SOHAM VILLAGE COLLEGE

SEND INFORMATION REPORT

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Soham Village College SEND Information Report

SEND Information Report 2025-26

The purpose of this document is to inform parents and carers about:

- How we welcome children and young people with additional needs into our school
- community
- How we support them in all aspects of school life and remove barriers to achievement
- How we work in close partnership with parents/ carers and children.

Further information can be found in the school's SEND Policy: Soham Village College - Policies

What is our vision and what do we think is important at Soham Village College?

Soham Village College is an inclusive secondary school for 11-16 year olds. We believe in a varied education, where students have equal opportunities to participate in a full curriculum, building independence and resilience along the way. The overarching aim it to ensure that students are prepared for their transition into adulthood with the necessary skills and confidence. The Advisory Body and staff are committed to the inclusion of pupils with additional learning needs and disabilities. We believe that achievement is gained through having an inspiring, caring and enriching school experience.

What are special educational needs and disabilities?

The SEND Code of Practice (2014) states that a child or young person has a special educational need or disability (SEND) 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 they:

- Have a significantly greater difficulty in learning than the majority of others of the same age
- 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 in mainstream schools

What is the Local Authority Local Offer?

This is a resource developed by the Cambridgeshire Local Authority to signpost services and provision for young people with SEND in the local area.

For more information please click here

The SEND team at Soham Village College also work closely with a number of outside agencies that form part of the Local Offer on a case-by-case basis. The SENCos are members of the local SENCo network, participate as part of the statutory assessment panel for county when invited, and have contributed to the review of the Ordinarily Available Provision draft toolkit for Cambridgeshire.

Where can I access independent help and support?

Cambridgeshire's SEND Information, Advice and Support Service (SENDIASS) offers impartial and confidential information.

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

IPSEA: Independent Provider of Special Education Advice (known as IPSEA) is a registered charity operating in England. IPSEA offers free and independent legally based information, advice and support.

https://www.ipsea.org.uk/

How do we consult with parents of children with SEND and involve them in their child's education?

We aim for open and transparent communication and consultation with young people and their parents/carers. We prefer to meet and discuss things face to face, through parents' evenings, EHCP review meetings and other meetings as the need arises.

Email and phone calls can also be useful as it allows for clear communication which can be referred back to, as required.

Please contact The Hub here:

thehub@sohamvc.org

01353 724100 Ext 5104

How do we consult with young people with SEND and involve them in their education?

- Students with an EHCP have the opportunity to tell us what they think through the annual review and the Pupil Passport.
- Students will be invited to meetings about them, and we will respect their views on how they wish to participate.
- Students have access to The Hub during the school day to talk to a Hub manager or SENCo.
- Students are consulted about the help they may need and they share how they prefer this help to be given. This is recorded in their Pupil Passport. The Pupil Passport is reviewed termly.

How do we know if your child needs extra help?

- If your child is transferring to Soham Village College and already has special educational needs, your primary school will inform the Special Educational Needs Co-ordinator (SENCo) at Soham Village College.
- There is planning between the schools and with parents/carers in Year 5 and Year 6 to support the student's move from primary to secondary school, often through the Year 5 annual review, if an EHCP is in place.
- On entry to the school, all students are screened on literacy skills within the key areas of reading, spelling and comprehension. This helps us identify where to target early morning literacy interventions.
- Our maths department also identify students who need support with numeracy and run early morning and afternoon sessions to help them to catch up.
- Some children do well at primary school but find the transition to secondary education more difficult. The teachers and support staff are highly alert so that areas of need are spotted early and referred to The Hub and support can be coordinated promptly.
- The school listens to parents. Sometimes, the first signs of difficulty are picked up through conversation at home, so parents are always welcome to contact the school to talk about concerns.

What should you do if you think your child may have a special educational need or disability?

- If you are concerned about your child's abilities, the school will listen to your concerns, discuss them with you and agree on a plan that might only need light monitoring or might require assessment by specialist staff or external agencies.
- You can contact the school by phone or e-mail (please see contact details on the home page of the school website).
- Please contact the school through a family friend or professional translator if you feel more comfortable using a language other than English.
- If your child is still at primary school, talk to your child's teacher there who can help you look at any issues and make links with Soham Village College to help prepare for the next year.

