

# SEND information for Parents

FEBRUARY 2026



**Burwell Village  
College Primary**



# Aims

- To share Burwell's strategy on supporting pupils' needs
- To share the process for Education Health and Care Plans (EHCP)
- To share the process for referring to outside agencies

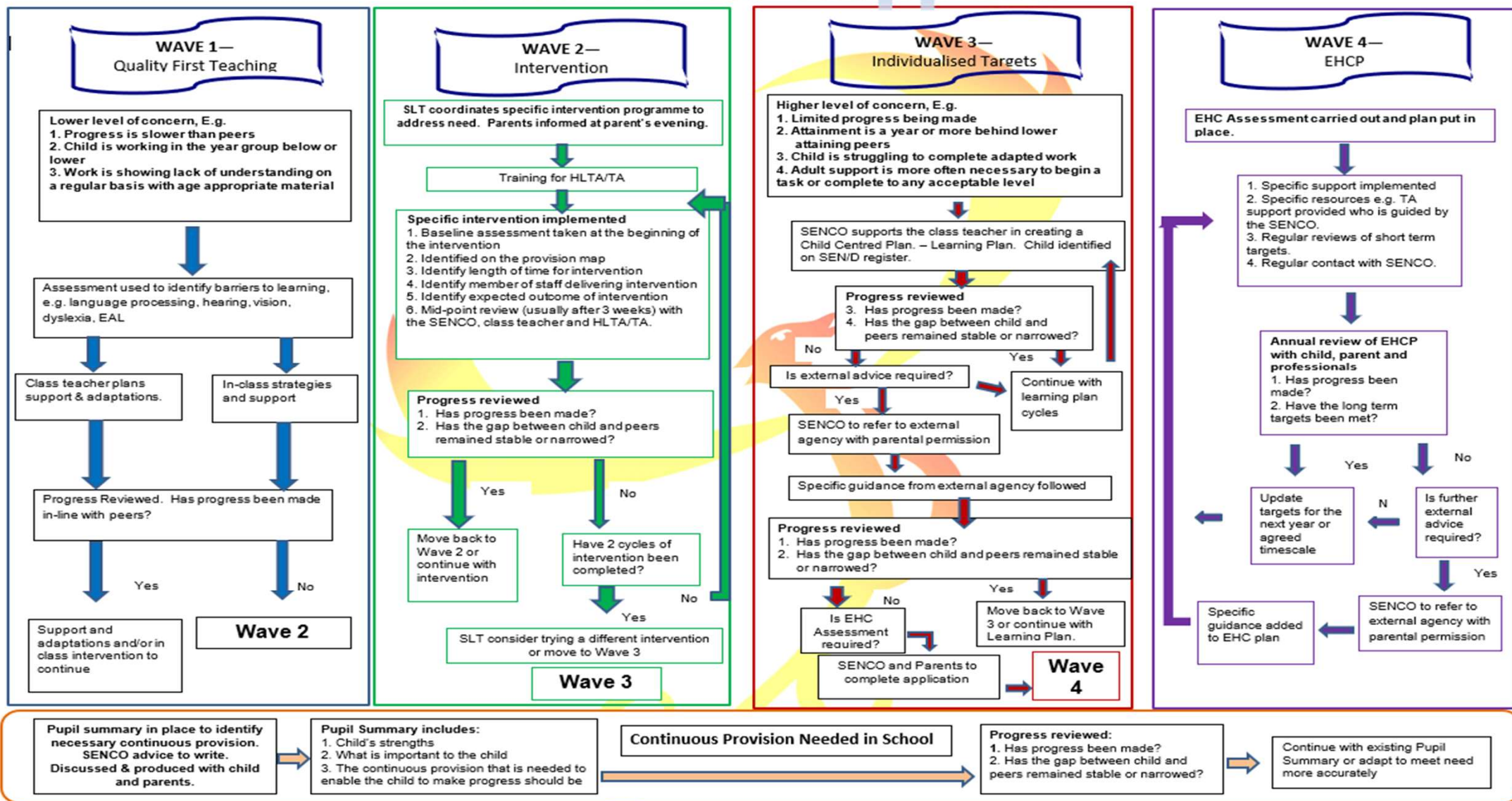
## Wave overview

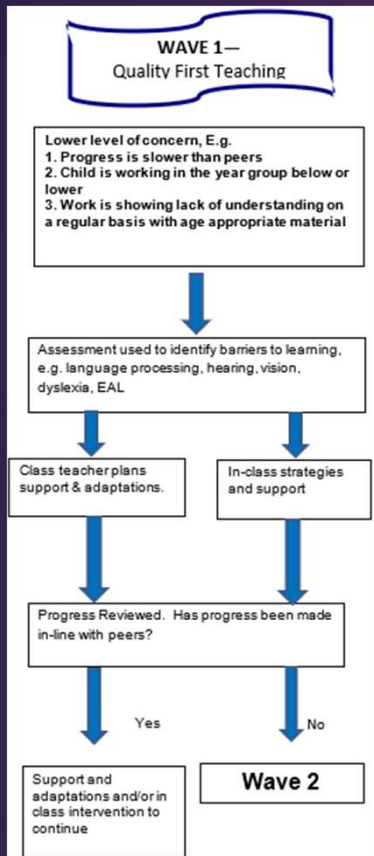
The following slide is Burwell's Wave overview. This is part of our SEND strategy that was introduced in 2021. At that time, we had over 90 children on the SEND register. We identified a lack of clarity about which pupils had SEND needs and which had gaps in learning.

