 or small groups depending on the needs of specific children.

Specialist support targeted by outside agencies, e.g., Speech and Language Therapy, Physiotherapy, etc.

Children receiving support from outside agencies will have been identified by the school as needing additional specialist advice in order for them to progress in school. This can may be from Local Authority central services or other outside agencies such as the Educational Psychology Service or CAMH.

Specified High Level Individual Support

Children with a significant additional need, who require 1:1 support in order to make progress may have an Education, Health and Care Plan (EHCP). This means your child will have been identified as needing a particularly high level of individual support which cannot be provided from the budget available to the school and additional funding will be needed. This is a legal document detailing your child's needs, how they will be supported and the funding allocated.

6.6 Does my child need an EHCP?

For your child to qualify for an EHCP this would mean:

- The school (or you) can request that the Local Authority (LA) carry out a statutory assessment of your child's needs. Being accepted for the assessment is not a guarantee that your child will be given an EHCP.
- After the school have sent in the assessment request (with a lot of information about your child, including some from you), details of support which has already given and strategies tried, usually three cycles of APDR, the Statutory Assessment Team will decide whether they think your child's needs (as described in the paperwork provided), fit the criteria to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs.
- After the reports have all been gathered, the request goes to a specialist panel who decide if your child's needs are severe, complex and lifelong and that they need support in school to make good progress. If this is the case, they will write an EHCP and allocate funding. If this is not the case, they will ask the school to continue with supporting your child.
- The EHCP will outline the level and type of support your child will receive, how the support should be used and what strategies must be put in place. It will also have long and short-term goals for your child. This is a legal process which sets out support needed and the amount of funding to bring this about.
- Parents/carers of children with an EHCP will have an official annual review meeting to discuss progress and update the EHCP, however as a school, we are always available to discuss any concerns.

6.7 How is extra support allocated to children and how they progress in school?

The school budget, received from Cambridgeshire County Council, includes money for supporting children with Special Educational Needs.

The Headteacher decides on the deployment of resources for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school. The Headteacher and the SENDCo discuss all the information they have about additional needs in the school and from this information, they decide what personnel resources, as well as training and support is needed.

All support given in school is reviewed regularly and changes made as needed, so the needs of the children are met and resources are deployed as effectively as possible.

6.8 Who are the other people providing services to our children?

Other external agencies who we can call upon to support your children include:

- Family Support Workers for the Locality Team - also useful if your concerns are home based rather than school i.e., challenging behaviour, bedtime issues, tantrums etc.
- Speech and Language Therapists
- Occupational Therapists
- Specialist Teachers for Children with Visual and Hearing Impairments,
- Educational Psychologists
- The Specialist Teaching Team
- Paediatricians
- The School Nursing Team for conditions such as diabetes, epilepsy etc.
- Child Mental Health services/MHST Mental Health Support Team

A child will be referred to an external agency if it is felt that, after implementing the school-based interventions additional, specialised support is required. If this is the case the SENDCo will refer a child in conjunction with the child's class teacher and parents.

6.9 How are teachers and teaching assistants in school helped to work with children with SEND and what training do they receive?

The role of the SENDCo is to support the class teacher in planning for children with special needs and disabilities. The SENDCo is fully trained with the National SEN Award qualification.

All staff at school have had training at different times to support and meet the needs of the children they are working with. This may include training in:

- Autism
- Therapeutic Thinking (de-escalation and behaviour support)
- The dyslexia friendly classroom
- ELKLAN, which focuses on speech and language skills
- ELSA – Emotional Literacy Support

In addition to these, many staff are skilled in individual areas to deliver specific intervention programmes.

For medical needs, e.g., epilepsy and diabetes, staff are trained as necessary to administer medication/procedures.

3.10 What support do we offer to you as a parent of a child with SEND?

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The SENDCo is available to meet with you, currently on a Wednesday, to discuss your child's progress or any concerns/worries you may have.
- Outside agencies will only be involved with your permission and you will be asked to share the completion and signing of appropriate paperwork. Once involved, you will be informed of any assessments or paperwork and may well meet with the professional involved.
- Targets will be regularly reviewed, with your involvement.

3.11 How is our school accessible to children with SEND?

The school has easy access with double doors and a ramp at the entrance ensuring that it is compliant with DDA requirements. We ensure that, wherever possible, equipment used is accessible to all our children, however TAs will support children with additional needs in situations they might otherwise be unable to access.

We have an accessible toilet and changing facilities. For children needing adaptive aids in the classroom, we work with occupational/physiotherapists to ensure needs are met. We are able to create quiet/safe areas for children who need a 'chill out' space. Additional resources including ear defenders, pencil grips and other specialist equipment are made available as and when needed for specific children.

After school activities and clubs are accessible to all children, including those with SEND. School makes reasonable adjustments to ensure all children are supported to access the same activities and experiences.

3.12 How will we support your child when they are changing classes or moving school?

We recognise that transitions can be difficult for any child and take steps to ensure that any transition is as smooth as possible.

If your child is joining us from a pre-school setting:

- We are in contact with all the pre-school providers and child minders of children who feed into our school.
- Once we have details of our children, we send out information to parents/carers inviting them to a 'starting school' evening, to meet the staff, explore the building and find out about us.

