

Cedars Park Primary School



SEND Information Report

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GLOSSARY



Our Vision

At Oxlip Learning Partnership, we believe that **inclusion is the foundation of a thriving learning community**. Our vision is to create an environment where every learner—regardless of their background, ability, identity, or personal circumstance—feels **welcomed, valued, and empowered to achieve their full potential**.

We are committed to:

Equity in Opportunity – Ensuring that all pupils and staff have fair access to learning, development, and success.

Respect and Belonging – Cultivating a culture where differences are celebrated, and everyone feels safe, respected, and included.

Removing or Reducing Barriers – Actively identifying and dismantling obstacles to participation and achievement, especially for those who may face disadvantage or discrimination.

Empowered Voices – Listening to and amplifying the voices of our pupils, families, and staff from all walks of life.

Continual Growth – Embedding inclusive practices in all aspects of school life, from curriculum design to recruitment, and committing to ongoing reflection and improvement.

Our Trust stands united in the belief that inclusion is not a one-time goal, but a continuous journey—a journey we undertake with integrity, compassion, and ambition.

What are Special Educational Needs (SEN)?

As defined in the SEN Code of Practice 2015, a child is considered to have Special Educational Needs (SEN) if they:

- ▶ Have greater difficulty learning than most children of the same age.
- ▶ Have a disability that prevents or limits them from making full use of the educational facilities generally provided for children of their age.

This helps us identify children who may need extra support to access learning and reach their full potential.

What types of SEN does the school provide for?

At Cedars Park Primary School we make provision for children with a range of needs as set out in the SEND code of practice including children with:

Sensory and/or Physical

- Hearing Impairments
- Visual Impairment
- Multi-sensory Impairment
- Physical Impairment

Communication and Interaction

- Autism Spectrum Disorder (ASD)
- Speech and Language Difficulties

Cognition and Learning

- Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
- Moderate learning difficulties

Social, Emotional and Mental Health

- Attention Deficit Hyperactivity Disorder (ADHD)
- Anxiety
- Attention Deficit Disorder (ADD)

Which staff will support my child, and what training have they had?

SENDCo

Mrs Scarlett is our school's SENDCo and has worked at Cedars Park for several years. She completed the National Award in Special Educational Needs Co-ordination (NASENCO) in 2022. Mrs Scarlett oversees the support and provision for all pupils with SEN and works closely with teachers, teaching assistants, pupils, and families to ensure that every child receives the support they need.

Class Teachers

At Cedars Park, we believe that all teachers are teachers of SEN. Our teachers regularly receive in-house SEN training and are supported by the SENDCo to meet the needs of pupils with SEN. Where appropriate, teachers also receive additional training from external specialists.

Teaching Assistants (TAs)

Our team of 15 teaching assistants have been trained in a wide range of SEN interventions, including LEGO® Therapy, Socially Speaking, and Hamish & Milo, among others. They provide both one-to-one and small-group support to help pupils access learning effectively.

External Agencies and Experts

Sometimes, we need additional expertise to provide the best support for our pupils. When necessary, we work with external professionals and support services, which may include: Speech and Language Therapists, Educational Psychologists, Occupational Therapists and School Nurses

These professionals help us meet the needs of pupils with SEN and support families where needed.

What should I do if I think my child has SEN?

Tell us about your concerns

We will invite you to meet to discuss them

We will decide whether your child needs SEN support

If you think your child might have SEN, the first person you should tell is your child's teacher.

They will pass the information on to our SENCO, Mrs Scarlett, who will be in touch to discuss your concerns.

You can also contact the SENCO directly by emailing senco@cedarspark.net

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEN support, we will formally notify you and your child will be added to the school's SEND register.

They will then receive termly Personalised Learning Plans (PLPs) which will be discussed with you during your termly meetings.

How will the school know if my child needs SEN support?