Our wave overview has enabled us to address this and support children appropriately.



# Waves of Support





## Wave 1

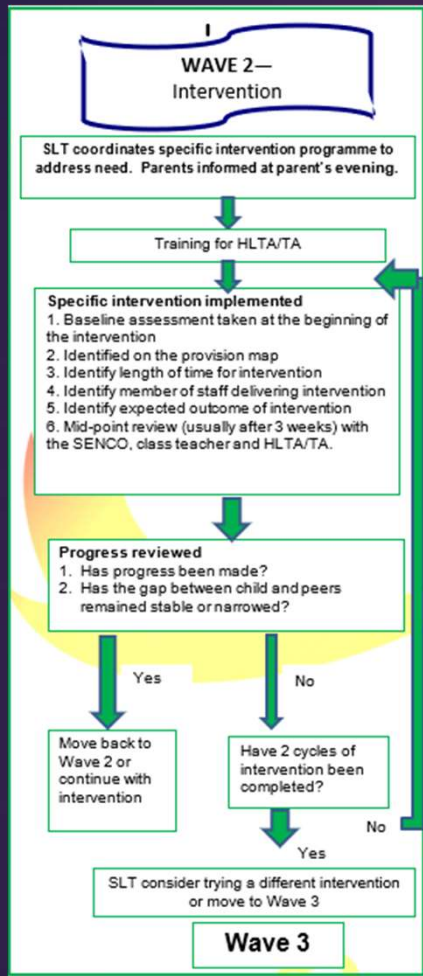
- Low level concern identified
- Class teacher uses in class strategies to support e.g. additional resources, small adaptations to tasks

Teacher's regularly make changes to classroom adaptations. If the child's progress and/or attainment is still not in line with peers they may move to wave 2.

## Wave 2

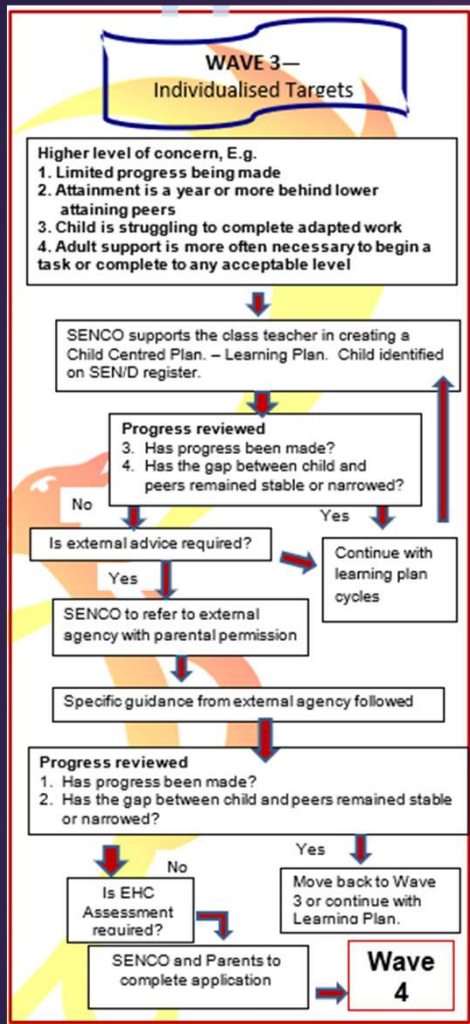
- Teacher and Senior Leadership Team identify that a specific intervention, led by a TA or HLTA, is needed to support the child.
- Two cycles would usually be implemented

