



SEND Information Report

2026-27

Issued September 2026





Monkfield Park Primary School is a two-form entry mainstream school in Cambourne, just outside Cambridge. At Monkfield Park we believe education should empower children not only academically, but also socially and emotionally. We offer an ambitious curriculum to equip all children, including those with SEND, with skills and knowledge for their future lives. Nurturing our children to be the best they can be is at the heart of all we do.



Meet our SENDCo Team

The Deputy Heads Mrs Paula Ray and Mrs Kate Major lead the Inclusion Team.

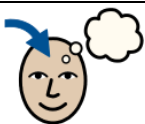
The SENCo is Mrs Andi Day and her working days are Monday to Wednesday.

If you would like to contact any of the team, please call school on 01954 273377 or via the office office@monkfieldpark.cambs.sch.uk



Special Educational Needs

SEND is categorised into 4 broad areas in the SEN Code of Practice 2015:

	Cognition and Learning
	Communication and Interaction
	Social, Emotional and Mental Health
	Sensory and Physical (hearing, visual or multisensory impairment)

At Monkfield Park, we support children with a wide range of special educational needs, and consider ourselves a safe, happy and caring school where everyone is valued.



Identifying and Assessing Need

A child or young person has a special educational need if they have a learning difficulty or disability which requires special educational provision. This provision is additional to or different from that made ordinarily available for children and young people of the same age.

A child or young person has a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of others the same age, or
- have a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age at school

(SEND Code of Practice, 2015)

Every teacher knows the needs and abilities of children in their class and our assessment and monitoring procedures ensure that every child's progress and attainment is continually monitored.

When staff are concerned about a child, they will discuss this with parents before passing this onto the SENDCo. Before this happens, informal conversations are likely to have already taken place. Depending on the level of concern or presenting needs, the SENDCo may then observe the child in class and gather the views of both children and parents. For some children, we may use standardised assessments including YARC, SDQ, PhAB and Blank Level Questioning to identify gaps in learning and/or inform future provision. In turn, these assessments are used to track progress.

We adopt a 'graduated response' to identifying children with SEND and additional provision is planned and delivered through the four-part 'Assess, Plan, Do, Review' cycle. Usually after an initial period of monitoring (of at least a term), we will decide if a child needs to be placed on the SEND Register and an Individual Support Plan (ISP) will be written with intended outcomes. Class Teachers share these with parents, and they are reviewed three times yearly (November, March and June).

Some children may require more support than is ordinarily available in school. In this instance, we may seek the support of outside agencies in ensuring that we are offering the best support we can.



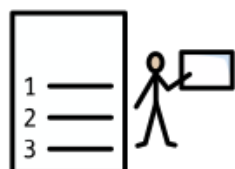


Our approach to teaching children with SEND

We are an inclusive school. Wherever possible children are taught alongside their peers in flexible teaching groups.

Teachers adapt their high-quality teaching to cater for their pupils' needs and plan individual timetables where necessary. When appropriate, staff are deployed to give children additional interventions in small groups outside the classroom, or to provide one-to-one support.

We use the [SEND OAP toolkit](#) and follow strategies highlighted on ISPs



Adapting the Curriculum

We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment. Our curriculum is an evidence-informed approach that presents the learning in sequential and coherent manner that is ambitious, but accessible for all.

Our provision to support children with additional needs comprises of 3 aspects:

Adjustments – the 'Teacher Tweaks' that staff make through everyday Quality First Teaching (e.g. visual prompts, Now and Next structures etc.)

Resources/Support – the physical or human resources (e.g. pencil grips, adult scribe, voice record etc.)

Intervention – specific and additional teaching (e.g. individual or small group activities rehearsing a particular skill)

(Adapted from *SEND Intervention*, Judith Carter, 2022)

Common day-to-day adaptations may include:



Visual Timetables



Now and Next boards



Word banks or vocabulary lists



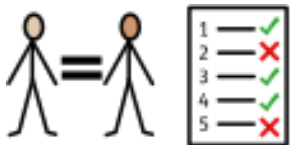
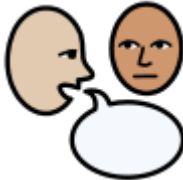
Ear defenders



Timers



Pre or Post Teaching

			
	Explicit and clear instructions	Opportunities for self-reflection and assessment	Assistive Technology
			
	Writing slope	Pencil grip	Fiddle toy
			
	Peer Marking	Individual support from an adult	Coloured overlays
 Communicating with Parents and Carers	At Monkfield Park we work closely with parents and carers and recognise that they have much to contribute to our support for children with SEND. We communicate in a range of different ways, including: • An open-door policy with Class Teachers, Senior Leadership Team (SLT) and pastoral staff available at the start and end of each day • Family Support Worker • Parents Evening twice yearly. • Weekly Newsletter • School website • Interim Reports (Spring Term) • Annual Reports (Summer term) • Termly ISPs (Individual Support Plans) and EHCP Review meetings • Workshops for parents • Annual Reviews for those children with EHCPs		



Pupil Views

Pupil's views are very important to us; they have a right to be involved in decisions about their education and to be made aware of the support that surrounds them in school.

Children are fully involved and their views feed directly into all policies, procedures and daily teaching of children with SEND.