All of our class teachers at Cedars Park are aware of SEN and regularly monitor pupils' progress, both academically and socially. If a teacher notices that a pupil is not making the expected progress, they will first try to identify any gaps in the child's learning. When a gap is found, the teacher provides extra support to help the pupil catch up. Most pupils without SEN make rapid progress once these gaps are addressed. If a pupil continues to struggle despite this support, the teacher will consult with the SENDCo and contact you to discuss the possibility that your child may have SEN.

The SENDCo will then:

- ▶ Observe your child in the classroom and/or playground to understand their strengths and any barriers to learning.
- ▶ Speak with your child's teacher(s) to review progress, attainment, or changes in behaviour.
- ▶ Compare your child's development with their peers and available national data.
- ▶ Gather your views and, where possible, your child's own perspective.
- ▶ Seek input from external specialists, such as a speech and language therapist, educational psychologist, or paediatrician, if appropriate.

Based on all of this information, the SENDCo will decide whether your child requires SEN support. You will be informed of the outcome.

If your child does need SEN support:

- ▶ Their name will be added to the school's SEND register.
- ▶ The class teacher and SENDCo will work with you to create a Personalised Learning Plan (PLP).

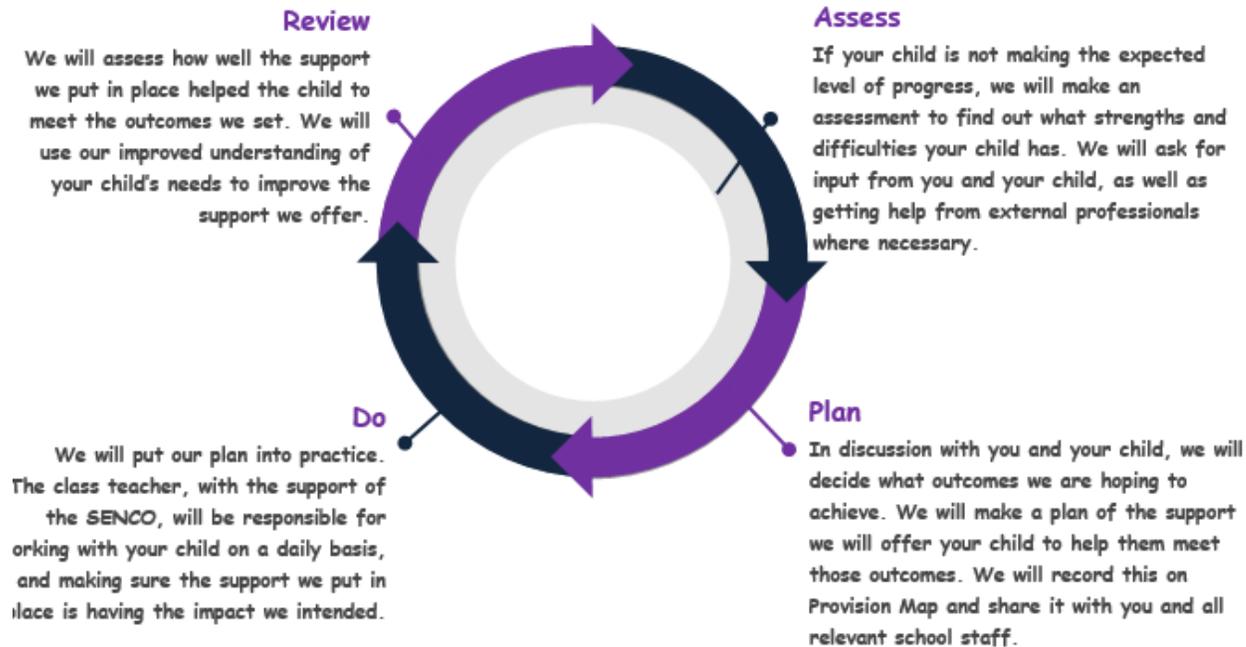
The PLP will include:

- ▶ Your child's strengths and barriers to learning.
- ▶ Adaptations needed to support them in school.
- ▶ Interventions and provisions they are receiving.
- ▶ Targets they are working towards.

