

Dry Drayton C.E (C)

Primary School



SEND Information Report

Dry Drayton C.E (C) Primary School	
Date	21 st November 2025
Approved by Headteacher	21 st November 2025
Approved by Governing Body	
Next review date	

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Our school's approach to supporting pupils with SEND

At Dry Drayton CE (C) Primary School, we believe that all pupils are entitled to an education that enables them to achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood. A detailed Statement of Intent for Special Educational Needs and Disabilities can be found online in our SEND Policy.

All children at Dry Drayton have an equal right to access a full and stimulating, high-quality education. We will ensure this access for all children, irrespective of their educational needs, through a range of tailored and flexible approaches.

Ofsted March 2023: *'Leaders have systems in place to support pupils with special educational needs and/or disabilities (SEND). Teachers adapt activities to meet pupils' needs. This allows all pupils to be fully included in lessons with their peers. Consequently, pupils with SEND achieve well.'*

All of our extra-curricular activities and school visits are available to all our pupils, including our lunch time, after-school clubs and music lessons

All pupils are encouraged to go on our educational visits and our KS2 residential trip

All pupils are encouraged to take part in sports day/plays/special and any other enrichment activities

No pupil is ever excluded from taking part in these activities because of their SEND or disability as we believe that everything we do at school should be available to all children. We believe in equity and so we will go above and beyond to ensure that every child has access to all the opportunities we provide at Dry Drayton Primary School.

High quality teaching is our first step in responding to pupils who have SEND. Since teachers are responsible and accountable for the progress and development of all the pupils in their class, they make reasonable adjustments to the lesson materials to ensure that the needs of individual pupils are met. Where necessary, they consult with the SENDCo or other SEND practitioners for additional support with preparing these lessons.

Please also refer to these links with other policies and documents:

- SEND Policy
- Supporting Pupils with Medical Conditions Policy and Procedures
- PSHE Policy
- Relationships Education Policy
- Health Education Policy
- SMSC Document
- Positive Behaviour Policy
- Anti-bullying Policy
- Equality information and objectives statement for publication
- Asthma Policy
- Educational visits policy
- Accessibility Policy

Identifying pupils with SEND and assessing their needs

Ofsted March 2023: *'Swift actions are taken to support pupils who fall behind.'*

Your child's Class Teachers will assess their current strengths and challenges on arrival to the class and/or during ongoing assessments. These assessments will also be informed by previous settings and earlier Key Stages (where appropriate). Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers (when starting from a similar point)
- Does not improve on or at least match their previous level of attainment
- Does not appear to close the attainment gap with peers

This may include progress in areas other than attainment, for example, social and emotional needs (SEMH).

Slower progress and lower attainment will not automatically mean a pupil is recorded as having SEND, we will always look for other factors that might be influencing their achievement at school.

When deciding whether special educational provision is required, we will start with the desired outcomes; progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer (by making reasonable adjustments to teaching approaches or use of resources) or whether something different or additional is needed.

Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of *strength* as well as difficulty
- We take into account the parents' concerns and hopes for their child
- The views of the child and their own learning goals are prioritised
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and shared with parents. We will formally notify parents when it is decided that a pupil will receive SEND support as opposed to additional support in the classroom.

Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **Assess, Plan, Do, Review** (APDR)

The class teacher will work with the SENDCO 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
- Use of specialist expertise if we feel that our support and interventions are still not having the desired impact on the individual.

The assessment will be reviewed regularly so that the short-term targets can be updated as necessary.

All teachers and support staff who work with the pupil will be made aware of their needs, their learning goals, the support we will provide, and any teaching strategies or approaches that are required. We will review effectiveness and impact termly and encourage comments and reflections from children and their caregivers.

As outlined above, High Quality Teaching is our first step in responding to pupils who have SEND. Reasonable adjustments will be made during class teaching so that all children can access the learning.

