

Girton Glebe SEN Information Report 2025-26



Girton Glebe is an inclusive school committed to meeting the needs of all pupils including those with SEND.

1. Legislation:

This information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care plans (EHCPs), SEN co-ordinators (SENCOs) and the SEN information report.

2. Contacts:

- SENCO: Laura Fitch lfitch@gg.tela.org.uk
- SEND Governor: Nigel Howlett nhowlett@gg.tela.org.uk

3. The kinds of SEND that are provided for:

Currently, 21.4% of pupils at Girton Glebe have an identified special educational need or disability (SEND). Of these pupils, 15 have an Education, Health and Care Plan (EHCP).

At Girton Glebe, we are committed to providing an inclusive education and meeting the needs of pupils across the four broad areas of SEND identified in the SEND Code of Practice (2015). We provide additional and/or different provision for a range of needs, including:

- Communication and interaction, for example Autism Spectrum Condition (ASC) and speech, language and communication needs (SLCN)
- Cognition and learning, for example moderate learning difficulties and specific learning difficulties
- Social, emotional and mental health (SEMH) needs, for example ADHD, anxiety and trauma-related difficulties
- Sensory and/or physical needs, for example hearing impairments.

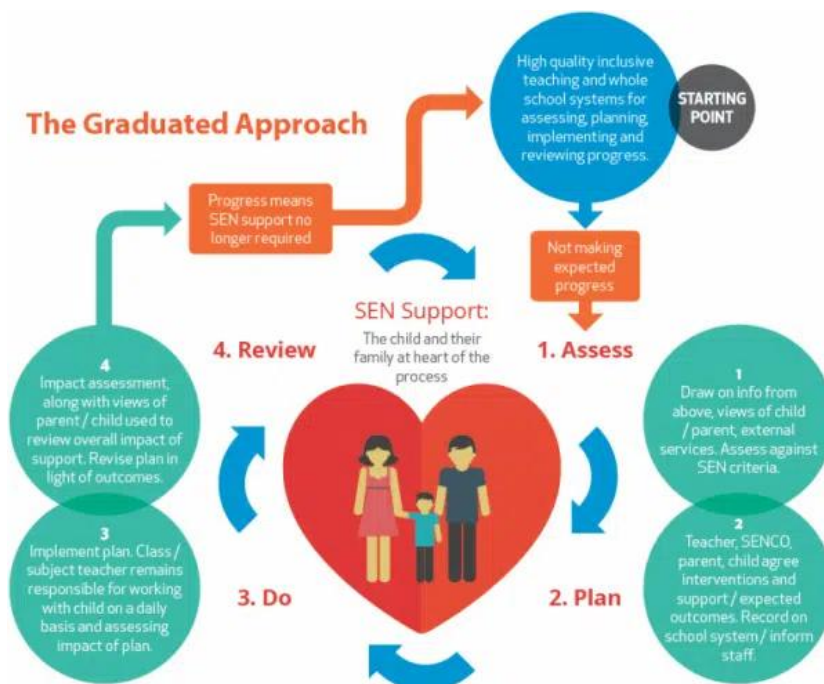
Many pupils present with needs across more than one area and provision is planned accordingly. Some pupils may also experience additional barriers to learning which can impact progress and attainment but do not necessarily indicate SEND. These may include English as an Additional Language (EAL), attendance or eligibility for Pupil Premium.

4. Identifying pupils with special educational needs

At Girton Glebe, we follow the graduated approach outlined in the SEND Code of Practice (2015). This ensures that pupils' needs are identified early and support is carefully planned, implemented and reviewed.

Pupil attainment and progress are monitored from entry into school and throughout each academic year. This enables us to identify any pupils who may require additional support as early as possible. Pupils are assessed across the curriculum, with attainment and progress data collected termly. This data is reviewed by class teachers, the Senior Leadership Team and the SENCO to identify emerging concerns and evaluate the effectiveness of current provision.

Alongside attainment data, staff make regular assessments of all pupils' wider development, including communication, social interaction, emotional regulation and independence. This helps us identify needs that may present outside of academic learning.



