

Cambian Wisbech School

SEND Information Report

2026 to 2027

School type	Independent specialist day school
Age range	7 to 17 years
Primary site	Sessions House
Secondary site	Anglia Way
Specialist focus	Social, emotional and mental health needs with associated additional needs
Education Health and Care Plans	All pupils have an Education Health and Care Plan

Our aim is simple: every pupil is known well, supported well and enabled to make meaningful progress towards adulthood.

Statutory basis

This report should be read alongside the school Special Educational Needs and Disabilities Policy, Safeguarding and Child Protection Policy, Accessibility Plan, Curriculum Policy and Complaints Policy. It reflects the Special Educational Needs and Disability Code of Practice, the Children and Families Act 2014, the Equality Act 2010 and Keeping Children Safe in Education 2026.

1. What is our approach to teaching pupils with special educational needs and disabilities?

Cambian Wisbech School provides specialist education for pupils whose needs may have affected their access to learning, relationships, emotional regulation, attendance or previous educational experience. All pupils have an Education Health and Care Plan and the school plans provision around the outcomes and support identified within each plan.

We believe that high quality teaching, strong relationships and an accurate understanding of each pupil are the foundations of effective provision. Teaching is ambitious and adapted so pupils can access learning without unnecessary barriers. Personalisation is used to widen opportunity rather than narrow it.

Sessions House provides the primary phase and Anglia Way provides the secondary phase. Both sites work within one school approach so that expectations, safeguarding arrangements, assessment and quality assurance remain consistent.

The school values Discipline, Respect, Integrity, Community and Excellence. These values sit alongside the Wisbech Ways of Working which promote consistent, relational and professional practice across both sites.

Our wider school framework considers Attendance, Attainment, Achievement, Behaviour, Safeguarding and Destination. This helps leaders look beyond academic outcomes alone and consider whether each pupil is becoming safer, more engaged, more successful and better prepared for the next stage of life.

Our commitment to inclusion

Every pupil is entitled to a broad, balanced and purposeful curriculum. Reasonable adjustments are planned proactively. Pupil voice, family knowledge, Education Health and Care Plan outcomes and professional advice are used together to shape provision.

2. How do we identify and understand need?

Because all pupils arrive with an Education Health and Care Plan, identification at Cambian Wisbech School is focused on developing an accurate and current understanding of the pupil rather than simply confirming a category of need. We recognise that profiles can change over time and that needs often overlap.

- Transition information from the previous school, placing authority, family and relevant professionals is reviewed before admission and during induction.
- Teachers and support staff use observation, work scrutiny, classroom assessment and professional dialogue to understand strengths, barriers and patterns of engagement.
- Baseline and standardised assessments are used where appropriate. These may include cognitive assessment, reading, spelling, English, mathematics and science assessment.
- Pupil voice and parent or carer views are considered alongside professional evidence.
- Progress, attendance, behaviour, emotional regulation, safeguarding information and destination planning are reviewed together so that concerns are not considered in isolation.
- Where additional assessment is required, the school can seek advice from educational psychology, speech and language therapy, occupational therapy, health professionals and other specialist services according to need and commissioning arrangements.

The school considers the four broad areas of need described in the Special Educational Needs and Disability Code of Practice: communication and interaction, cognition and learning, social emotional and mental health and sensory or physical needs. These areas are used as a planning framework rather than as labels.

3. What do we do to support pupils?

Support is planned through an assess, plan, do and review cycle. Teachers retain responsibility for pupil progress while working closely with the Special Educational Needs and Disabilities Coordinator, teaching assistants, pastoral colleagues and external professionals where appropriate.

