



Cadland Primary School

Special Educational Needs and Disabilities (SEND) Information Report 2025-26

At Cadland Primary School, we aim to give every child an exciting and fulfilling time at school, so that they remember their primary school years with pride and pleasure.

We value all children equally and we work hard to ensure that all our pupils, regardless of their specific needs, make the best possible progress in school. Every child is encouraged to develop his/her potential – intellectually, emotionally, physically and socially. We have a responsibility to enable all children to have equal access to the whole curriculum and to play as full a part as possible in all aspects of school life.

This information report outlines for parents how the needs of pupils with SEND are met at Cadland Primary School. Our SEND policy can be found on our website, however this report answers a list of questions we are most commonly asked.

This document complies with the SEND Code of Practice 0-25 and has been written with reference to the following guidance and documents:

- Equality Act 2010 Advice for Schools, DfE Feb 2013
<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>
- SEND Code of Practice 0-25 (2015)
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- Teachers' Standards, DfE 2021
<https://www.gov.uk/government/publications/teachers-standards>

What is the definition of SEND?	The SEND Code of Practice defines SEN as follows: A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they: • have a significantly greater difficulty in learning than the majority of others of the same age; or • have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions
What special educational needs do you cater for?	At Cadland Primary School, we embrace the fact that every child is an individual, and therefore the educational needs of every child are different. We provide an inclusive education for all children, including those who may be experiencing difficulties in one or more of these four broad areas of SEND: Communication and Interaction, e.g. autistic spectrum disorder, speech and language difficulties, communication difficulties.

Cognition and Learning e.g. specific learning difficulty such as dyslexia or dyscalculia. Social, Emotional and Mental Health difficulties, e.g. ADHD, attachment difficulties, experiences of childhood trauma, PTSD. Sensory and Physical Needs e.g. visual impairment, hearing impairment, processing difficulties, physical disabilities. Please see below for some of the different kinds of support we can offer within each of these categories.			
Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Sensory/Physical
Our LSAs can deliver rigorous, evidence-based interventions, such as RWI 1:1 Tuition, Precision Teaching, paired reading and a range of other learning interventions. Our Speech and Language Support Assistant (SaLSA) can deliver SpLD Interventions such as SIDNEY and Toe by Toe, and she can also carry out DEST screening tests.	Our SaLSA supports children with SALT programmes and liaises closely with speech and language therapists. Makaton signs are used in Early Years setting for some pupils who struggle to communicate verbally. PECS symbols are sometimes used with some children to support independent communication.	ELSA support is in place for around 20 children each half term, or for a longer period of time if needed. Our ELSA is able to support with bereavement and loss and is also trained to deliver CBT. The ELSA and other senior staff supervise The Hive at lunchtimes – this is a calm, quiet space for children who find the school hall and playground especially tricky.	Learning Support Assistants liaise closely with OT and Physio services to deliver programmes for pupils in school with physical needs. Paediatric First Aid training is up to date for many staff, as well as training in use of EpiPens and in treating a range of other medical conditions, e.g. epilepsy, Type 1 diabetes.

How do I know if my child may need extra help or have Special Educational Needs or Disabilities (SEND)?	Class teachers make regular observations and assessments of all the children in their class. They may also be able to carry out more formal assessments, such as a reading age test. Assessments may be of an academic or social nature. These assessments are used to identify any children whose: • progress is significantly slower than that of their peers • progress fails to match or better their previous rate of progress • attainment falls significantly below the age-related expectation • formal assessments indicate a particular weakness Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND, but may often lead to further investigation. If you raise a concern with the class teacher, he/she will then consult with the school SENDCo, who will look further into the difficulties, keeping parents informed and taking their views into consideration.
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	The early identification of additional needs is crucial in ensuring the best possible provision and progress for all children. The first step would generally be to put in place a plan of intervention, which is reviewed after a short period of time. This is known in school as 'Plan, Do, Review' but is also referred to as The Graduated Approach.
How will I know how my child is doing with their learning?	We value the importance of working closely with parents, and will keep you informed about your child's learning and progress through: • informal communication after school • formal meetings with class teacher and/or SENDCo • regular communication where necessary, e.g through email, home/school communication book • meetings with outside agencies, e.g. Education Psychology, School Nurse, Speech Therapists, Occupational Therapists • annual reviews (if your child has an EHCP) • Parent Teacher evenings • End of year reports • Share My Learning mornings
How will my child's progress in learning be reviewed?	As part of the graduated response, we work within a cycle of 'Assess – Plan – Do – Review'. Every small step is clearly planned and based on assessments of your child's needs. Provision is set up for your child, e.g. a specific 1:1 intervention in or out of class, a small group provision, inclusive teaching, or adaptations to the environment, and a time scale is agreed in which to achieve the set targets. This will be written clearly on your child's Learning Plan and you will be given a copy. At the end of this time frame, your child's target and progress towards it are evaluated. The cycle continues as needed with Learning Plans amended. Ongoing quality first teaching and assessment for learning happens on a daily basis.
What is your approach to the teaching of children with SEND?	High quality, inclusive teaching is our first step in responding to children with SEND. We offer a broad and balanced curriculum which will be adapted for individual pupils as needed. Some children may benefit from smaller group work or 1:1 support in or out of class. We can provide the following interventions: • Precision Teaching • Thrive based support • RWI Phonics interventions • Toe by Toe and 1:1 reading support • Maths interventions • ELSA • Occupational Therapy • Speech and Language support from SaLSA • Social skills group interventions