What is an Education Health Care Plan (EHCP)?

An EHCP is a legal document that identifies a child's SEND needs and focusses on the support required to meet agreed outcomes. As well as the educational elements, EHCPs also outline the child's health and social care needs, outcomes and support.

What kinds of special educational needs and disabilities might students at Soham Village College have?

There are four broad areas of SEND**:**

- **Communication and interaction**

Speech language and communication needs. Autism Spectrum continuum. Social interaction difficulties.

- **Cognition and learning**

Moderate and Severe learning needs including global learning delay. Specific learning needs, including dyslexia, dyspraxia and dyscalculia.

- **Social, emotional and mental health (previously behavioural, social and emotional difficulties)**

Difficulties with poor mental health and wellbeing including anxiety and depression. Difficulties with regulating and managing emotions. Disorders such as: Attention Deficit Disorder; Attention Deficit Hyperactivity Disorder; Attachment disorder.

- **Sensory and/or physical**

Physical disability, vision or hearing impairment, multisensory impairment.

My Child has Difficulties with Communication and Interaction

This can include:

- Understanding language
- Using language
- Understanding how to communicate socially with other people
- Conditions include Specific Language Disorder, Autism, speech sound disorders/delay.
- Stammering – advice given to families about how to access support from outside agencies

What can Soham Village College offer?

Universal support all students can access	• High-quality teaching with appropriate differentiation (including best SEND practice) • Visual aids to support key vocabulary, concepts and themes • Whole-school awareness to encourage meta-cognitive learning • Access to homework support clubs • Access to supported games club • Access to assessment for identification of significant needs • Single point of access throughout the school day for all Additional Support needs through Hub Managers based in The Hub
Targeted support for students may include	• Assessment and identification of need and feedback to parents and staff • In-class Teaching Assistant support in some lessons • Enhanced Year 6 to Year 7 transition • Bespoke Hub use arrangements • Post 16 transition support • Access to Wellbeing support • Specific teaching and learning strategies shared with class teachers • Access to Sensory Room
Specific individual support may include	• 1:1 sessions with specialist staff in the school, linked to other needs on Education Care and Health Plan • Individual teaching assistant support in some mainstream lessons • On-going monitoring and regular feedback to parents and students • Exam access arrangements

My Child has Difficulties with Cognition and Learning

This can include:

- Reading and spelling
- Learning new information and concepts
- Working with numbers
- Working memory
- Concentration
- Students may have Specific Learning Difficulties such as, dyslexia, general learning difficulties, AD(H)D
- Students may present with difficulties that do not have a specific title

What can Soham Village College offer?

Universal support all students can access	• High-quality teaching with appropriate differentiation (including best SEND practice) • Visual aids to support key vocabulary, concepts and themes • Access to homework support clubs • Access to assessment for identification of significant needs • Access to assessments for exam access arrangements, if needed • Year 7 and Year 11 transition support to ensure needs can be supported effectively • Whole-school awareness to encourage meta-cognitive learning • Dedicated and caring staff who value all students regardless of ability • Single point of access throughout the school day for all Additional Support needs through the Hub Managers
Targeted support for students may include	• Early morning reading and spelling programmes • Expanded Rehearsal Technique – reading fluency intervention • Blanks Level Questioning inference intervention • Teaching Assistant support in some lessons • Specific teaching and learning strategies shared with class teachers • Targeted lunch time clubs for vulnerable students • Dyslexia mentoring and support • Post 16 Transition support • Foundation Learning Tier GCSE options
Specific individual support may include	• On-going tailor made 1:1 tuition in The Hub, led by an external provider • Where needed, help from an external agency • Termly testing for students with literacy difficulties to review and plan • Subject-specialist teaching assistants in key subjects to provide on-going support • External agency advice where needed • Exam Access Arrangements

My Child has Difficulties with Social, Emotional or Mental Health

This section includes all those young people who experience short but significant periods of high anxiety, stress, distress or anger that affect their education.

