

# Cambourne Village College

## SEND Information Report 2025



### Our commitment to children with SEND

At Cambourne Village College, we pride ourselves on being an inclusive school which values the abilities and achievements of all pupils and is committed to providing the best possible learning opportunities for each pupil, including those with SEND. Our SEND Department is known as 'The Centre.' The school endeavours to create an inclusive environment that maximising pupils' achievements, promotes independence and fosters a lifelong love of learning.

We cater for young people with a wide range of special educational needs and disabilities including:

- Communication and interaction needs
- Cognition and learning needs
- Social, emotional and mental health difficulties
- Sensory and physical needs.

### What is a Special Educational Need? (Code of Practice 2015)

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

### What is a Disability? (Equality Act 2010)

'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities' where 'long term' is 'a year or more' and 'substantial' is 'more than minor or trivial'.

A person must not be discriminated against due to their disability.

I wanted to thank you all of the staff members involved in my son's school life all for the support you've given my child over the past couple of years. I doubt you receive anywhere near the amount of praise you deserve—your job is by no means an easy one, but it is so incredibly important, and the way you do it makes such a difference to the children you look after.

**Parent**

## How does the school know if my child needs extra support or has SEND?

We may already know that your child needs extra support or has a special education need. For example:

- If your child has come from a previous school who has passed on this information.
- If your child has been seen by an outside agency who may have passed this information to us.

It may be that we identify a SEND ourselves.

- As the students are assessed throughout the year, teachers may notice that a pupil is not making expected progress. This may highlight that the pupil needs extra support. If this happens, we have clear channels to follow.
- The teacher will discuss the concern with you, the parent.
- The teacher will raise a concern with the SENCo.
- The SENCo may then follow this up with an observation, further assessments or seek feedback from other colleagues working with your child.
- The SENCo and teacher will decide on a course of action e.g. participation in a specific targeted intervention, different strategies or additional resources to be used.
- This may mean that the pupil needs a Pupil Passport, which is a document that outlines for all staff working with the pupil the specific areas of need and suggested strategies for supporting the student.
- We always consult with young people in the process of creating a Pupil Passport so that their views are captured, and a Pupil Passport will be shared with you as a parent.
- If, after a period of time, we find this course of action is not making sufficient impact on a pupil's learning, we may decide to make further referrals to outside agencies. This would be discussed with you before any referrals take place.

## How is my child's learning tracked, assessed and recorded?

All children are included in our assessments and tracking throughout the year. We keep records of all children who are receiving additional intervention and/or differentiated support on the Edukey platform. We use this platform to create Pupil Passports and Learning Plans, and record and evaluate the impact of interventions and provisions.

All SEN students have Pupil Passports which outline their special educational needs and the recommended strategies, reasonable adjustments and in class adaptations they will receive in the classroom. These passports are produced with input from the students and shared with all staff.

For students who require support that is above and beyond the in class adaptations, we have Learning Plans as part of our graduated approach. We follow the 'Assess-Plan-Do-Review.' to identify around three specific targets that the student is working towards achieving. These Learning Plans are coordinated by the Centre team with input from the relevant teachers and are regularly reviewed.

Children with an EHCP (Education, Health and Care Plan) will have all of the above, as well as an Annual Review where all of the professionals involved in supporting the pupil are invited to discuss and review their progress.

I find it so helpful when the teacher works through the task step by step and she will always check in with me if I don't understand. If I find something hard, she takes the time to re-explain the instructions which I find really beneficial.

**Year 7 pupil**

### What support might your child receive?

It is important that ALL children take part in high quality teaching. Children at Cambourne Village College take part in a carefully planned and adapted curriculum with their subject specialist teachers, with individual teachers adapting learning to meet the needs of individuals.

If we feel that a pupil needs additional support, there are a range of classroom adaptations and in class provisions that may be implemented, which would be captured via the individual child's Pupil Passport so that these can be consistently applied across the curriculum. Students may also take part in additional interventions, led by our team of experienced Teaching Assistants, to develop their skills in areas such as maths or reading. We run a range of in house interventions to support social and emotional development, such as lego therapy, growing and changing and life skills. Additional pastoral support may also be offered via the Year Team Pastoral Support Officers, through access to in-house mentoring and counselling services and through referrals to specialist external agencies including YOUnited, MHST, Centre 33 and CAMH.

