Special Educational Needs Information Report 2026/2027

If you would like this information in a different format (paper copy, large font, different language etc) please let us know.

Please also get in touch if you would like to arrange a meeting or call back

Please contact:

hello@cms.tela.org.uk

At Cambridge Maths School, regardless of Special Educational Need and/or Disability (SEND) we:

- Provide high quality provision for students who may have additional needs in any of the following areas:
    - Cognition and Learning
    - Communication and Interaction
    - Emotional, social and mental health
    - Physical and Sensory
- Have high expectations and aspirations for all students.
- Ensure that students learn and interact in a caring, happy, safe and secure environment.
- Make every effort to ensure equality of educational access and opportunity.
- Provide maximum opportunity to develop and reach individual potential academically, socially and personally.
- Encourage every student to develop their skills of communication.
- Challenge students to become as independent as possible.
- Have a clear focus on improving outcomes for students.
- Understand that the views and participation of students, family/carers are fundamental.
- Listen to, and involve students, family/carers and other professionals in decision making.
- Understand the importance of friendships and encourage respectful, trusting relationships throughout the School.
- Empower students to be an individual.
- Publish information about the School's policies for the identification, assessment and provision for all students.

What is the Local Offer?

- The Children and Families Bill became enacted in 2014. From this date, local authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs and/or Disabilities (SEND) aged 0-25. This is the 'Local Offer'. http://www.cambridgeshire.gov.uk/send
- The intention of the Local Offer is to improve choice and transparency for families. It is an important resource for parents in understanding the range of services and provision in the local area.
- The local offer includes information about health and social care services, education, leisure activities and support groups in the area for children and young people aged 0-25 with SEND and their families.

There is information about:

- Services and support available
- How children and young people's needs are identified and assessed
- The way schools, schools and maintained nurseries support children and young people with SEND
- How to access services and how decisions are made
- Preparation for adulthood and independence
- Arrangements for making a complaint and mediation
- How to comment on the local offer

There is now also a local offer page for 'preparation for adulthood', see below.

https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/local-offer-preparing-for-adulthood-14-25

Your Child has Special Educational Needs and/or Disability. What can Cambridge Maths School offer you?

WHO ARE THE BEST PEOPLE TO TALK TO AT CAMBRIDGE MATHS SCHOOL ABOUT MY CHILD'S DIFFICULTIES WITH LEARNING, SEND?

The Subject Teacher and/or Tutor and/or SEND Provision Lead (Roselle Graham)

Responsible for:

- Checking on the progress of students and identifying, planning and delivering any additional help students may need in collaboration with other staff members, students, parents/carers and the SEND Department.
- Knowing about any personalised teaching and learning for students as identified on their student passport.
- Ensuring that the School's SEND Policy is followed in lessons for all the students they teach with SEND.

SENCo and Trust Assistant Principal with Responsibility for SEND: (Megan Dinig)

Responsible for:

- Strategic oversight of the SEND faculty and provision
- Progress of all students
- Data
- Reporting and Tracking
- Developing and reviewing the School's SEND Policy
- Co-ordinating all the support for students with special educational needs or disabilities (SEND).

HOW WILL THE SCHOOL KNOW IF STUDENTS NEED EXTRA HELP?

Identification before enrolling at the school is preferable. Students are asked to notify us of any existing needs on their application forms, and then again on their enrolment forms; any such self-declarations are added to the Additional Needs register as a matter of course. Depending on the severity of the need, parents and previous schools may be contacted for further information.

All new students will be reviewed by the end of the Autumn term. This will allow time for the students' previous school to provide us with any relevant information/documentation. This will also provide an opportunity for teachers to observe and record details (over time) of students whose needs they suspect might warrant further investigation. All students who either have a diagnosis of SEND or who face significant barriers to their education as a result of their need (and who are therefore included on the Additional Needs register) have an Student passport that is co-created by the student and the SEND Provision Lead. This outlines the needs of the student with strategies for support and potential access arrangements. A copy is sent to the students.

Student passports are reviewed regularly during their time at CMS to ensure the support is still required and assess progress towards any targets set for progression.

When deciding whether to make Special Educational Needs provision, subject teachers and the SEND Provision Lead will consider all information gathered from within the school about the student's progress, alongside national data and expectations of progress. This may be followed up by a meeting with an external SEN specialist if required in the Spring term.