This ensures that support is tailored to your child's individual needs and helps them achieve their full potential.

How will the school measure my child's progress?

At Cedars Park we follow the 'graduated approach' to meeting your child's SEN needs. The graduated approach is a 4-part cycle of assess, plan, do, review.



As part of the graduated approach to SEN support, we set clear outcomes that we want your child to achieve, using Judith Carter's 7Cs approach. When your child takes part in an intervention, we carry out a baseline assessment before it begins. This helps us understand your child's starting point and measure the impact of the support. We track your child's progress towards their outcomes over time and use this information to adapt and improve the support we provide. This ensures that interventions are effective and tailored to what works best for your child.

How will I be involved in decisions made about my child's education?

At Cedars Park, all families receive an annual report on their child's progress, as well as the opportunity to attend two parents' evenings each school year.

In addition to this, families of children identified as having Special Educational Needs (SEN) are invited to attend three extra meetings across the year. These meetings provide dedicated time to:

- ▶ Set clear outcomes for your child's progress.
- ▶ Review the progress your child has made towards those outcomes.
- ▶ Discuss the support we will put in place to help your child achieve their goals.
- ▶ Agree on what we will do in school, what we would like you to do at home, and how your child can take part in their own progress.

The SENDCo may also attend these meetings to offer additional guidance and support.

We recognise that you are the expert when it comes to your child's needs and aspirations. Our aim is to ensure you have a clear understanding of the support in place and that your voice is central to the decisions we make. Your insight helps us identify what works best for your child.

If your child's needs or aspirations change at any point, please let us know as soon as possible so that we can adjust their support accordingly.

If you have any concerns between meetings, please contact your child's class teacher or the SENDCo through your child's class email address.

How will the school adapt its teaching for my child?

Your child's class teacher is responsible for the progress and development of every pupil in their class, including those with Special Educational Needs (SEN). High-quality teaching is always our first step in supporting children's learning. We make sure every child has access to a broad and balanced curriculum throughout their time at Cedars Park. We understand that all children learn in different ways, so we adapt our teaching to meet individual needs. There is no "one size fits all" approach — we make changes based on what works best for each child.

These adaptations may include:

- ▶ Adjusting the curriculum so that all pupils can access it — for example, through small group work, one-to-one support, or by adapting the content or teaching style.
- ▶ Adapting how we teach — such as allowing extra time to process information, pre-teaching key vocabulary, or reading instructions aloud.
- ▶ Adapting resources and staffing — for example, using larger print, breaking tasks into smaller steps, or providing additional adult support.
- ▶ Using recommended aids — such as laptops, coloured overlays, visual timetables, or enlarged text.
- ▶ Providing support from teaching assistants in small groups or one-to-one, where appropriate.

We also offer a range of additional interventions to help pupils develop specific skills, including:

- | | |
|---|--------------------------------|
| Breaker Phonics | ○ Sensory Circuits |
| Socially Speaking | ○ LEGO® Therapy |
| ELSA (Emotional Literacy Support Assistant) | ○ Transporters |
| Treehouse (TalkAbout) | ○ Fine and Gross Motor Support |
| Language and Speech Link | ○ Hamish and Milo |

All support and interventions are reviewed regularly to ensure they are helping your child make progress.

How will the school evaluate whether the support in place is helping my child?

We regularly review the support we provide to make sure it is helping your child make good progress.

We evaluate the effectiveness of provision by:

- ▶ Reviewing your child's progress towards their goals each term.
- ▶ Assessing the impact of interventions after an agreed number of weeks.
- ▶ Gathering your child's views through pupil questionnaires and discussions.
- ▶ Ongoing monitoring by the SENDCo.
- ▶ Holding termly pupil progress meetings between class teachers, the SENDCo, and senior leaders.
- ▶ Carrying out an Annual Review for children who have an Education, Health and Care (EHC) Plan.