The Assess, Plan, Do, Review cycle is outlined below:

Assess- All pupils in school are assessed half termly in Maths, reading and writing and if they are not deemed to be making good progress (see above) an intervention plan is prepared

Plan – The SENDCo and Class Teacher will plan how to adapt the learning environment and curriculum. E.g:

- Adapting teaching style, allowing for different processing speeds
- Differentiating by e.g. grouping, 1:1 working and scaffolding
- Adapting the learning environment to support needs e.g. using a laptop, coloured overlays, visual timetable or task planner
- Seating arrangements in the class to best support learning
- Providing skillful and focused feedback to support next steps
- Encouraging metacognition – children thinking about their learning and strategies to help move them forward
- Considering additional 1-1 or group sessions (interventions) are required alongside class teaching



Name:		Teacher/Support Staff:		D.O.B:	
Class:		Review date:		Term:	
Date:		SEN-D Code: K			
Specific SEN-D Need:					
Area of need: Cognition and Learning		Communication and Interaction		Emotional, Behavioural and Social	
		Sensory and Physical			
ASSESS					
What have you done to assess the needs of this child? / Data					
PLAN		DO		REVIEW	
Intended outcomes/Targets		Actions/Interventions/strategies		Outcomes/Exit Data/Evidence	
		Group size		Frequency/duration/staff	

Additional support for learning

Teachers and Teaching Assistants are trained to deliver a variety of intervention programs focusing on developing specific skills. These may be 1:1 sessions or small groups, when children have a similar learning challenge. These activities may happen within or outside of the classroom, some examples of which are detailed below within the sections identifying different kinds of SEND.

Catering for different kinds of SEND

At Dry Drayton, we have experience of supporting children with the following range of needs, including:

- General Learning Difficulties – those whose learning progresses at a slower pace;
- Speech and Language Difficulties;
- Behaviour Difficulties;
- Difficulties with reading, writing and spelling sometimes called dyslexia;
- Dyspraxia (problems with motor skills, organisation);
- Autistic Spectrum Condition
- ADHD (Attention Deficit Hyperactivity Disorder) – ADD (Attention Deficit Disorder);
- Other physical or medical needs (which may or may not come and go during your children’s time with us.)

In all areas of need we would support children to increase their independence through **tailored high quality teaching, small group work** and **specific interventions**. Where necessary we would modify both the curriculum and the learning environment for the individual child and provide additional staff training in order to ensure we are making reasonable adjustments and enhancing learning opportunities for that child. We will carefully assess, monitor and review the effect of these interventions to ensure that children with SEND are enabled to fulfil their individual potential. We will seek advice and work closely with other healthcare and educational practitioners to further support the progress of children with SEND.

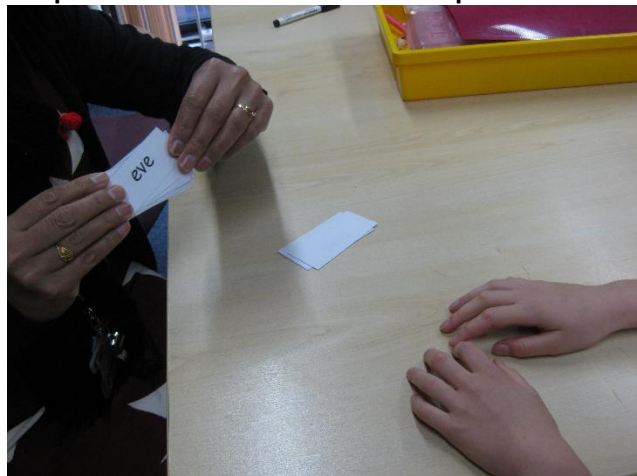
Category of SEND and overview	Examples of support and intervention activities
<p><u>Social, Emotional and Mental Health (SEMH)</u> Social and Emotional difficulties, disruptive behaviour and Mental Health issues</p>	<ul style="list-style-type: none"> • Small school ethos; developing positive relationships with staff • Nurturing environment and whole school PSHE curriculum • Behaviour management supporting positive choices and understanding the impact of these • Forest School and outdoor learning – core elements • Specific interventions for individuals and small groups e.g. self-esteem and social skills • 1:1 ‘check ins’ to support individual children who might be experiencing a period of change or challenge in their lives • Connection to a range of outside agencies to support and advise where necessary
<p><u>Cognition & Learning</u> Attainment and specific cognitive skills e.g. Working Memory or Processing Difficulties</p>	<ul style="list-style-type: none"> • Differentiated tasks • Moving between year group expectations (where appropriate) and offering alternative strategies (e.g. complementary approaches for synthetic phonics) • Direct teaching in smaller groups • Reinforcement and overlearning to support children with working memory challenges • ‘Small steps’ approach which allows children more time to complete parts of a task • Visual aids such as timetables, prompt cards and task planners to reduce cognitive load or overreliance on memory • Multi-sensory teaching techniques to vary inputs for children
<p><u>Communication and Interaction</u> Social Communication, Language and Speech difficulties or delays (including Autistic Spectrum Condition)</p>	<ul style="list-style-type: none"> • Visual aids, prompts cards and other communication resources • Interventions such as ‘Time for Talk’ to support the development of communication skills, e.g. maintaining eye contact, turn-taking and forming and responding to questions • We will also make, specific adjustments to the learning environment such as our ‘Quiet Spaces’ and interventions that support specific attention and listening skills • Small social skills groups focusing on e.g. Friendship