Following the intervention, progress is reviewed and if the gap between the child and peers has remained or increased the child may move to wave 3. If the gap has narrowed the child may move to wave 1.



# Interventions

See intervention PowerPoint which details interventions being currently led at Burwell Village College Primary.



## Wave 3

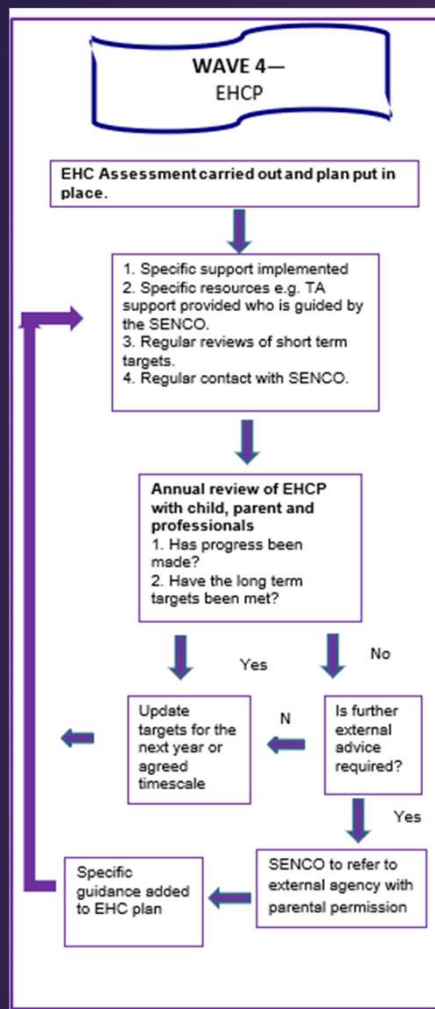
- Special education needs identified
- Child needs short term targets which are personal to their needs. These are put onto a learning plan.
- Following at least two cycles of a learning plan, if satisfactory progress is not made then a child may need a referral to SEND services. This enables the school to access advice from a specialist teacher for SEND

Following implementation of the advice from a SEND specialist teacher, if it is identified that progress is limited a child may need an education, health and care needs assessment. Child would move to wave 4.