- Our Early Years Lead Teacher will be in contact with pre-school providers, finding out a little more about your children. If a child is already known to have additional needs, the EY Lead and SENCO will visit them in their pre-school setting, to observe and talk with knowledgeable staff in the setting.
- All children have the option of several 'stay and play' sessions, to familiarise themselves with school and staff. Children with additional needs will be offered extra stay and play 'quiet' sessions.
- Parents and child are invited to a school lunch event

If your child is moving from Sawtry Infant School:

- The majority of our children go to Sawtry Junior Academy when they leave us. We are in regular contact with the SENDCo from SJA and ensure all arrangements and support details that need to be made for your child are passed on. If your child has an EHCP, the SENDCo from SJA will be invited to the Annual Review meeting in the autumn term prior to moving on. All Y2 children will take part in transition activities, including lunch, at Sawtry Junior Academy, enabling them to gain familiarity with staff and buildings.
- If you feel your child would benefit from extra visits to Sawtry Junior Academy, or visits from their teacher/teaching assistant to be we can arrange this.
- We will make sure that all records about your child are passed on as soon as possible. If you choose another school, or move out of the area, we will ensure this happens too.
- If beneficial, we will speak to staff at your child's new school, to share useful information.

When moving classes in school:

- Information will be passed on to the new class teacher during our 'Team around the Cohort' meetings, held in the summer term. When class lists have gone out, we hold an informal 'meet your child's new teacher' session, so once you know who the teacher is, you can come along and share information. A further meeting can be arranged between parents and teacher if needed.
- If your child would be helped by a booklet or social story to support their understanding of moving on then it will be made for them.

3.13 What support will there be for my child's overall wellbeing, including social and emotional development?

If your child has any medical needs, please let the school office and class teacher know straight away. They will then inform any members of staff who need to be told, so they can care for your child in the most appropriate way. Children with life threatening conditions e.g., allergies, diabetes etc. are highlighted, with photographs in the staff room* so all adults in school are aware. *Subject to parental permission

Please contact the school office if long term medication needs to be administered to your child. Long term conditions requiring medication or specialist intervention will be treated with compassion and dignity. Specific staff will be trained to support these.

Children who are not yet toilet trained and require intimate care support will have an intimate care plan, drawn up between school and parents/carers, to ensure the dignity and well-being of your child's hygiene needs are preserved.

Children with social and emotional needs or anxiety will initially be helped in school, possibly in a small nurture group or perhaps 1:1, if needed. Some of our TAs are in the process of being ELSA (Emotional Literacy Support Assistants), trained for this purpose. If a concern continues, a child may be referred to the Emotional Health and Wellbeing Team/Mental Health Schools Team for further support.

Every child has the opportunity to participate in all activities the school offers. If this involves your child needs extra support on a school outing, please speak to the class teacher who will do all they can to meet the needs of your child, so they too can enjoy the outing. Specialist equipment e.g. wheelchair, will be used when necessary.

3.14 Who should I contact if I have a complaint?

We would like to think that parents/carers find us approachable and supporting but if you do not feel your concerns have been dealt with appropriately, please approach your child's teacher and/or the SENDCo.

If your particular situation cannot be resolved at this stage then ask for an appointment with the Headteacher. The appropriate teachers will keep notes of these meetings and provide you with a copy of their record after the meeting. Finally, you are welcome to contact the Governor responsible for SEND at the school.

3.15 I think I need support beyond the school. Who do I go to?

The Parent Partnership Service, providing Cambridgeshire's SEND 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. They also offer impartial and confidential information, advice and support to young people and children with special educational needs (SEN) or a disability or who have concerns they may have special educational needs.

SENDIASS can help you with:

- Confidential support and someone to talk to in confidence
- Advice and information about special educational needs
- Independent Support for children, young people and families as Statements are transferred to EHC Plans
- Preparing for meetings with your child's school or with professionals who are working with your child
- Information on your rights and responsibilities as a parent, children's rights and SEN law and guidance
- Information about local support groups and voluntary organisations

Pinpoint:

Pinpoint is the Parent Carer Forum for Cambridgeshire. Their role is to support parent carers of children and young people aged 0 -25 years with additional needs or disabilities. As a parent carer forum, Pinpoint enable the Local Authority to fulfil its statutory requirement to listen, engage and work together with parent carers for the benefit of children with Special Educational Needs and Disabilities (SEND) and their families.

They can:

- Provide information and signposts parents and carers to the services best suited to help them with their child's needs.
- Engages and empowers parent and carers by running free events, workshops and training, including an annual conference, and helps them ask for the services their children need.
- Works with statutory services as both a partner and critical friend; they both fund and provide support and services and Pinpoint ensures parents' voices are heard and that parents help to shape services.

Pinpoint are based in St Ives and work across Cambridgeshire. <https://www.pinpoint-cambs.org.uk>

4. Glossary and Links

APDR = Assess, Plan, Do, Review

EHCP = Education Health Care Plan

SEND = Special Educational Needs and Disabilities

SENDCo = Special Educational Needs & Disabilities Co-ordinator

LA = Local Authority

Details of Cambridgeshire's Local Offer can be found on:

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/aboutcambridgeshire-s-local-offer/>

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