SEND Information Report: 2026

These pages set out information about our provision for children and young people with special educational needs and disabilities (SEND).

About our school

Houghton Primary School is a mainstream school, which provides for children and young people with a wide range of special educational needs including those with:

- Communication and interaction needs; including children who have speech language and communication difficulties and/or autistic spectrum conditions
- Cognition and Learning needs; including children who have learning difficulties and specific learning difficulties like dyslexia, dyspraxia and dyscalculia
- Social, Emotional and Mental Health needs
- Sensory and/or Physical needs; this includes children who have visual or hearing needs, or a physical disability that affects their learning

About our SENDCo

Our Special Educational Needs and Disability Co-ordinator (SENDCo) is Mrs Melissa Pooley. She works closely with senior leaders to oversee the provision and monitoring of children's learning and progress throughout the school, as well as supporting the families of those children with special educational needs.

Our SENDCo also works closely with the Local Authority SEND services and attends Inclusion briefing meetings to keep up to date with and share any new initiatives.

Our SENDCo can be contacted by calling the school office:
Phone: 01480 463398
E-mail: sendco@houghton.cambs.sch.uk

Our governor with responsibility for SEND is Nathan Wells.

Our school's allocated Educational Psychologist is Janine Becker, our school's allocated Specialist Teacher is Helen Riley and our school's allocated case worker is Omar Augustus-Brown.

Our SEND policy and other related documents can be found on the school website.

How do we identify and give extra help to children and young people with SEND?

The school uses Cambridgeshire County Council's 'Guidance for Special Educational Needs (SEN) Guidance' document to assess potential barriers to learning and plan for reasonable adjustments, before amending and delivering appropriate provision and reviewing progress.

The guidance sets out in detail:

- How we identify if a child or young person has a special educational need
- How we assess children and plan for their special educational needs, and how we adapt our teaching
- Ways in which we can adapt our school environment to meet each child's needs
- How we review progress and agree outcomes and involve you and your child in this.

How do we work with parents and children/young people?

The partnership between school and home is always important to us at Houghton. We will always contact parents if we have a concern that a child or young person may have a special educational need and no child goes on to the school's Special Educational Needs Register without the consent of the child's parent or guardian.

We work closely with children with SEND and their parents to agree outcomes and plan how we will all work towards these, and then to review progress.

This communication happens in a variety of ways:

- Each child on the SEND Register has a Learning Plan which puts them at the heart of the assess, plan, do and review process
- Learning Plans include the voice of the child and their family, as well as any barriers to learning, positive intervention/strategies in place and some outcomes to support learning
- Learning Plans are reviewed 3 times a year and are created by class teachers with SENDCo guidance and parental input.
- Parents are always welcome to speak to class teachers and should contact them directly, through the school office or via email
- Appointments can be made to see the SENDCo by emailing directly or through your child's class teacher

Adapting the curriculum

We offer a broad and balanced curriculum for all children and young people including those with SEND. There is further information on our school website about the exciting and engaging curriculum that we offer.

Teachers are responsible for the progress of all learners within their classroom and lessons are always carefully adapted to ensure success and progress for all.

We are committed to encouraging all children to become independent learners and to have a growth mindset with an 'I can' attitude to learning. A variety of resources are used throughout each classroom provision to scaffold learning and encourage independence.

There are opportunities for all children in the school to take up learning challenges and are developing our work with other primary and secondary schools to share activities such as: maths challenges, writing workshops. All children are encouraged to join extra-curricular clubs at lunchtime and after school.

We also use many intervention programmes which offer support, in addition to quality first teaching, to boost and support children's learning. These interventions are usually delivered by a trained TA or teacher, and are monitored by the SENDCo and SLT. Interventions may target a specific subject area such as comprehension, reading or number skills but there are also social interventions to support and develop children's communication and social skills.

Interventions include:

Literacy Gold: an online reading and literacy intervention program designed for struggling readers, dyslexic pupils, and children with special educational needs (SEN).

First Class at Writing: a small-group intervention program designed to support struggling young writers and close literacy skills gaps.

SNIP spelling: a multisensory intervention designed to help students aged 8 and older who struggle with reading and spelling.

Toe by Toe: A highly structured reading intervention for those with dyslexic tendencies who struggle to decode.

Becoming First Class at Number: a small group intervention to support children in year 1 secure their understanding of number.