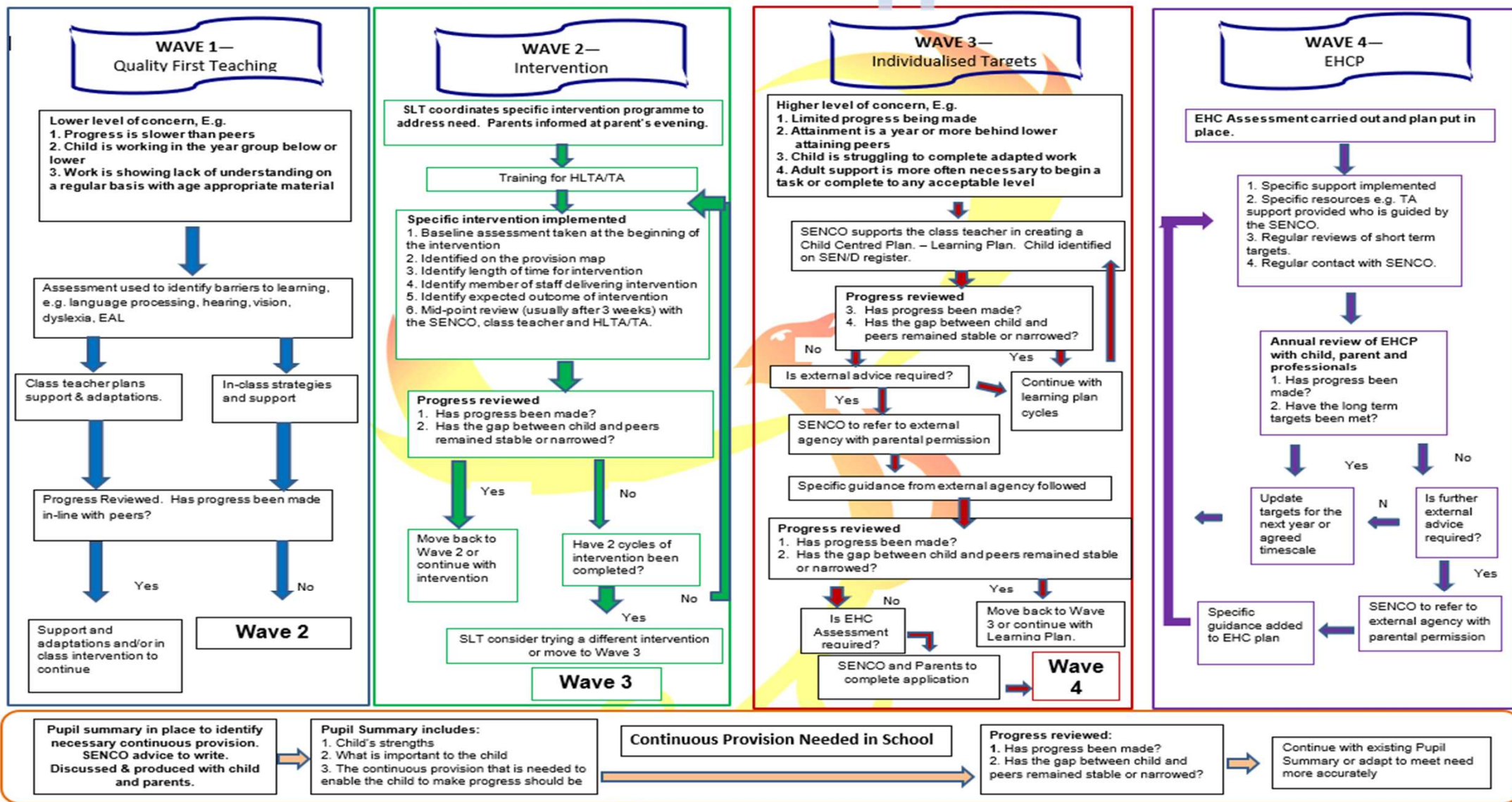
- Education Health and Care Needs assessment (EHCNA) request completed and sent to the local authority (LA).
- If the LA agree to carry out the EHCNA an EHCP may be put in place. If they do not feel the child's needs are great enough, school would continue to provide wave 3 support.

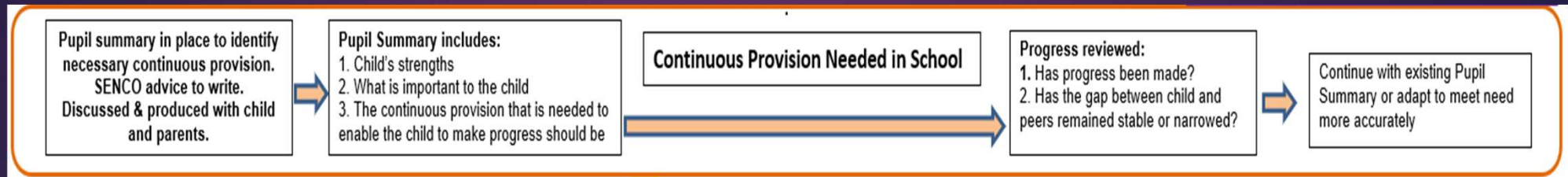
## Wave 4

If a child is given an EHCP, school break down the outcomes on the EHCP onto a learning plan which would be reviewed each term. The EHCP would be reviewed annually.



# Waves of Support





# Continuous provision needed

All children on wave 3 & 4 have a pupil summary which details the support they need in each lesson.