This helps us ensure that the support in place continues to meet your child's needs and helps them achieve their next steps.

How will the school resources be secured for my child?

Sometimes, your child's needs may require extra support, which could include:

- ▶ Additional equipment or facilities.
- ▶ Extra teaching assistant hours.
- ▶ Further training for school staff.
- ▶ Specialist advice or support from external professionals.

If this is the case, we will work with external agencies to get recommendations on the best ways to support your child's learning.

The school can cover up to £6,000 of any necessary costs. If additional funding is needed, we will apply to our local authority through Suffolk's High Needs Funding. You can find more information about this funding here: [Suffolk High Needs Funding](#)

How will the school make sure my child is included in activities alongside pupils who don't have SEN?

All of our extra-curricular activities and school trips are available to every pupil, including before- and after-school clubs.

We encourage all pupils to take part in school trips, including the Year Six residential trip to Bawdsey Manor and the Year Five school sleepover. Pupils are also encouraged to participate in Sports Days, nativities, plays, dress-up days, and other special events.

No pupil will ever be excluded from these activities because of their SEN or disability. We will make reasonable adjustments to ensure every child can take part fully and safely.

Where appropriate, we will discuss any specific adaptations needed to help your child access extra-curricular activities and school visits.

How does the school make sure the admissions process is fair for pupils with SEN or a disability?

Cedars Park welcomes applications from all children, including those with Special Educational Needs and Disabilities (SEND). Our admissions process is the same for all pupils, and having SEND does not disadvantage your child's application.

If your child has an Education, Health and Care (EHC) Plan, the Local Authority will consult with us as part of the placement process to ensure we can meet your child's needs. We will work closely with you, your child, and any professionals involved to make the transition as smooth as possible.

For children with SEND but without an EHC Plan, we encourage parents to let us know about any additional needs when applying. This allows us to plan appropriate support, resources, and staffing before your child starts school.

- ▶ When your child joins Cedars Park, we will:
- ▶ Invite you and your child to meet with staff to discuss their needs.
- ▶ Arrange any necessary assessments or observations to understand how best to support your child.
- ▶ Develop a personalized transition plan, if needed, to make starting school or moving to a new year group easier.

Our goal is to make sure every child feels welcomed, included, and fully supported from their very first day.

How does the school support pupils with disabilities?

At Cedars Park, we are committed to ensuring that all pupils, including those with disabilities, can access learning, activities, and school life fully and safely. We aim to remove barriers to learning and participation wherever possible.

Support for pupils with disabilities may include:

- ▶ **Adapting the classroom environment** – for example, accessible seating, ramps, or adjusted layouts.
- ▶ **Specialist equipment** – such as laptops, enlarged print, hearing aids, or other recommended aids.
- ▶ **Tailored teaching approaches** – including visual supports, step-by-step instructions, or extra time for tasks.
- ▶ **Additional staff support** – teaching assistants may provide one-to-one or small group support where appropriate.
- ▶ **Personalised plans** – pupils with specific needs may have a care plan, or risk assessment to ensure their needs are met throughout the school day.
- ▶ **Access to interventions** – such as therapy sessions, social skills groups, or motor skills support.
- ▶ **Inclusive participation** – all school trips, clubs, and events are adapted as needed so every pupil can take part.

We work closely with parents, pupils, and external professionals to make sure support is effective and up to date. Our goal is that every pupil with a disability can thrive academically, socially, and emotionally at Cedars Park.

How will the school support my child's mental health and emotional and social development?

At Cedars Park, we provide extra support to help pupils with SEN develop their social and emotional skills. This includes:

- ▶ Encouraging pupils with SEN to take part in the School Council, so their voices are heard and valued.
- ▶ Promoting participation in sports clubs and other group activities to help pupils build friendships and develop teamwork skills.
- ▶ Offering extra pastoral support, giving pupils with SEN a safe space to share their views and feelings.
- ▶ Running a nurture club (Treehouse) for pupils who need additional help with social or emotional development.
- ▶ Maintaining a zero-tolerance approach to bullying. For more information, please see the school's Behaviour Policy.