First Class at Number 1 and 2: small group interventions designed to support children usually within year 2 and 3, who are at risk of falling behind in number.

Lego Therapy: a structured play based therapy that helps children work collaboratively to develop social, communication, team work and problem solving skills.

Cool Connections: an ELSA support intervention.

Sensory Circuits: a structured sequence of physical activities designed to help children regulate their levels of alertness and prepare their brains and bodies for learning

The above outline a variety of the interventions we run at school, but this is by no means an exhaustive list. Interventions are chosen based upon the needs of an individual child and can vary accordingly. All interventions are designed to support in closing the attainment gap for pupils. Interventions are closely monitored, alongside data, to ensure that support is as effective as possible. Most interventions run for a period of 6 or 12 weeks and we would expect to see a positive impact during this time.

What expertise can we offer?

Our Team

SENDCo: Mrs Melissa Pooley

Mental Health/Pastoral Lead: Mr Andrew Spencer

Learning Mentor/ELSA: Mrs Sam Bavester

Staff training is linked to the needs of the children to ensure provision and support are appropriate and effective. The training needs of staff are reviewed as part of the CPD process in school and training may include attending external courses or attending in-house training run by the SENDCo or other specialists.

We also have access to a range of specialist support services including:

- Educational Psychology Service
- Behaviour Support
- Specialist Teacher Team
- Education and Inclusion Family Advisor (EIFA)
- Child and Adolescent Mental Health Services (CAMHS)
- Therapy services
- Early Intervention Children's Social Care

We always discuss the involvement of specialist SEND services with parents first. With the family's permission, we also work with other services and organisations that are involved with a family.

How do we know if SEND provision is effective?

The progress of all children/young people is tracked throughout the school through our assessment programme which is monitored closely by the SLT, who reports to the governing body. This is also analysed during pupil progress meetings and ITAC meetings with Class Teachers and the Headteacher. The SENDCo also liaises with Class Teachers, and interventions are put in place to support specific difficulties and consolidate knowledge and understanding. This provision is tracked and monitored by the SENDCo and SLT.

Information about how the governing body evaluates the success of the education that is provided for pupils with SEND is contained in the Governors' Annual SEND report, as well as the SENDCO and SEND Governor having regular meetings.

How are children and young people with SEND helped to access activities outside of the classroom?

All children and young people are included in activities and trips, including residentials, following risk assessments where needed and in accordance with duties under the Equalities Act 2010. We talk to parents and young people when planning trips so that everyone is clear about what needs to be in place to support specific needs.

What do we do to support the wellbeing of children/young people with SEND?

All children have the opportunity to share their views through their school council representatives and through a SEND pupil voice questionnaire, which pupils can access with support. We listen to the views of children with SEND by their participation in these groups and providing opportunities to voice opinions to these groups. Children are also encouraged to talk to their class teacher if they have a problem. Children on the SEND register will have the opportunity to contribute to their learning plans 3 times yearly when they are being reviewed by class teachers, in partnership with parents or carers as well as in preparation for EHCP annual reviews..

Joining the school and moving on

We encourage all new children to visit the school before starting, so that they can familiarise themselves with the environment, and so that the school can plan support effectively. We endeavour to ensure your child makes a smooth transition between school settings through sharing information, meetings and visits. Please contact the SENDCo directly if you feel your child would benefit from some additional support.

We begin to prepare young people for transition into the next stage of their education or training by close liaison with feeder schools, extra transition visits for the most vulnerable pupils and excellent communication with the SENDCo of the receiving school.

Who to contact?

If you are concerned about your child, we would always encourage parents to first speak to the Class Teacher.

If you'd like to provide feedback, including compliments and complaints about SEND provision, communicate with the headteacher in the first instance. We aim to respond to any feedback as soon as possible.

If you'd like impartial advice from Cambridgeshire's SENDIASS Service contact:
SENDIASS@cambridgeshire.gov.uk

If you'd like to know more about opportunities for children and young people with SEN and their families, support groups or information about SEN these are listed in the Family Information Hub:
https://info.cambridgeshire.gov.uk/kb5/cambridgeshire/directory/family.page?camfamilychannel=0

Pinpoint is a local charity which aims to support and provide to parents and carers of children with SEND: https://www.pinpoint-cambs.org.uk/information-hub/send-in-cambridgeshire/cambridgeshire-local-offer/