Some children have needs that cannot effectively be met through learning targets. A pupil summary identifies what they need continuously throughout their time in school to enable them to access learning and achieve their best.



# EHCP - Education, Health and Care Plan

## ▶ What is an EHC plan?

*A legal document that outlines the special educational, health, and social care needs of a child or young person aged 0-25 with SEND (Special Educational Needs and Disabilities).*

## ▶ Who is an EHC plan for?

*An EHCP is for those with **significant, long-term, and complex** needs that cannot be met through standard SEN support.*

## ▶ How is an EHC plan obtained?

*To obtain an Education, Health and Care (EHC) plan for a child or young person, a request for an EHC needs assessment is made to the local authority where the child lives.*

# EHCNA - Education Health and Care Needs Assessment

Not all EHCNA requests are accepted by the LA.

To make a successful request we need to prove that the child has significant, long-term, and complex needs that cannot be met through standard SEN support.

**This means that we need to gather evidence to show what we have already tried, including the following:**

▶ **Evidence of the child's SEN:**

This includes information about the nature, extent, and context of the child's SEN, as well as evidence of their academic progress or developmental milestones.

▶ **Information about the child's learning difficulty/disability:**

This section focuses on the specific learning challenges the child faces, including communication and interaction, cognition and learning, social and mental health, and physical and/or sensory needs.

▶ **Evidence of the school's or setting's actions to meet SEN:**

This demonstrates what steps the school has already taken to support the child, including reasonable adjustments under the Equality Act 2010. (Learning plans, specialist teacher advice)

▶ **Evidence of the child's progress:**

This shows how the child has progressed as a result of the support they have received.

▶ **Advice from professionals:**

This includes reports from specialist teacher for SEND, paediatricians, and other relevant professionals.

▶ **Views of the child and parents:**

The assessment process considers the perspectives and aspirations of the child and their parents or carers.

▶ **Information about health and social care needs:**

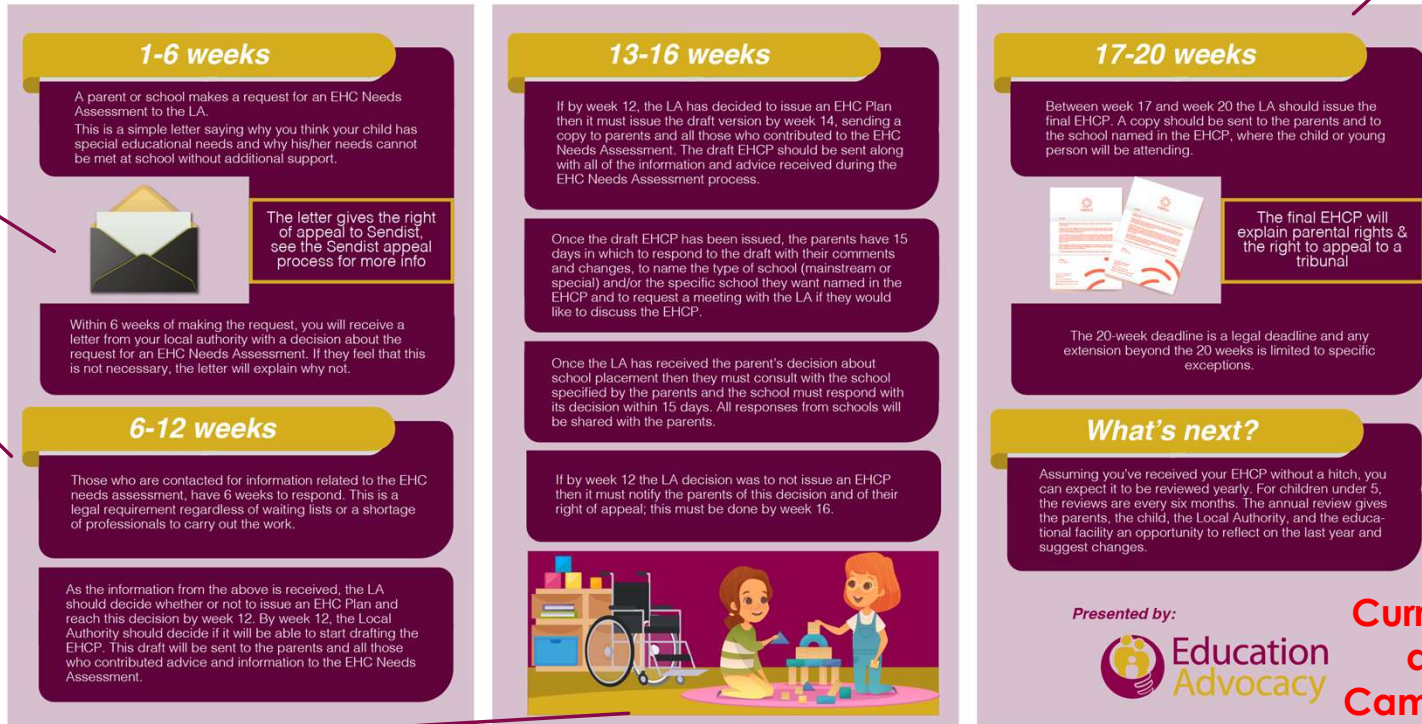
This section focuses on any health or social care needs related to the child's SEN and how these are being addressed.