We will use this to determine the support that is needed and whether we can provide it by adapting our core offer (please refer to the Ordinarily Available Provision map), or whether something different or additional is needed.

Where necessary, we will also refer students with SEN for an access arrangement assessment to determine their necessary adjustments during external examinations. This will usually take place on site.

The progress and learning of all students is monitored and reviewed regularly. Progress checks are shared with students and parents/carers throughout the year. If your child is identified as not making progress you will be informed and if necessary, a meeting set up to discuss this with you in more detail. We will;

- Listen to any concerns that you may have.
- Listen to any concerns that your child may have.
- Plan any additional support your child may need that is different or additional to the usual excellent classroom teaching (quality first teaching).
- Discuss with you any referrals to outside professionals to support your child, and explain if appropriate, the process of applying for an Education Health and Care Plan Needs Assessment (EHCP NA).

Each student with their parent/carer attends an Academic Tutorial where progress and learning are discussed with their subject teachers. Each student and parent/carer are fully consulted and involved in discussions to ensure that any support and resources provided are appropriate and effective. Information regarding how a parent/carer can further support their child is also shared.

WHAT WILL THE SCHOOL DO IF THEY THINK MY CHILD HAS ANY SEND?

If your child is identified as not making progress, the School may set up a meeting to discuss this with you in more detail and to;

- Listen to any concerns you may have.
- Plan any additional support your child may need (this may involve your child being added to the Additional Needs register, and you will be informed of this).

- Discuss with you any referrals to outside professionals to support your child and explain if appropriate, the process of applying for an Education Health and Care Plan Needs Assessment (EHCP NA).

HOW WILL I KNOW THE SCHOOL WILL SUPPORT MY CHILD? HOW ARE SCHOOL RESOURCES ALLOCATED AND MATCHED TO THE STUDENT'S SEND?

- The School budget includes money for supporting children with SEND. The provision of additional support (see Ordinarily Available Provision Map) is made as appropriate from the School's budget.
- Students with an Educational Health Care Plan (EHCP) receive central funding from the Educational Funding Agency (EFA) with Local Authority (LA) top up money to supplement that provided by the School.
- Deployment of resources for SEND is made in consultation with parents/carers, the Headteacher, School Governors, SEND Provision lead and teaching staff on the basis of needs in the School.

HOW WILL MY CHILD AND I KNOW THAT MY CHILD IS MAKING PROGRESS?

- Regular classroom feedback provided for students is informative and includes next steps for progression, including regular assessed tasks.
- Progress checks are completed throughout the year and shared with students and parent/carers in the form of a report.
- An Annual Review will be held for students with an Educational Health Care Plan (EHCP). The focus of this review is discussion of the child's progress against set targets, and this is always done collaboratively with the family and the child, as well as any outside agencies who are involved.
- Parents are invited to a Parents evening (with their teachers)
- The Senior Leadership Team carry out regular work scrutinies and lesson observations to ensure that the needs of all students are met through outstanding quality of teaching and learning.

HOW WILL THE SCHOOL SUPPORT MY CHILD AND HOW WILL THE CURRICULUM BE MATCHED TO SUPPORT MY CHILD'S NEEDS?

All Students access:

- Excellent classroom teaching (Quality First Teaching) that includes differentiated approaches by subject specialist teachers targeted to the needs of the individual students in the classroom.
- Teaching that is informed by assessment, planning and review.
- High expectations for each student in their class regardless of SEND.
- Relevant student information provided for all teaching and support staff.

Some students are identified by the subject specialist teacher, the SEND Provision Lead and/or parent/carers as needing some additional specialist support (described as SEN Support (SS) in the Special Educational Needs Code of Practice 2014) and may access:

- Additional in-class support usually provided by a Teaching Assistant.
- Additional classes or specific group work delivered by either a Teacher, Higher Level Teaching Assistant (HLTA), a Level 3 Teaching Assistant Subject or SEND specific specialist and/or other trained adults.
- Specialist targeted interventions delivered by either a Teaching Assistant, Subject or SEND specific specialist.
- Specific strategies or resources that may have been suggested by the SEN Lead and/or professionals.

- Access to specialist professionals, for example, Speech and Language Therapists, where these agencies have accepted a referral. This will help the School to understand your child's particular needs better and therefore support them more effectively.

  A few students may require, or have an Educational Health Care Plan (EHCP). This support is available for those students whose special educational needs are severe, complex and lifelong. These students experience specific barriers to learning and require specialist support.