Sensory and/or Physical needs

Visual or Auditory impairment, Sensory issues

- Adapting the learning environment to support the needs of individual children
- Using ICT to support children's access to the curriculum
- Staff receiving training on specific medical needs so that medical support can be administered at school
- Working together with a range of other professionals to support medical needs e.g. OT or other Health Professional
- Supporting children with personal care when required and individual children can have access to a disabled toilet and shower facility
- Adapting the learning environment or seating arrangements
- Opportunities for additional breaks and sensory activities

Example of a tailored intervention - Expanded Rehearsal Technique 1-1 session:



"I really like the ERT reading practice because when I see a word, I don't get stuck, I just read it!"



Key staff and expertise

All our staff are experienced with working with children with SEND and receive ongoing training. All staff have received Dyslexia Friendly Classroom Training Level 1. Amongst our staff team we have a range of expertise; this includes extensive experience working in Alternative Provision Schools (Ms. Corr), providing curriculum advice in Mathematics (Mrs Scott) and a Degree in Special Educational Needs (Mrs Scarrow). Mrs Dunlop is also a qualified Play Therapist. Two staff members (Mrs Sweetnam and Ms Wright) are trained in delivering Sensory Circuits. Our Joint SENDCo, Mrs Fairbairn, has completed the Level 2 and 3 of the Dyslexia training and is currently completing the NASENCO Award (2023-4). Both SENDCos have had training to use the Early Help Module and Mrs Hegan has had much experience working with the educational psychologist, speech and language specialists and our support Link Specialist Teacher from the SEND services.

Name of SENCO	Email address	Phone number
Sonia Hegan and Hermione Fairbairn	head@drydrayton.cambs.sch.uk hfairbairn@drydrayton.cambs.sch.uk	01954 780618

Securing and deploying expertise

At Dry Drayton we have a Link Specialist Teacher from the SEND services who we meet termly to discuss children's needs and hold surgeries to plan specific interventions and in class support for some children with SEND. The Educational Psychologist visits school to observe children and to then offer strategies for supporting educational and social/emotional needs. When there are concerns over speech and language development, we invite SALTs (Speech and Language Therapists) to visit school in order to diagnose and provide tailored exercises to support difficulties in this area. TAs deliver these interventions where possible. These experts and their reports inform the SENDCo when applying for Early Help or e.g., Neurological assessments or EHCPs.

Equipment and facilities

Our classrooms are all on the ground floor and our school building has also been adapted to be accessible, approached by wide corridors from the modern entrance. All our toilets are ground floor, our disabled toilet has a shower area and changing facilities. We are able to make the adaptations to meet the needs of all children and the small size of our school allows us greater flexibility when meeting these needs.

Consulting with pupils and parents

Parents

Parents are fully involved in the APDR cycle for any children on the SEND register at Dry Drayton. We meet face-to-face with them at both the planning and review stages and communicate with them over both positive developments and new challenges for their children. Parent consultations are held twice a year and summer term reports provide additional opportunities for written feedback. We also consult with parents through Parent Voice questionnaires, with focused SEND questions. As part of our whole school ethos we provide opportunities throughout the year for parents to join the school for events and activities and share in their children's experiences at Dry Drayton.

Pupils

Where appropriate, we are keen to involve children in the APDR process; gaining insight into their views as learners and how we can better support them. We use a range of Pupil Voice measures with SEND focused questions. These are both within subject specific questionnaires as well as targeted Pupil Voice surveys for SEND children. We use SEND Services guides to inform these measures.

Involving key stakeholders

We believe in turning towards both the internal expertise we have at Dry Drayton but also, towards LA support services such as SEND Services, and Early Help support provided by social care bodies. We are proactive at looking for and applying for additional support for our students through charities and the voluntary sector.