It also includes young people who have a range of longer-term recognised mental health conditions.

For both groups, issues can include:

- Forming and maintaining healthy relationships
- Bereavement
- Attitudes to attainment
- Attendance
- Self-esteem
- Life outside school

What can Soham Village College offer?

Universal support all students can access	• High-quality teaching with appropriate differentiation (including best SEND practice) • Access to homework support clubs • Support for outside assessments to identify significant needs • Whole school policy for behaviour management with graduated response • Year 7 and Year 11 Transition support • Anti-bullying policy • Awareness training for individual mental health needs through PSHE lessons and tutor time activities (Key Stage 3) • Tutor time activities and external presentations during PSHE days (Key Stage 4) • Self-help resources and signposting to support websites and advice lines • Single point of access throughout the school day for all Additional Support needs through Hub Managers based in The Hub • Access to Sensory Room
Targeted support for students may include	• Foundation Learning Tier breakfast club • The Hub lunchtime drop-in • Time-out cards allowing students to remove themselves from the classroom if needed. Students then go to the Hub where a member of staff will check up on them. • Resilience group work • KS4 exam anxiety support sessions • In-class support in some lessons • Peer mentoring • Year 11 support with college applications and career paths • Tutor check-up
Specific individual support may include	• 1:1 counselling or wellbeing support • Work with the Emotional Literacy Support Assistant • Bespoke timetables • Hub registration

	• Outside agency input (e.g. Centre 33, Young Person's Worker (YPW) or Family Support Worker (FSW), Emotional Health and Wellbeing Service, CAMH. • In-class support for students at risk of exclusion • Pastoral Support Plan/ ISLE access- support for students at risk of permanent exclusion • Children in Care Education Plans • Alternative Provision

My Child has Sensory and/or Physical Needs

This section covers students who have difficulties with:

- Vision
- Hearing
- Gross motor co-ordination
- Fine motor co-ordination
- Self-organisation for daily living
- It includes conditions such as cerebral palsy, physical injury, Dyspraxia

What can Soham Village College offer?

Universal support all students can access	• High-quality teaching with appropriate differentiation (including best SEND practice) • Visual aids to support key vocabulary, concepts and themes • Amplification of sound for hearing aid users • School adheres to guidelines on physical access • Whole-school awareness to encourage meta-cognitive learning • Access to homework support clubs • Access to assessment for identification of significant needs • Dedicated and caring staff who value all students regardless of ability • Single point of access throughout the school day for all Additional Support needs through Hub Managers based in The Hub
Targeted support for students may include	• Health Care Plans • Access to school laptops for use during lessons • Access to assistive technology, software, audio/digital books and applications • Access to teaching assistant support • Targeted risk assessments
Specific individual support may include	• Support from Physical Needs specialist TA • 1:1 Outside Agency support including Hearing and Visual Impairment specialists • Specialist equipment and materials, such as enlarged adapted resources • Targeted TA support for complex medical needs, including practical support • Exam Access Arrangements • Personal emergency evacuation plans • Further adaptions will be made where needed, such as those in the accessibility plan: Soham Village College - Policies

After the admissions process, the parents/carers of any student who accepts a place will be asked to complete an online 'student details form'. This will gather information about all medical needs. The school's Health Care Plan Coordinator will communicate with the family about the student's needs and how the school can best support the student in accessing a full educational experience at the school. Please see the accessibility plan for further information

about the types of arrangements that can be made: Soham Village College - Policies https://www.staploeeducationtrust.org.uk/policies-index/policies-for-soham-village-college

We are committed to inclusive education of disabled students and the progressive removal of barriers to learning and participation.

How will you know if the school is supporting your child? How do parents/ carers know how their child is doing?

All students:

- Parent consultation evenings are a great opportunity to discuss your child's progress and needs and to find out about support options. SENCos are available for all Parents' Evenings.
- Parents are always welcome to contact their child's Form Tutor at any time to discuss particular concerns as they arise.
- The Hub is the home of the Additional Needs team. The Hub Managers are based here who can answer queries and discuss additional provision with parents and carers.
- Parents/Carers can monitor the progress of their child through the Go4Schools online platform. Information such as current grades, attendance, behaviour and homework are available for parents/carers to view.