Our aim is to make sure every pupil feels included, listened to, and supported to develop confidence and positive relationships.

What support will be available for my child as they transition between classes or settings?

We understand that transitions can be challenging for all children, but this can be especially true for pupils with SEN. At Cedars Park, we take steps to make moving between years, schools, or phases as smooth as possible.

Transition Between Years

To help pupils with SEN prepare for a new school year, we:

- ▶ Give children the opportunity to visit their new classroom and meet their new teachers in the weeks before the end of term.
- ▶ Allow children to spend a day with their new class teacher prior to the school holidays.
- ▶ Provide each child with a transition booklet, containing key information about their new classroom, including photos of important areas such as toilets and intervention spaces.
- ▶ Arrange, where possible, for the current and next year's teacher to attend a final meeting to discuss the pupil's SEN needs.
- ▶ Ensure the current teacher meets with the new teacher to share important information about your child.

Transition Between Schools

When your child is moving on to a new school, we: Contact the new school to explain the support and provision currently in place and share all SEN documentation once your child is officially on the new school roll, ensuring a smooth handover.

Transition Between Phases (Primary to Secondary)

The SENCO from the secondary school will meet with our SENCO and class teachers to discuss the needs of all children receiving SEN support.

Pupils are supported to prepare for secondary school by:

- ▶ Learning independent organisation skills.
- ▶ Addressing any gaps in learning to build confidence.
- ▶ Visiting and exploring their new school before starting in September.

These steps help to reduce anxiety, build confidence, and ensure continuity of support for pupils with SEN

What support is in place for looked-after and previously looked-after children with SEN?

At Cedars Park, we recognise that children who are looked-after or previously looked-after may have additional needs, and that these may interact with any Special Educational Needs (SEN) they have.

Mr Main will work closely with Mrs Scarlett, our SENCO, to ensure that all teachers understand a looked-after pupil's circumstances and SEN, and how this may affect their learning.

Children who are looked-after or previously looked-after receive the same high-quality SEN support as any other pupil. In addition, looked-after pupils will have a Personal Education Plan (PEP). We make sure that the PEP and any SEN support plans or Education, Health and Care (EHC) plans are consistent and work together to provide the best possible support for the child.

What if I am not happy with a decision or what is happening for my child?

At Cedars Park Primary, we take any concerns or complaints seriously and always strive to resolve them quickly and fairly. The best way to address concerns is through open and honest communication involving all relevant parties.

If you have a concern about your child's SEN support, we suggest you speak to your child's class teacher first.

You can also contact SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service) for independent advice and support. They can help parents at meetings or guide you on further steps you can take. SENDIASS can be contacted by telephone on (01473) 256210 or via their website: [SENDIASS Suffolk](#)

If you wish to make a formal complaint about the SEN provision at our school, you can do so by following the school's complaints procedure, which is available on the school website.

Glossary

EHC Plan (Education, Health and Care Plan): A legal document for children with complex special educational needs, setting out the support they need to achieve their outcomes.

Intervention: Extra support provided to help a pupil make progress in a specific area of learning or development.

PLP (Personalised Learning Plan): A plan created for a pupil with SEN that outlines their strengths, barriers to learning, targets, and the support they will receive.

SEND (Special Educational Needs and Disabilities): Refers to children who have learning difficulties, disabilities, or additional needs that make it harder for them to learn than most children of the same age.

SENDCo (Special Educational Needs and Disabilities Coordinator): The staff member responsible for overseeing SEN provision and support in the school.

Baseline Assessment: An assessment carried out before an intervention starts, to understand a child's starting point and measure progress.

Graduated Approach: A process of assess, plan, do, review used to support children with SEN, making sure support is regularly reviewed and adapted.