The SENCos liaise closely with the Primary and Post-16 Provider SENCos to support the transition process for students with SEND when moving from Key Stage 2-3 and Key Stage 4-5.

It is the role of the SENCos to evaluate the effectiveness of the provision made for children and young people with SEND.

There is an effective partnership between the Educational Psychology Service and the SEND team at Cambourne Village College which enables a focus upon systemic support including training for teaching staff and transition support for parents. Planning meetings are held regularly and ensure ongoing review. Individual support for young people and families is targeted at the most vulnerable and complex, including those going through statutory assessment and through involvement with annual reviews where there are concerns around placement, and young people at risk of exclusion and EBSA. **Jo Withers – Link Educational Psychologist**

### Who are the staff that might support my child?

First and foremost, your child's **form teacher** and **subject teachers**. They will be your first point of contact if you have any concerns.

**The SENCos** (Special Needs Coordinators) are Helen Scott and Helen Scrivner. They are responsible for overall monitoring of education for children with SEND and ensuring the SEND policy is implemented across the school.

**Teaching Assistants** provide in class support and run interventions for some of our students with SEND.

**Pastoral Support Officers** within the Year Teams provide pastoral support for students relating to matters such as attendance, wellbeing or behavioural challenges.

**The Assistant Principal for Inclusion** is Nadine Malcolm and she has oversight of the SEND Department and Alternative Provision.

**The Principal**, Lynn Mayes, is also responsible for the overall learning of pupils, including those with SEND.

**The First Aid Coordinator** is Jenni Goldsmith and she oversees individual health and care plans for students with medical conditions.

**The Safeguarding Lead** is Jess Smith. She coordinates referrals and support for those families receiving support from social workers, Targeted Support family workers or Young People's Workers.

**The SEND governor** is Bernard Barker

### What training do staff receive?

The College provides appropriate training for staff to reflect the SEND needs of pupils in particular school cohorts. All staff receive specific training on SEN, safeguarding and inclusion from the point of induction.

### Liaison with External Professionals

The SENCos coordinate liaison with external professionals such as Educational Psychologist, Occupational Therapist, Teachers from Sensory Support service, Physiotherapist and other involved health or social care professionals as required to ensure the best support is in place for young people and their families.

## What other information will be useful?

Our SEND policy is on our website.

Cambridgeshire County Council also have a '**Local Offer**'. This is a 'front door' to information about education, health and social care and the provision that is available for children and young people with special educational needs and disabilities and their families.

## What information is included in the Local Offer?

Thorough the web pages in the SEND section and across all the Children and Families web pages you can find information about:

- How educational settings support children with SEND
- Information about health services
- Information about specialist services that support children and young people with SEND.
- Information about Education, Health and Care assessments and plans.
- Information about school and college transport.
- Information about how schools and colleges are funded to support children and young people with SEND.
- Information about leisure activities.

Here is the link: [Cambridgeshire Online | SEND Information Hub \(Local Offer\)](#)

## Looked After Children with SEND

- Mrs Malcolm, Assistant Principle for Inclusion, is our Designated Teacher for Looked After Children. She works closely with the SEND department and the Virtual School to coordinate support for young people who are looked after by the Local Authority and have SEND.

## Is the school site accessible for my child?

We ensure that the school site is fully accessible for wheelchair users and those with mobility issues. We are always willing to make adaptations for children with specific disabilities. We take advice and liaise with external specialists, such as Occupational Therapists, Physiotherapists, Teacher of Visually Impaired and Teacher of the Deaf as required, to ensure that we have the best support in place for individual students.

For a copy of our Accessibility Plan please contact please contact the SEN Department on [senco@cambournevc.org](mailto:senco@cambournevc.org)

## Enquiries

If you have concerns about your child's progress in a particular subject, please contact the subject teacher in the first instance as he/she will have the best knowledge of your child and will be able to answer your questions. If you have concerns about pastoral or behavioural matters, please contact the Year Team in the first instance.

Please feel free to contact the SENCos at school should you have any further enquiries on [senco@cambournevc.org](mailto:senco@cambournevc.org). The Centre Team are always happy to help.



*Helen Scott*  
SENCo



*Helen Scrivner*  
SENCo



*Sharon Asplen*  
Assistant SENCo

If you have any complaints about the school arrangements for SEND then please see the school website for the Complaints policy.