▶ **A summary of needs and desired outcomes:**

The assessment culminates in a summary of the child's needs and the outcomes they want to achieve.

1. Within 6 weeks of an EHCNA request being received, the LA writes to parents to notify them of the decision.

# EHCP Process Flowchart



4. The final EHC plan should be issued during weeks 17 – 20.

5. An EHC plan should be reviewed yearly.

2. The LA gathers information from professionals. If this indicates a need for an EHC plan they will start drafting it by week 12.

3. The LA should have written a draft version by week 14. Parents then have 15 days to respond with any changes and name their school of preference. The LA needs to consult with appropriate schools within 15 days.

Currently these timescales are not being met in Cambridgeshire (Feb 2026) e.g. The LA agreed to carry out a needs assessment for a Burwell pupil in July 2024. We are still waiting for the final EHCP.

# What an EHCP provides

- ▶ A clear description of a child's strengths
- ▶ A clear description of the areas of special educational need
- ▶ A clear set of outcomes to be achieved by the end of key stage
- ▶ A **suggested** list of ways of supporting the child in school
- ▶ A list of specific interventions that should take place over the course of the EHCP including how often they should be provided and for what length of time
- ▶ Identified people who could provide support

# Does an EHCP provide 1:1 support?

EHCPs are designed to identify the support and individual provision that a school must put in place for a pupil that allows them to address individual needs. As seen in the previous slide this can be specific interventions, additional resources, support from external agencies etc. An EHCP will not specify or provide

- ▶ **Full-time 1:1 support**
- ▶ **Funding**
  - ▶ Most EHCPs come with some additional funding but it is often limited. It is not a personal budget but must be spent to support the specific child
  - ▶ The average additional funding for pupils at our school is £5000
  - ▶ For context the average cost of a teaching assistant is £24 000
- ▶ **Additional expertise, training or skills**, although if funding is provided the school will use this money to access further training or advice
- ▶ **Ongoing support from an Educational psychologist or other external professional**

# EHCNA

- ▶ There are currently 12 children awaiting an EHC needs assessment request within the school
- ▶ These are at various stages of completion from the application nearly ready to send to at the end of the waiting list.
- ▶ The list is regularly reviewed and prioritised based on new information, new pupils, completion of assessments etc.
- ▶ **Whilst awaiting the request the school continues to provide support and review the support in place via the learning plan cycles and pupil summaries**

Right to  
Choose

Community  
Paediatrics

YOUUnited

**Referrals**

Early Help Assessment (EHA)

**What is most important is that the support is right not what SEND a child has. For some, usually older, it is helpful for them to know that their brain works differently because of a certain SEND and it can provide clarity for schools and other settings**

### What we want to do

- ▶ Support – getting the right strategies in place
- ▶ Diagnose – where appropriate get the right medical diagnosis from a health professional
- ▶ Treat the child as an individual
- ▶ Gather evidence of what the child can do and where they struggle
- ▶ Help access family support

### What we want to try to avoid

- ▶ Diagnosing via the internet
- ▶ Diagnosis via family history
- ▶ Comparison and assumption

**Evidence gathering is absolutely fundamental to providing the right support at the right time. Evidence gathering is observational not judgemental. Evidence gathering, in most cases, takes time.**

# Referrals to community paediatrics? -

- ▶ Who makes them?