Judith Carter's 7Cs Approach: A framework used to set meaningful outcomes for children with SEN, focusing on clear, achievable, and personalised goals.

Pupil Passport: A document that captures a child's voice, their needs, strengths, and preferences, helping staff provide personalised support.

High Needs Funding: Extra funding from the local authority to support pupils with significant additional needs.

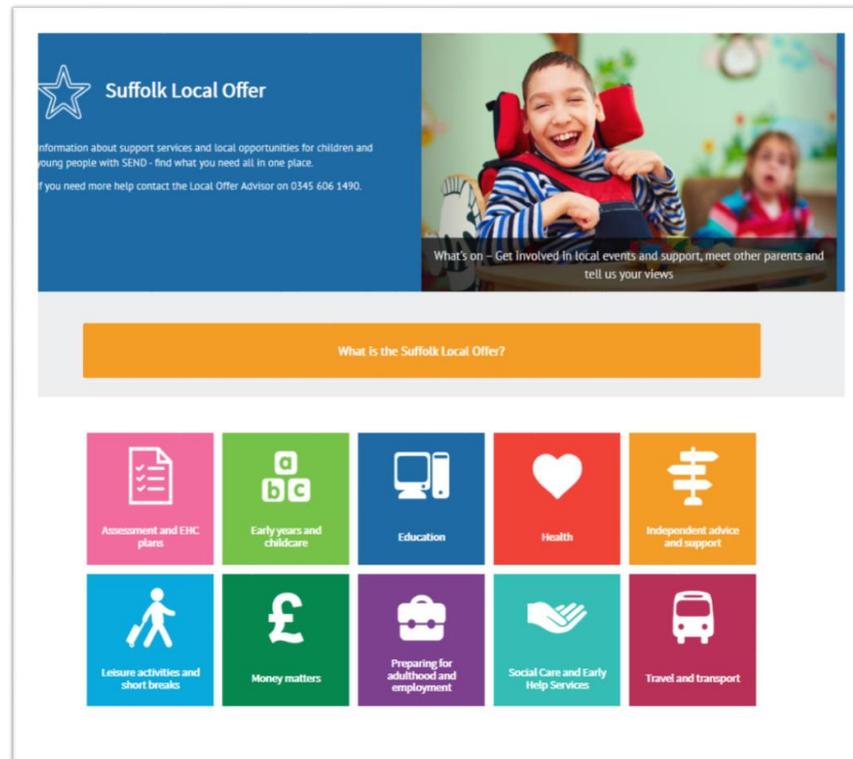
Looked-After or Previously Looked-After Child: A child who is in the care of the local authority (looked-after) or has previously been in care.

Interventions Mentioned in School: Examples of targeted support programmes that may be used in school, such as LEGO® Therapy, Socially Speaking, Hamish & Milo, ELSA, Treehouse (TalkAbout), Fine and Gross Motor Support, Sensory Circuits, and Breaker Phonics.

Reasonable Adjustments: Changes made by the school to ensure pupils with disabilities or SEN can fully participate in learning, trips, and school activities.

Suffolk Local Offer

- ▶ Information about support services and local opportunities for children and young people with SEND - find what you need all in one place.
- ▶ If you need more help contact the Local Offer Advisor on 0345 606 1490.



Click on the picture to access the Suffolk Local Offer

Suffolk SENDIASS

Suffolk SENDIASS (Special Educational Needs and Disabilities Information Advice and Support Service) is a confidential and impartial information, advice and support service on issues related to Special Educational Needs and Disability (SEND). It is free, easy to access and confidential. They can help children, parents and young people take part in decisions that affect their lives.

We offer information, advice and support to:

- ▶ Children and young people (up to 25 years) with SEND
- ▶ Parents and carers of children with SEND
- ▶ Practitioners (who might support children, young people or parents to access our service)



Click on the picture to access the Suffolk SENDIASS