Concerns about a pupil may be identified through:

- pupil progress meetings
- teacher observations and ongoing assessment
- discussions with parents or carers
- information from previous settings or schools
- involvement from external professionals
- the pupil's own views and experiences

Girton Glebe has a clear and well-established referral process. Class teachers can raise concerns with the SENCO at any point to discuss whether further assessment, intervention or monitoring is needed. Parents and carers are also encouraged to raise concerns directly with the class teacher or SENCO.

Slow progress or low attainment alone does not automatically mean that a pupil has SEND. When concerns arise, we consider the wider context and any underlying needs before making decisions about identification and support.

Class teachers remain responsible and accountable for the progress and development of all pupils in their class, including those receiving additional support.

5. Consulting and involving pupils and parents

At Girton Glebe, we believe that effective support for pupils with SEND is most successful when it is built through co-production between parents/carers, the school and the pupil.

When concerns are first identified, we will hold an early discussion with the pupil and their parents or carers to explore whether special educational provision may be required. These conversations help us to develop a shared understanding of the pupil's strengths, needs and any barriers to learning. If it is agreed that SEND support is needed, parents will be formally notified and provision will be recorded through an Assess, Plan, Do, Review (APDR) plan. Parents and carers are actively involved in this process and work collaboratively with school staff to develop appropriate outcomes and strategies to support their child.

Parents of pupils receiving SEND support are offered three meetings each year as part of the school's parent consultation cycle. Prior to these meetings, teachers share the pupil's APDR plan so that families have time to review progress and prepare for discussion. This ensures that meetings are purposeful and focused on next steps.

For pupils with an Education, Health and Care Plan (EHCP), parents are offered three additional review meetings across the year, alongside the statutory annual review meeting.

Pupil voice is central to our approach. Pupils are supported to share their views about their learning, their support and their aspirations. Their views are considered during SEND reviews, APDR planning and EHCP annual reviews to ensure that provision reflects their individual experiences and priorities.

We operate an open-door policy and encourage parents and carers to speak with staff whenever needed. Families can contact the class teacher, SENCO or wider pastoral team in person, by telephone or by email to discuss any concerns or seek advice.

6. Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of assess, plan, do, review. The class teacher and supporting adults will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

7. Supporting pupils moving between phases and preparing for adulthood

At Girton Glebe, we recognise that transitions can be a significant time for all pupils, particularly those with SEND. We place a strong emphasis on preparing pupils carefully for changes in routine, environment and expectations.

We support pupils at all key transition points, including:

- preschool to primary school
- year-to-year transitions within school
- primary to secondary school

For pupils joining Girton Glebe, we work closely with local preschools and early years settings to gather information, visit pupils in their current setting where appropriate, and begin building relationships with families. This helps us to understand pupils' needs and put support in place from the outset.

Within school, we use a range of 'soft transition' approaches to support pupils moving between classes, including classroom visits, meeting new adults, transition books and opportunities to spend time in their new learning environment.

For pupils moving to secondary school, we work closely with local secondary SENCOs to plan effective transitions. For pupils with Education, Health and Care Plans (EHCPs), transition planning

begins in Year 5, with secondary SENCOs invited to annual review meetings where appropriate. This planning continues throughout Year 6 and may include information-sharing meetings, parent meetings, individual visits, small group tours and the sharing of transition materials.

For pupils with more complex needs, bespoke transition packages are developed to ensure a smooth and well-supported transition between settings.

Pupil voice is central to transition planning. Pupil voice passports are created in partnership with pupils to help staff understand their strengths, needs and preferred strategies for support. These are used both during transitions and as part of everyday provision.

As part of preparing for adulthood, we support pupils to develop independence, resilience, self-advocacy and confidence. These skills are embedded throughout school life and help pupils prepare for future learning and wider life experiences.