In a manner appropriate to their level of need, pupils are given opportunities to:

		
Tell us how they think they are doing	Attend meetings and help decide the support needed	Represent their peers when giving views in School Council and Eco Council



Evaluating Provision

We regularly review our provision for children with SEND and this is done in a range of different ways including:

- Review progress in SLT meetings and discussing next steps
- Discuss and share ideas in staff meetings to ensure up to date research and policies are in place
- Reviewing children's individual progress at regular intervals
- Monitoring classroom practice by SLT and subject leaders

Our provision is also reviewed by external processes including:

- Local Authority SEND Audit
- Strategic Planning Meetings held with Specialist Teaching Team (Cambs County)
- Ofsted inspections (last inspected in June 2024)



Staff Training

At Monkfield Park, we believe in professional development and aim to ensure all our staff have the understanding they need to enable them to support your child.

When a new member of staff joins the school, we ensure they understand the systems within school, and they are given information about the children they are working with.

The senior leadership team are constantly monitoring needs within the school and, where an area of concern is highlighted, whole school training may be organised to ensure all staff understand specific learning difficulties and appropriate teaching or support strategies that could be used.

Staff have completed training in the following areas:

Cambridge Therapeutic Thinking	Speech and Language	Zones of Regulation
Specific Learning Difficulties	Read Write Inc Phonics	ELSA (Emotional Literacy Support)
OPAL	Sensory Needs	Reading strategies for struggling readers



Transition Support

Nursery to Reception

We hold an information session in the summer term for our new reception starters, providing parents with the opportunity to meet key members of staff and to ask any questions they may have.

‘Stay and Play’ sessions are held in the second half of the summer term in preparation for their September start. For some children with SEND, we offer additional opportunities to spend time with us to help this transition further.

We liaise closely with local early years settings and rely on their expert knowledge of the children to secure they have the best possible start to school.

End of Year Transition

When children move up a year, we provide information booklets which include photos of the teacher, support staff, classroom and key curriculum information. Children on the SEND Register create their own One Page Profile which helps build initial connections.

We hold ‘Transition Days’ during the summer term allowing the children to go up to their new classroom and meet their teacher.

For some children, we provide an ‘Enhanced Transition’ to help reduce any anxiety and to ensure that the transition is successful and positive.

Class teachers and TAs meet with each other during the summer term to discuss the needs of the children and share Individual Support Plans and other key documentation. Staff meet again at the end of September to share any further guidance

Secondary Transition

Taking their lead in this process, we liaise closely with local secondary schools, primarily Cambourne Village College, to ensure that the transition from primary school to the secondary school is as smooth as possible. We highlight those children in Year 6 who would benefit from further ‘enhanced transition’ early such as extra transition sessions and/or a Blue Smile Transition group. We ensure we pass on all relevant documentation in a timely manner.

Mid-Year New Starters

Before children join us from other settings and have identified special educational needs, we arrange a meeting with the family to enable us to gain a greater understanding on the support we need to put in place and liaise with their previous setting.



Outside Agencies

We also seek advice and equipment from external agencies and work closely with a range of professionals to provide support for children with SEND:

- Specialist Teaching Team (Cambs County)
- Occupational Therapy (OT)
- Speech and Language Therapy (SALT)
- School Nursing Team
- Educational Psychology (EP)
- Blue Smile (Mental Health and Emotional Wellbeing)

We will ask your permission before we discuss your child with any outside agencies who may come in and work with your child. Once the feedback has been received, we will of course share any advice given.



Clubs and Educational Visits

Our extra-curricular activities and school visits are available to all our children, including our before-and after-school clubs.

All children are encouraged to take part in sports day, school competitions, school assemblies and performances, workshops, etc.

All children are encouraged to apply for roles of responsibility in school e.g. school council, monitor, Eco Club, Digital Leaders etc.

No child is ever excluded from taking part in these activities because of their SEN or disability.



If You Have Concerns...

In the first instance, any concerns should be raised with the Class Teacher.:

EYFS	Mrs A Sheldon/Mrs M Wilkinson
Year 1	Miss R Bailey Mrs K Lennon
Year 2	Mrs C Deegan Mrs E Wifa
Year 3	Mrs A McCrae/Miss C McSweeney Mr T Meredith
Year 4	Mrs N McCarthy Miss H Lowe
Year 5	Mr B Yates Mrs C Tranter
Year 6	Mrs N Johnson Mr A Frame

You can contact them via the school office to make a face-to-face appointment or to request a telephone call.

If concerns or issues are still not resolved, then our SENCo Mrs A Day should be contacted.

In the event of a complaint, please follow the Monkfield Park complaints procedure [Monkfield Park Primary School - Policies](#)



Cambridge Local Offer and Further Information

The Cambridge Local Authority Local Offer can be found at [Cambridgeshire Online | SEND Information Hub \(Local Offer\)](#)

The Monkfield Park SEND Policy can be found at [Monkfield Park Primary School - Policies](#)

Further support and information can be found:

Cambridge SENDIASS	Email: SENDIASS@cambridgeshire.gov.uk
British Dyslexia Association	www.dyslexia.org.uk
British Deaf Association	www.bda.org.uk
National Autistic Society	https://www.autism.org.uk/
Downs Syndrome Association	www.downs-syndrome.org.uk
Afasic (Speech and Language needs)	www.afasic.org.uk
Action for Children	https://parents.actionforchildren.org.uk/
Family Action	https://family-action.org.uk/
Mencap	https://www.mencap.org.uk/help-and-advice/social-care/childrens-social-care/support-parents-and-carers-children-and-young