



SEND Information Report

Every child belongs, learns and is supported to thrive.

A guide for families • 2026–27



**Barriers,
not labels.**



**Vital for some.
Beneficial for all.**



**We care,
not we care if...**



What if I think my child needs support?

- 1 Speak to the class teacher**
Your child's teacher is the first point of contact. Share what you notice, what your child enjoys and what helps at home.
- 2 Understanding the whole child**
We use observations, assessment, pupil and parent voice, attendance and wellbeing information to build a picture of strengths and needs.
- 3 Support does not wait for a diagnosis**
Teachers adapt classroom provision as needs emerge. Where further support is needed, we plan, deliver and review this together.



How do we identify barriers and plan support?

1

KNOW → UNDERSTAND

Pupil Profiles bring together family and pupil views with teacher knowledge, assessment and wellbeing. The Understanding Barriers Toolkit helps identify specific barriers.

2

DESIGN → TARGET → DELIVER

Teachers use class provision maps to adapt everyday teaching. Where needed, individual outcomes, SMART targets and personalised support are agreed.

3

MONITOR → REVIEW

We check participation, independence, learning and wellbeing. Support is continued, adapted or intensified according to impact.



What might support look like in class?

1

Universal inclusive teaching

Clear routines and instructions; modelling; visual prompts; vocabulary teaching; flexible scaffolding; practical resources; positive relationships and predictable transitions.

2

Personalised approaches

For example, movement or sensory breaks, assistive technology, adapted recording, check-ins, a quieter working space or individual communication supports.

3

Additional targeted support

Some pupils benefit from time-limited, assessed interventions, such as reading, language, numeracy, emotional literacy or social communication support. Provision is selected according to need.



How are SEND plans reviewed?

1

Assess, Plan, Do, Review (APDR)

Where special educational provision is required, we use APDR to agree needs, outcomes, provision and review points with parents and pupils.

2

Class teachers lead provision

Teachers are responsible for teaching and progress. Teaching assistants help implement agreed strategies and gather evidence. The SENCO coordinates and advises.

3

EHCPs and specialist advice

For pupils with an Education, Health and Care Plan, provision reflects statutory requirements. We work with relevant professionals and families to review progress.



How do we support wellbeing and belonging?

1

Everyday support

Relational approaches, predictable routines, trusted adults and daily wellbeing check-ins help us notice when a child may need extra support.

2

Targeted support

Depending on need and availability, support may include ELSA, emotional regulation work, social skills or personalised transition arrangements.

3

Working together

We listen to the child and family, consider the reasons behind distress or behaviour and maintain clear, supportive boundaries. Where needed, we seek advice from external services.



How are families involved?

- 1 Your voice matters**
We invite parent and pupil views to understand strengths, interests, barriers and strategies that work. Please contact your child's teacher whenever concerns arise.

- 2 Keeping in touch**
We share progress through everyday communication, parents' evenings and additional SEND/APDR reviews where appropriate.

- 3 Participation and transition**
We plan reasonable adjustments so pupils can access trips, clubs and wider school life. Transition support may include extra visits, information-sharing and individual plans.



Who can help?

1

At school

Class teacher: first point of contact.

SENCO: Sam Barnes — sbarnes@anglianlearning.org

School office: office@meadowprimary.org

2

School leadership

Executive Headteacher: Nicky Butcher.

For unresolved concerns, follow the school's published complaints procedure.

3

Further information

Cambridgeshire Local Offer and SENDIASS provide independent information and advice.

Please also see the school SEND policy, Inclusion Pathway and Inclusion Strategy.