8. Our approach to teaching pupils with SEND

At Girton Glebe, teachers are responsible and accountable for the progress and development of all pupils in their class, including those with SEND. High-quality teaching, carefully adapted to meet the diverse needs of learners, is the first step in responding to pupils who may have SEND. We believe that inclusive classroom practice is the foundation of effective SEND support. All pupils access a broad and balanced curriculum. Lessons are carefully planned, structured and delivered to promote engagement, participation and success for all learners. Teachers have high expectations for every pupil and use a range of adaptive teaching strategies to ensure all pupils can access learning and make progress.

These strategies may include:

- adapting resources and tasks
- scaffolding learning
- pre-teaching key vocabulary and concepts
- using visual supports
- chunking instructions
- providing additional processing time
- using practical and multisensory approaches

Teachers regularly check understanding throughout lessons using strategies such as questioning, observation and assessment of written work, alongside end-of-unit and termly assessments. This allows teaching to be responsive and adapted where needed. Where additional support is required, we offer a range of needs-led interventions. These are carefully selected to address identified barriers to learning and are designed to supplement, not replace, high-quality classroom teaching. Interventions are reviewed regularly to monitor their impact and inform next steps. Alongside academic support, we provide pastoral support throughout the school day as needed. Teachers and support staff build strong, positive relationships with pupils to promote emotional wellbeing, engagement and readiness to learn. Our nurturing ethos ensures that pupils feel safe, valued and fully included in school life.

9. Additional support for learning

At Girton Glebe, we use a graduated approach to providing additional support for pupils with SEND. Targeted provision is used for pupils who require support that is additional to, and different from, high-quality classroom teaching in order to make progress. This may involve structured, evidence-based interventions tailored to the identified needs of the pupil. Where appropriate, parents and carers are informed when their child begins an intervention programme, as we recognise that strong home-school partnership can enhance outcomes. The effectiveness of targeted interventions is reviewed regularly and rigorously through the Assess, Plan, Do, Review (APDR) cycle. This allows us to evaluate impact and make informed decisions about whether to continue, adapt or change the support provided.

Further intensive provision may be required when a pupil needs more specialised or individualised support. In these cases, we may seek advice and involvement from external professionals such as the Speech and Language Therapy team, Specialist Teaching Team, or Educational Psychology Service. In some cases, specialist advice may be sought earlier where needs are more complex or emerge quickly.

Where appropriate, provision is planned and evaluated using baseline assessments, provision maps and follow-up assessments to measure progress and inform next steps.

10. Securing equipment and facilities

At Girton Glebe, we are committed to ensuring that pupils with SEND can access learning and the wider school environment successfully. We provide a range of resources and equipment to support individual needs, including visual timetables, sensory resources, overlays, coloured paper, adapted PE equipment and specialist seating where appropriate. We also make use of individual and bespoke equipment and resources provided by the sensory support team.

The need for specialist equipment or facilities is identified through the Assess, Plan, Do, Review (APDR) process and in consultation with parents, pupils and relevant external professionals.

Where specialist equipment is recommended by external professionals, such as the NHS or the Specialist Teaching Team, we work to secure this through the relevant services. If equipment is identified as necessary but cannot be provided externally, the school will consider how best to source this directly in order to meet the pupil's needs.

The school will make reasonable adjustments where necessary to improve access to learning, the physical environment and wider school life. This may include adapting classrooms, resources, equipment or routines to support individual needs.

Specialist equipment is stored securely, maintained appropriately and reviewed regularly to ensure it remains safe, relevant and fit for purpose.

11. Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- All pupils, including those with SEND are encouraged to be part of the school council.
- Pupils with SEND are also encouraged to participate in school clubs to promote teamwork/building friendships etc.

We have a zero-tolerance approach to bullying and a clear procedure for identifying and responding to bullying-related incidents.

Pastoral support arrangements include:

- Girton Town Charity funded Therapeutic Provision
- Nurture club
- Comprehensive PSHE curriculum
- A range of interventions to support children with their emotional development including social skills groups, confidence building groups, and explicit teaching to identify and manage emotions through the Zones of Regulation.

12. Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

At Girton Glebe, we are committed to ensuring that all pupils, including those with SEND and

disabilities, are fully included in all aspects of school life.

All extra-curricular activities, including before- and after-school clubs, educational visits, workshops, performances and enrichment opportunities, are available to all pupils. We believe that every child should have the opportunity to participate, contribute and succeed alongside their peers.

When planning trips, visits or wider school activities, the needs of pupils with SEND are considered from the outset. Where necessary, additional support, adaptations or reasonable adjustments will be planned in partnership with parents and carers to ensure pupils can access activities safely and successfully.

All pupils are encouraged to participate in events such as sports day, school productions, special workshops and wider leadership opportunities. Every effort is made to remove barriers to participation and provide the support needed for full inclusion.

No pupil is excluded from activities because of their SEND or disability.

Further information about how we improve access for pupils with disabilities can be found in our Accessibility Plan on the school website.

13. Training of staff in relation to SEND

The SENCO at Girton Glebe has three years' experience in the role and over twenty years' experience as a primary school teacher, including a range of leadership responsibilities and has recently completed the NPQSEND. The SENCO engages in regular professional development through local SEND network meetings, training and conferences to ensure knowledge and practice remain current. The SENCO works closely with the local authority, the Specialist Teaching Team and other SENCOs across the Eastern Learning Alliance to share expertise, develop practice and access specialist advice where needed

Our SEND team includes the SENCO Assistant and a team of teaching assistants who support the delivery of SEND provision across the school. Staff receive regular training to ensure they are equipped to meet the needs of pupils effectively.

Training is planned in response to the needs of the pupils in school and the priorities identified through provision reviews. Over the past two academic years, staff have received training in areas including (but not limited to):

- Little Wandle Phonics
- adaptive teaching
- Therapeutic Thinking
- Autism
- Zones of Regulation
- Demand avoidant profiles (PDA-informed approaches)
- Understanding literal and non-literal language

Where specialist interventions are required, external professionals provide training, guidance and oversight to ensure provision is delivered effectively and consistently. For example, speech and language programmes may be overseen by specialist therapists or specifically trained TA's.

14. Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their targets each term alongside pupils and parents/carers
- Reviewing the impact of interventions regularly

- Using pupil questionnaires •
- Parent questionnaires
- Annual staff surveys
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHCP plans
- Quality Assurance Monitoring through the Eastern Learning Alliance SEND team

15. Working with other agencies:

The school works within a wide-reaching multi-agency network. The Head teacher, Safeguarding DP and SENCO are responsible for ensuring active involvement of external agencies where this is deemed to be in the best interests of a pupil. The school has links with a variety of local authority and voluntary sector organisations which are called upon to help meet SEND needs when required. We currently work with the following agencies to provide support for pupils with SEND:

- Social Care
- Education Welfare Service
- Statutory Assessment Team
- SEND Service
- Cambridge Community Services-NHS Trust (SALT, Occupational Therapy, Physiotherapy, Clinical Psychology, Paediatrics)
- Early Support
- Emotional Health and Well-being Service
- Family Intervention Workers

16. Local offer

The aim of the Local Offer is to improve choice and transparency for families. It also provides information on services and provision in the local area.

Cambridgeshire County Council's Local Offer of information and services available in the area for children and young people aged 0 – 25 who have special educational needs and/or disabilities is available here:

[Cambridgeshire Online | About the Local Offer](#)

17. Contact details of support services for parents of pupils with SEND

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 (SEND) 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 (SEND) or a disability or who have concerns they may have special educational needs. Please follow the link below for more information:

[Cambridgeshire Online | SEND Information, Advice and Support Service \(SENDIASS\)](#)

18. Policies and further information

This policy links to our policies on:

- SEND
- Behaviour

- Equality
- GDPR
- Accessibility Plan

The policies listed above can be accessed here: <https://girtonglebe.com/school-policies/>

19. Complaints about SEND provision

Complaints about SEND provision in our school should be made to the headteacher in the first instance. They will then be referred to the Trust's complaints procedures.