- Personalised timetables and curriculum pathways that reflect starting points, Education Health and Care Plan outcomes and preparation for adulthood.
- Small teaching groups and additional adult support where this is required to access learning safely and successfully.
- Individual Learning Plans with clear targets linked to assessed need and Education Health and Care Plan outcomes.
- Adaptive teaching including explicit instruction, modelling, scaffolding, visual support, structured routines, repetition and adjusted pacing.
- Targeted interventions that are time limited, reviewed for impact and linked back to classroom learning.
- One to one keyworking and pastoral support to help pupils reflect on progress, relationships, choices and barriers to learning.
- Reasonable adjustments for communication, sensory need, emotional regulation, physical access and assessment.
- Exam access arrangement assessment and applications where pupils meet awarding body requirements.
- Careful planning for alternative provision, educational visits, work experience and external learning so that support, safeguarding and curriculum intent remain clear.
- Regular liaison with parents, carers, placing authorities and relevant professionals.

4. How do we support wellbeing, regulation and safety?

For many pupils, emotional safety and trusted relationships are necessary conditions for successful learning. The school therefore integrates education, pastoral support, positive behaviour support and safeguarding rather than treating them as separate systems.

- Consistent daily routines and clear expectations across both sites.
- Positive Behaviour Support and restorative approaches which seek to understand behaviour, repair harm and restore learning.
- Individual risk assessments and support plans where required.

- Key adult support, emotional literacy work, Personal Social Health and Economic Education and targeted wellbeing interventions.
- Safe spaces and reasonable adjustments for pupils who require support with regulation, transitions or sensory load.
- Prompt safeguarding response where changes in behaviour, attendance, presentation or disclosure indicate possible risk.
- Behaviour and safeguarding concerns recorded through the school systems including Behaviour Watch in line with school procedures.

5. What training do staff receive?

All staff complete mandatory induction and refresher training appropriate to their role. The school also uses continuing professional development to strengthen specialist practice according to the needs of the current pupil cohort.

Core training and expectations	Specialist and continuing development
Keeping Children Safe in Education 2026 Part One	Autism and communication needs
Child protection and safeguarding	Attention deficit hyperactivity disorder
Prevent duty	Dyslexia, dyscalculia and literacy needs
Online safety, filtering and monitoring	Trauma responsive and attachment aware practice
Equality, diversity and reasonable adjustments	Mental health and self harm awareness
Health and safety, fire safety and first aid	Emotional regulation and relational practice
Risk assessment and recording	Adaptive teaching and assessment
Positive Behaviour Support and de escalation	Special Educational Needs and Disability Code of Practice
Data protection and confidentiality	Exam access arrangements and assistive technology where relevant

Training is recorded and reviewed through the school training and quality assurance arrangements. Role specific competence is required before staff undertake specialist procedures or medical support.

6. How do we know whether support is effective?

Monitoring progress is an integral part of teaching and leadership. The school does not rely on one measure. Academic progress, personal development, engagement and safety are considered together.

- Ongoing teacher assessment and review of classwork.
- Baseline and standardised assessment information where appropriate.
- Individual Learning Plan targets and Education Health and Care Plan outcomes.
- Pupil progress meetings and moderation.
- Attendance, punctuality and patterns of engagement.
- Behaviour, safeguarding and emotional regulation information.
- Learner voice and parent or carer feedback.
- Annual review of each Education Health and Care Plan.
- Personal Education Plan and looked after child reviews where applicable.
- Destination planning and evidence of successful transition to further education, training or employment pathways.

Senior leaders use learning walks, observations, work scrutiny, assessment information and case review to evaluate the quality and impact of provision. Where an intervention is not producing the intended impact it is reviewed, adjusted or replaced.

7. How do we communicate progress to parents, carers and professionals?

- Termly reporting on academic progress, attendance and wider development.
- Education Health and Care Plan annual reviews and additional reviews where circumstances require them.
- Regular communication with parents and carers through agreed school channels.
- Personal Education Plan meetings and looked after child reviews where applicable.
- Multi agency meetings where coordinated planning is required.

- Clear records of agreed actions, responsibilities and review dates.