- The School (or parents/carers) can request that the Local Authority to carry out a Statutory Assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.

  https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/education-health-and-care-plan-ehcp

- After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a Statutory Assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs.
- After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an Education Health Care Plan (EHCP). If this is not the case, they will ask the School to continue with the current level of support and also set up a meeting in the School so that a plan is in place to ensure your child makes as much progress as possible.
- If it is agreed, the Statement or EHC Plan will outline the support your child will receive and what strategies must be put in place. It will also have long- and short-term goals for your child. The plan will be written taking into account the views of the child and family, as well as professionals.
- The will be reviewed every year (annual review meeting), and is a collaborative process involving the family, child and any professionals.

WHAT TRAINING DO THE STAFF WHO SUPPORT SEND RECEIVE?

Every teacher is a teacher of every student. It is part of the SEND Provision Lead's role to support subject teachers to assess, plan, monitor and review the progress of students with SEND.

- Training and support is provided for all teachers and teaching assistants to ensure excellent differentiated classroom practice (quality first teaching).
- Training and support is provided for all teachers and teaching assistants that is specific to the individual needs of the students, for example, Epilepsy training.
- Individual teachers and teaching assistants attend a wide range of internal and external training that ensure staff develop a wide knowledge and experience base.

HOW IS THE SCHOOL ENVIRONMENT ACCESSIBLE FOR STUDENTS WITH SEND?

The School is fully compliant with the Equality Act (2010) requirements.

We are committed to adapting our curriculum to ensure that students are able to access it. For example, we:

- Provide electronic access to resources,

    - Adopt a thoughtful approach to grouping,
    - Provide access to 1:1 support where needed,
    - Help teachers to develop styles which accommodate students with particular needs alongside others,
    - Develop our curricular planning and assessment approaches to be as inclusive as possible, including the routine implementation of identified exam access arrangements during every assessment
    - Encourage the use of recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc, and
- Differentiate our teaching, for example, giving longer processing times.
  All specialist spaces are accessible via lifts and/or ramps
- There are toilet facilities with disabled access in the School.
- Outside areas of the School environment are accessible to all students regardless of SEND.
- Extra-curricular activities and trips are accessible for students with SEND.

ARE PARENTS/CARERS AND YOUNG PEOPLE ENCOURAGED TO DISCUSS AND CONTRIBUTE TO POLICIES AND PRACTICES RELATING TO SEND?

Collaboration with, listening to and developing effective partnerships with parents/carers and their child is essential. Parents/carers know and understand their children best. Therefore students and parents/carers are encouraged to participate in the development of, application of, and review of policies relating to SEND in various ways including;

- Parent/Carer participation groups (SENDIAS - Cambridgeshire Online | SEND Information, Advice and Support Service (SENDIASS))
- Parent/Carer forums and surveys
- Parents evenings/annual Reviews

HOW ARE PARENTS INVOLVED IN THE SCHOOL?

- Regular communication and opportunities to provide feedback
- Surveys and parent forums
- Parents' Evenings
- Open Days
- Option Choices
- Parent Governor

WHO CAN I CONTACT FOR FURTHER INFORMATION?

- Your child's tutor or the SEND Provision Lead (Roselle Graham rgraham@cms.tela.org.uk)
- SEND Department:
    - Megan Dinig – SENCo/Trust Assistant Principal with responsibility for SEND – mdinig@ivc.tela.org.uk
- Local Authority

  https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/about-cambridgeshire-s-local-offer

- Parent Partnership Service/SENDIAS

  https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/local-offer-care-and-family-support/send-information-advice-and-support-service-sendiass

HOW WILL THE SCHOOL PREPARE MY CHILD FOR TRANSITION TO POST 18 PROVISION?

CMS is very aware of the need to ensure a smooth transition to either higher education or employment and when creating the IEPs, the SENCO will discuss this with the student at their review points. The Head Teacher, pastoral Tutor, and the SENCO discuss students who may require additional transition planning and for these identified students, the SENCO is responsible for liaising with the relevant teams within the higher education institutions to share further information.

In order to support students with their next steps we will offer

- Appropriate and comprehensive career advice
- PD lessons in Year 12 and 13 to help prepare and support for post 18, including support writing personal statements and applications

Please see the local authority local offer page for preparing for adulthood:

https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/local-offer-preparing-for-adulthood-14-25