Students with EHCPs:

- Their support in mainstream lessons will be timetabled, additional support outlined in the EHCP will be implemented where needed and parents can discuss this at any time by contacting The Hub.
- Students will have an Annual Review of their progress and needs. This comes in the form of a full annual review document as part of a specially arranged face to face meeting between parents and the SENCo. During this meeting, students, parents and staff have the chance to express their views about the progress being made and the provision they are receiving at school.

How will the curriculum be matched to your child's needs? How are the school's resources allocated to these needs?

- All staff are expected to adapt their lessons to increase the use of elements known to support students who need extra help. For some students with a lower level of need, this is all that is required to help them make progress.
- Teachers also have access to the profiles of students known to have specific needs and they can collaborate with the specialist staff to build adaptations to activities especially for those individual students.
- Some lessons have a teaching assistant in the class who can help to give instant support if any difficulties are identified.
- You will have opportunities to discuss GCSE choices in Year 9 with the aim of selecting subjects based on your child's strengths and interests.
- If your child is specifically funded through their EHCP, review meetings with the SENCo will include discussion and agreement about how that funding is used and monitored.
- The SENCos have a monitoring cycle to advise on provision in departments and discuss best practice.
- The TAs are participating in a CPD programme which is designed to tackle skills gaps and enhance their expertise.
- All teaching staff have regular CPD to ensure they are fully informed about how to adapt their teaching to support students with different special educational needs and disabilities.

Will your child be able to access the school environment?

The school environment is adapted to enable access for all students; most of the site is wheelchair accessible. For students with specific physical needs further adaptations and support are provided to allow access to both the school environment and curriculum. Where necessary, medical risk assessments can be created for students with specific physical needs.

How is progress monitored by the school?

- Progress is monitored by individual teachers, Heads of Faculty/Subject and Heads of Year.
- Student targets are referenced against external targets set by FFT Aspire who base projections on the national KS2 data set.
- Student progress data in all subjects is available for students, parents and staff through Go4Schools.
- Early morning interventions supporting reading, spelling and numeracy are monitored against a baseline using recognised standardised tests completed on a 4-month cycle.
- Professionals from outside of school
- Individualised English targets are set for students on the SEND register.

What specialist services and expertise are available at the school?

Within the Hub team, there are staff who have received additional formal training in their areas of specialism such as learning/literacy, speech/language/social communication needs (SLCN), mentoring for social/emotional/mental health and supporting students with diverse physical needs.

- All teaching assistants receive regular Continuing Professional Development training and coaching for specific issues/students, from relevant specialists.
- The school brings in additional expertise (assessment, staff training and intervention) from outside agencies, including:
    - Occupational therapy
    - Visual Impairment Service
    - Audiology Service
    - Child & Adolescent Mental Health Service (CAMHS)
- The school has three qualified SENCos:
    - Inge Tucker
    - Lorna Sparrow
    - Ben Thompson (FLT)
- To support the social, emotional and mental health of our students, we have a dedicated Wellbeing Team. This is led by a trained counsellor.

How will the school help parents/carers in supporting their child's learning at home?

- The school provides parents with advice on how to support your child's homework.
- All homework is recorded on Go4Schools, which parents/carers can access
- Parents are always welcome to contact their child's Form Tutor or Subject Teachers for more specific advice at any time.
- Parents will be invited to attend other specific events during the year e.g. Options Evening which give further support to parents and students.
- Your child's recent reports will include targeted advice, many of which apply to home as well as school life. If you are not sure how you can apply them, contact the author of the report for further information.
- Parents are always welcome to contact The Hub for ongoing advice.

What support will there be for your child's Wellbeing?