Parents and carers are encouraged to contact the school if they have concerns about progress, provision, wellbeing or the implementation of their child's Education Health and Care Plan. The school aims to address concerns early and collaboratively.

8. What wider learning opportunities are available?

The curriculum extends beyond classroom lessons. Wider opportunities are selected because they contribute to pupils' Education Health and Care Plan outcomes, independence, cultural capital, employability and successful preparation for adulthood.

- Educational visits and community based learning.
- Life skills and independence learning.
- Careers education, information, advice and guidance.
- Work experience and workplace visits where appropriate.
- Accredited secondary qualifications matched to starting points and intended destinations.
- External or alternative provision where this adds purposeful specialist or vocational learning.
- Guest speakers, community engagement and opportunities for volunteering.
- Enrichment including physical activity, creative learning and interest based opportunities.

9. How accessible is the school environment?

Cambian Wisbech School operates across two sites. Sessions House provides the primary phase and Anglia Way provides the secondary phase. The school makes reasonable adjustments to improve access to learning, information, communication and the physical environment according to individual need.

- Technology and assistive approaches are used where they improve access and independence.
- Risk assessments are reviewed and updated when needs or circumstances change.
- Pupil specific adjustments are recorded through relevant plans and shared with staff who need to know.
- The school Accessibility Plan identifies strategic actions to improve access over time.
- Where a physical feature or activity creates a barrier the school considers reasonable alternatives and adjustments with the pupil, family and professionals.

10. How do we prepare pupils for transition and next steps?

Preparation for adulthood is planned from each pupil's starting point and is not left until the final year of placement. Transition planning considers education, employment, independence, community participation, health and relationships as appropriate to age and need.

- Careers action planning and impartial careers advice.
- Visits to colleges, training providers and workplaces where appropriate.
- Support with applications, interviews and transition documentation.
- Progressive qualifications and pathways that support intended destinations.
- Travel, money, communication, self advocacy and independence skills where relevant.
- Detailed handover information for the next placement with appropriate consent and information sharing.

11. Leadership and responsibility for special educational needs and disabilities

Role	Responsibility
Headteacher	Tawanda Madhlangobe. Strategic oversight, resourcing, compliance and quality assurance.
Deputy Headteacher and Special Educational Needs and Disabilities Coordinator	Naomi Flaherty. Coordination of provision, advice to staff, review of impact, liaison with families, placing authorities and external professionals and oversight of Education Health and Care Plan implementation across both sites.
Teachers	Accountable for high quality teaching, assessment, adaptation, progress and implementation of agreed support.
Teaching assistants and wider staff	Support access, regulation, independence and targeted provision in line with teacher direction and agreed plans.
Senior Leadership Team	Reviews progress, provision quality, safeguarding, attendance and wider outcomes through the school quality assurance cycle.

12. Where can families find further information and support?

Families can contact the school directly for information about provision, progress or concerns. Independent information and advice are also available through local and national services.

Headteacher	Tawanda Madhlangobe
Email	Tawanda.madhlangobe@cambianguroup.com
Telephone	01945 427276
School	Cambian Wisbech School

Cambridgeshire SEND Information Hub: [Local Offer](#)

Cambridgeshire Special Educational Needs and Disabilities Information Advice and Support Service: [Information and support for families](#)

Special Educational Needs and Disability Code of Practice: [Department for Education guidance](#)

Keeping Children Safe in Education 2026: [Department for Education guidance](#)

13. What should I do if I have a concern or complaint?

We encourage parents and carers to raise concerns as early as possible so that they can be understood and addressed. Concerns about provision should normally be discussed first with the class teacher or tutor and the Special Educational Needs and Disabilities Coordinator. Formal complaints are managed through the school Complaints Policy. Statutory rights relating to Education Health and Care Plans remain separate from the school complaints process.

Review of this report

This SEND Information Report was reviewed in September 2026 and will be reviewed again by September 2027 or sooner if there is a significant change to legislation, statutory guidance, school provision or local arrangements.

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