Progressing towards outcomes

We use a graduated approach both in identifying initial SEND and tailoring support through the APDR cycle. This includes working with parents and children to develop a plan that is specific to the strengths, needs and differences of the child. We will put into place both strategies within the classroom, and tailored interventions outside of class to support progression towards these outcomes. The review stage allows us to see whether progress has been made and will inform our next steps together.

Some next steps will be to request a neuro assessment or an application for an EHCP (Educational Health Care Plan). In most cases, this will require parents to complete the Triple P parenting course run by the local authority. The completion of this course by both parents is currently a pre-requisite to submitting the relevant documentation for these assessments and will not be considered until the certificate of completion has been returned to school.

Transition support

Transitioning on to Secondary School (or an Alternative Provision) can be a particularly challenging time for children with SEND. We ensure that this process is thoughtfully discussed with the child and prepared for through activities both in the classroom and if appropriate, off-site at their new school. We liaise with their new educational setting so that there are fewer 'unknowns' and both sides feel more confident about curriculum provision and SEMH support.

Within the school, children prepare in advance for transitioning up the school e.g. through special activities in PSHE and getting to know their new teacher. We build in necessary handover time to support this.

Prior to children entering school, regular liaison meetings take place with the feeder playgroups and nurseries so that provision for children entering school is already known. If appropriate, a meeting will be set up with an Early Years Specialist Support Teacher and targets/strategies used by the pre-school setting will be shared. Parents/carers are often involved in these meetings, as it helps ensure a successful transition.

When children are transferring to a secondary school, liaison meetings are held with the schools' SENDCo and Year Group tutors to pass on any relevant information. These professionals are also invited to Year 6 children's Annual Reviews in the autumn or spring terms, so that they are aware of the provision needed when the child transfers to their school. It is also an opportunity for parents/carers to begin to get to know the secondary school staff.

We will agree with parents and pupils which information will be shared as part of this. When moving to secondary school, induction sessions will be organised as required.

Inclusivity in activities

At Dry Drayton we define clear expectations for behaviour and enforce these consistently, dealing with low level disruption in a sensitive way. We create opportunities for all children to be heard; allowing them to respond in ways that feel comfortable to them. Reasonable adjustments are made to the learning to support the specific strengths and needs of every child in the class. Support is offered in a way to benefit everyone in the class not just those with SEND. The learning environment is calm and purposeful and there are displays so that children can be clear on key information and the timetabling of the school day. Teaching is based on a good understanding of where all children are at and where they need to go next. Children have plenty of opportunities to choose how to show what they have learned, and the progress of one child is not compared to another, instead individual successes are celebrated.

[Positive Behaviour Policy](#)

Supporting emotional and social development

Ofsted March 2023: *They look after their school environment and are kind and caring to one another. The pupils are full of smiles and happiness.*

Visitors to Dry Drayton comment on the caring and nurturing environment where supporting children's emotional and social development is central to everything that we do. This is also reflected in the way we support children with SEND, by finding regular opportunities to 'check in' and listen to their experiences and, where appropriate, using more formal surveys such as Pupil Voice. We include additional programs for individual children such as friendship groups, self-esteem games and Play Therapy.

Our whole-school Anti-bullying Policy can be found here:

<https://www.drydraytonprimaryschool.co.uk/policies/>

Evaluating effectiveness

The process of evaluation is built into our APDR cycle. In the Review stage, we look at whether plans put in place have been effective by for example, comparing pre and post measures on assessment tools (such as Sandwell for maths and YARC for reading, PhAB for phonological awareness), reviewing progress on Literacy measures (such as Star Reader and the Fisher Family Trust Assessment Programs). We will always look at the 'whole child' and see how their strengths are developing alongside nurturing their confidence and resilience.

An annual review is held for children with an EHCP.

Handling complaints

Complaints about SEND provision in our school should be made to the class teacher in the first instance and then the SENDCo and headteacher. If you feel that your complaint is not being addressed then

Dry Drayton's Complaints Procedure Policy can be found here:

<https://www.drydraytonprimaryschool.co.uk/policies/>

Local Offer

The Cambridgeshire County Council Send Information Hub (Local Offer) can be found here:

<https://send.cambridgeshire.gov.uk/kb5/cambridgeshire/directory/home.page>

This document was co-produced in consultation with: teaching staff, a group of parents with children on our SEND register, children with SEND and governors.

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