How will the curriculum and learning environment be adapted for my child?	In order to meet your child's individual needs, it may be necessary to make adaptations to the curriculum or to the learning environment. This might be done through: • Differentiating the curriculum to ensure all children are able to access it, e.g. by grouping children, changing teaching style, considering task design and resources available, providing 1:1 support. • Adapting our resources and staffing • Using recommended aids such as laptops, writing slopes, coloured overlays, visual prompts etc. • Differentiating our teaching; for example, allowing longer processing times, pre-teaching vocabulary, repetition and overlearning of key skills
How will you support my child's transition to your school, and then to the next school?	If your child has been identified as having SEND before they come to us, a Transition Partnership Agreement (TPA) Meeting will take place. This will involve us, as the new school, and your child's current setting. The meeting enables us to gain a more thorough understanding of your child and their needs before they join Cadland. We work closely with the professionals that know your child best at the time, and we put together a structured plan that outlines the strategies and provision that will enable your child to have a successful transition. A similar process will happen when your child leaves us to go to a different school. Future schools can also be invited to your child's annual review if they have an EHCP and are due to move on. At key transition points (Year R, Year 3, Year 6) we routinely arrange additional transition sessions to help your child familiarize themselves with their new environment and key adults. When moving from one year group to the next, information is passed on to the new class teacher in advance and staff meetings are set aside to allow for the handover of information. SEND paperwork and reports from outside agencies will be shared and passed on. Transition plans are created for those children who require additional support with moving on. They work through a 3 – 4 week plan in the summer term with an LSA or our ELSA to make sure they are fully prepared for the move, and have their 'Moving On' books to refer to in the holidays.
How is SEND provision evaluated?	Every child's progress is continually monitored by his/her class teacher. This happens through marking of work and feedback within lessons, as well as through formal teacher assessments carried out each term in Reading, Writing and Maths. Pupil Progress meetings are held termly, attended by the Senior Leadership Team, Phase Leader and the SENDCo to review children's progress and discuss children for whom an intervention might be beneficial. The overall effectiveness of interventions is

	evaluated by data analysis of progress made, observations and feedback. The Inclusion Manager has a programme of monitoring across the school, and these activities are carried out by her and by the Senior Leadership Team to ensure that the needs of all children are met, and the quality of teaching and learning is high. The monitoring plan will include book and planning scrutiny, data analysis, learning walks, lesson observations, target reviews and opportunities to speak to the children about their targets and the support they receive.
Can my child join in with other children who do not have SEND?	We are an inclusive school and we believe that all children should be able to have the same opportunities and experiences. Whilst there are occasions when children with SEND may require their learning to be delivered out of the classroom, or on a 1:1 or small group basis, we strongly believe that they should also be integrated with the rest of the children in their class where possible. All pupils are encouraged to take part in music concerts, trips, sports events, and special activities.
How will you support my child's emotional wellbeing?	We are a caring, nurturing school and our children's wellbeing is really important to us. We teach PSHE in all classes and we encourage children to speak to adults about anything that is worrying them. Children are encouraged to take on special roles in school to support their peers, e.g. play leaders, Tree Team captains and vice captains, school councillors. If a child is struggling with their emotional or social wellbeing, it may be appropriate for their class teacher to make an ELSA referral. This referral will be triaged to decide on next steps. Like our other interventions, ELSA is a time-bound intervention that is offered for a specific period of time (usually half a term) and individually planned to address a particular concern, e.g. anxiety, managing anger. Lunchtime and break time support is available – at lunchtimes there are different zones on the playground, all staffed individually, and there is an indoor option (The Hive), for children who find the playground or the school hall tricky.
Do you work with any other agencies?	We work with a range of outside agencies, as appropriate, to support your child's learning and development. We can also make referrals to agencies to support you and your family as needed. Some examples of agencies we work with are: • Hampshire and Isle of Wight Education Psychology Service • Speech and Language therapists • Physiotherapists • Occupational Therapy

	• Specialist Teacher Advisory Service for Visual/Hearing Impairment/Physical Disability • School Nursing Team • Primary Behaviour Service • Forest Park Outreach • Portage • Children's Services • New Forest Family Support Service • Voluntary/charitable organisations in the local area.
What would I do if I had a concern about the SEND provision at Cadland Primary School?	Please come and see us if you have any concerns about provision in our school. We would advise that you speak to your child's class teacher in the first instance so that he/she can try to resolve any issues. If necessary, the SENDCo, Phase Leaders and/or SLT may be involved. For more information, our Complaints Procedure is available on the school website.
What happens if my child is in foster care?	All the information in this report is relevant and applicable to children who are looked after by the local authority. Your child's individual needs will also be discussed and documented each term as part of their PEP (Personal Education Plan).
Where can I find more information?	Please go to our website for further information about our school. www.cadland.hants.sch.uk Many school policies are available to view on the website. We welcome visits so please call the office on 023 80892341 to arrange to come and look around.

This SEND Information Report was reviewed by HT: November 2025
Next review: October 2026