- It is vital that all students at Soham Village College feel valued, cared for, confident and supported.
- Staff providing additional support to students with special educational needs automatically include:
    - Ensuring that the student knows who they can talk to if they have any worries
    - Access to The Hub at break and lunch with supervised games and craft clubs to help make friends, learning how to have successful conversations, becoming increasingly independent within school.
    - Students who have social, emotional and mental health issues or develop them later on are offered additional measures through the Wellbeing team to help them cope. Please contact your child's Head of Year in the first instance.
- All students can access support from the Wellbeing team via a referral from their Head of Year.
    - Support can include signposting to support resources, counselling, weekly check-ins, ELSA support, Time Out cards, adaptions to timetables, external support, Centre 33, children and family early help services
- Mental health and Wellbeing are a vital part of the PHSE curriculum for KS3 students.
- More specific topics are covered in PSHE days in Year 10 and 11
- There is a weekly session in tutor time each week that focuses on students' health and wellbeing

How will the school help prepare my child for transfer to post-16 education or to another school?

- All students will have access to the school's Careers Guidance Advisor.
- Students with a greater need have at least one meeting with a member of staff from the Guidance Officer from the Locality Team. During this meeting students will have the chance to talk about different post-16 options.
- Students in the Foundation Learning Tier will complete work experience in Year 11. This helps to give students a taste of a working environment and can help inform them about which course they would like to take, post-16. For further information about how the Foundation Learning Tier prepares students for post-16 education please see: https://www.sohamvc.org/flt
- Students will receive support with completing college applications and have dedicated time in school to discuss careers and options available to them.
- A SENCo meets regularly with the Careers Education, Information, Advice & Guidance Manager.

How will the school know that its provision for SEND is effective?

We believe that regular monitoring and evaluation is vital to ensure effective SEND provision. The progress of students is regularly assessed and reviewed in order to determine the effectiveness of high-quality teaching for students with SEND and any additional intervention programmes.

We do this in several ways including:

- Learning walks
- Lesson observations
- Faculty reviews
- SENCos attending faculty meetings
- Analysis of the attainment and achievement of different groups of students with SEND
- Monitoring of EHCP outcomes
- Monitoring Post 16 destinations of young people with SEND
- The views of parents and students

- Adaptation of teaching resources where needed, including the use of ICT and accessible equipment
- In class support
- Regular monitoring by the governing body/SEND governor
- Scrutiny of the effectiveness of interventions, e.g. monitoring progress through reading and spelling scores.
- Monitoring the procedures for the identification and assessment and the effectiveness of Assess, Plan, Do, Review cycles (Pupil Passports).

Who is involved in supporting students with SEND?

- Form tutors and subject teachers, in liaison with Heads of Faculty, are the first point of contact
- Julie MacIntyre (Deputy Principal) is responsible for overseeing the provision for SEND and line managing the Additional Needs department
    - Contact details: jmacintyre@sohamvc.org
- The Special Educational Needs and Disability Co-ordinators (SENCos) are responsible for the co-ordination of the provision for SEND. They are part of the Anglian Learning SEND and Inclusion Strategic Group.
    - Contact details:
        - Inge Tucker - itucker@sohamvc.org
        - Lorna Sparrow - lsparrow@sohamvc.org
        - FLT - Ben Thompson - bthompson@sohamvc.org
- Inge Tucker is responsible for assessing Access Arrangements for exams and assessments.
- The Additional Needs Department include a number of teaching assistants, some of whom hold higher level positions with specific areas of responsibility.
- The Hub managers are the pupil facing staff who work with students accessing The Hub.
    - Contact details:
      thehub@sohamvc.org
      01353 724100 Ext 5104
- Katie Hardwick is the school's Designated Teacher for CiC and CpiC. and is responsible for providing enhanced support for students looked after by the local authority who also have SEND.
    - Contact details: khardwick@sohamvc.org

Complaints

Should students or parents/carers be unhappy with any aspect of provision they should discuss the problem with the class teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to a SENCo.

In the event of a formal complaint parents should follow Anglian Learning's Complaint Policy which is available on the school's website. SENDIASS is available to offer advice and support families who wish to pursue mediation.

Glossary

A glossary of SEND terms can be found here: SEND Information Hub (Local Offer) | SEND Glossary (cambridgeshire.gov.uk)