***In Cambridgeshire referrals are made by school SENCOs. In other LAs they often come from the GP.***

- ▶ What can we ask to be assessed?

***Typically we ask for developmental assessments or assessments for ADHD or/and ASD. Dyslexia is not diagnosed formally in Cambridgeshire unless a parent seeks a private referral.***

- ▶ If you believe your child needs an assessment, please talk to the class teacher and ask them to arrange an appointment with Mrs. Beardon.

# Right to choose assessments

- ▶ Who makes the referral?

***Parents can initiate this themselves through the GP. School will be asked to contribute.***

- ▶ If you intend to make a referral through Right to Choose, please let Mrs. Beardon know.

# EHA - Early Help Assessments

- ▶ What is an EHA?

**It is an assessment that can be completed for a child/family if the parent/carers gives their consent. It helps to identify a child and family's strengths and needs, and to develop a plan to address any concerns, before they escalate into more serious difficulties.**

- ▶ What support can be accessed via an EHA?

***For under 5s, support from SEND services, health visitors, community paediatrics can be accessed.***

***For over 5s we complete an EHA for a specific request e.g. family worker involvement.***

# SALT – Speech and language therapy

- ▶ In school we work with a Speech and Language Therapist. Currently this is Cara Tompkins
- ▶ If you or school has concerns around a child's speech and language we can make a referral for SALT
- ▶ Would complete assessments in school to support this referral which would be sent with a referral form which includes parents/carers concerns and their consent.
- ▶ If SALT is given, the therapist usually carries out 3 or 4 sessions, alongside one of our highly experienced HLTAs, Mrs O'Reilly. School plans for Mrs O'Reilly to carry out support for the pupil usually 3/4 times per week using the strategies modelled by the therapist.

# YOUnited – referrals can be made by parents or professionals



**YOUnited offers support to children and young people aged 5 to 17 with their emotional wellbeing and mental health. There are four partners: Cambridgeshire & Peterborough NHS Foundation Trust (CPFT), Cambridgeshire Community Services (CCS), Ormiston Families and Centre 33.**

**For eating concerns or where a neurodevelopmental assessment is being sought, young people up to the age of 18 years can be referred.**

**Please see the 'How to Refer' page below for further information.**

## Support for parents – links and information below is currently up to date (Feb 2026) but may change in the future

For Cambridgeshire's Local Offer go to-

[www.Cambridgeshire.gov.uk/residents/childrenandfamilies/local-offer](http://www.Cambridgeshire.gov.uk/residents/childrenandfamilies/local-offer) This gives information about what the local authority offers



Helping Cambridgeshire's parents and carers who have children with additional / special educational needs, and / or disabilities. <https://www.pinpoint-cambs.org.uk/>

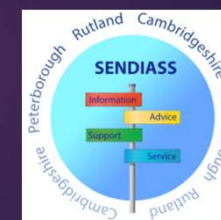


Spectrum work with families whose children have a wide range of additional needs, disabilities and conditions that affect their children's lives and the family unit overall. These are both with and without a clinical diagnosis. <https://spectrum.org.uk/support/>



SENDIASS are part of local offer and provide impartial advice and information about Special Educational Needs

[https://send.cambridgeshire.gov.uk/kb5/cambridgeshire/directory/site.page?id=MR9QIFVa\\_9Q](https://send.cambridgeshire.gov.uk/kb5/cambridgeshire/directory/site.page?id=MR9QIFVa_9Q)



Education Inclusion Family Advisor (EIFA) – the EIFA linked to our school is Saffron Woodbridge-Pearson. A newsletter is sent out via the office, from Saffron, at the beginning of each month. You can email her directly: [Saffron.Woodbridge-Pearson@cambridgeshire.gov.uk](mailto:Saffron.Woodbridge-Pearson@cambridgeshire.gov.uk) or click [here](#) to complete a request consent form