

Special Educational Needs and Disabilities (SEND) Information Report

An Introduction and Frequently Asked Questions about SEND

School Name:	Ely St John's Community Primary School	
Date:	Updated 7th July 2021	
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Dear Parents,

This part of the website is all about our Special Educational Needs and Disabilities (SEND) provision. In addition to the SEND Information Report, our SEND Policy outlines our commitment and approach to providing an educational experience which is as inclusive as possible. We strive to ensure that every pupil, whatever their need or disability, makes the best possible progress whilst they are at Ely St John's.

We have two key aims:

1. To endeavour to meet the needs of all our children as best we can.
2. To ensure parents are as informed and as involved as possible in helping us to make decisions about how best to help their child/ren.

We want you, the parents/carers, to work with us to ensure all your child's individual needs are understood and met. Our SENDCo (Special Educational Needs and Disabilities Co-ordinator) Anna McGuinness works 4 days a week (Monday to Thursday). She is supported in her role by Karen Johnson, SEND Support TA - they are available to talk to you if you have any questions or need to talk about any worries or concerns.

The information published below will be updated annually (or before, if changes occur during the year). This is in line with the requirements set out in the SEND Regulations 2014. What follows, is a list of frequently asked questions related to each area the school is required to provide information about. Please do let us know if there is anything we have not covered, we would be happy to hear from you or answer any further questions you may have.

1. What are the kinds of SEND that are provided for at Ely St Johns? (Updated July 2021)

Our **Special Educational Needs and Disabilities (SEND)** policy outlines our commitment and approach to offering an inclusive curriculum that ensures the best possible progress for all pupils, whatever their need or disability. This policy is available on our school website.

The special educational needs of our children cover a vast range of difficulties, conditions and diagnoses. They can include speech, language and communication needs; visual or hearing impairment; attachment difficulties; difficulties with physical development; anxiety; social, emotional or mental health difficulties or needs, social communication needs – including Autistic Spectrum Condition, Attention Deficit Hyperactivity Disorder (ADHD or ADD); dyslexia and mild to severe or specific learning difficulties in one or more subjects.

In total we currently have 399 children on roll at Ely St John's. Of that total, we currently have:

- 26 children at Wave 1 of our Graduated Approach.
- 62 children at Wave 2 of our Graduated Approach.
- 31 children at Wave 3 of our Graduated Approach. **These children are formally on our SEND register and are registered on our SIMS database under the appropriate coding of 'K'.**

- 9 children at Wave 4 of our Graduated Approach. **These children have an Educational Health Care Plan (EHCP). In addition to the 9 children with an existing EHCP, we currently have 14 Educational Health and Care Need Assessment Requests (EHCNA) pending.**

Wave 1: Children at Wave 1 will have been identified due to emerging needs and may appear on our termly cohort provision maps. However, they will have their needs met through high Quality First Teaching (QFT). They may also need reasonable adaptations to be made for them, such as a writing slope, pencil grip, coloured overlay etc.

Wave 2: Children at Wave 2 may require access to targeted support and will feature on our termly cohort provision maps, which may mean they take part in various targeted intervention programmes designed to plug any gaps in their learning or to help them progress in areas of difficulty.

Wave 3: Children may be moved to Wave 3 after consultation with you and the SENDCo and it being an agreed action following the completion of an Initial Log of Concern. Children at Wave 3 are officially recorded as having SEND and logged on our SIMS database as 'K'. Children requiring access to this level of support will have their learning needs specifically planned for by the class teacher and may take part in targeted group support or personalised learning designed to manage any gaps in their learning or to help them progress in areas of difficulty. They will have their own Individual Provision Map (IPM) or Risk Management Plan (RMP), which will be reviewed by the teacher and parents termly.

Wave 4: Children at Wave 4 are in receipt of an Education, Health and Care Plan (EHCP) and have the highest level of need. This is a statutory educational document which outlines a child's special educational needs and disabilities. The document identifies outcomes and the provision required for a pupil to make progress. The school funds the first £6,000 of a child's EHCP provision and the Local Authority fund anything above that figure. There is a statutory obligation for the school to hold an Annual Review every year.

The 'Waves' and Graduated Approach model can be seen under the information in question 2 (below).

Depending on the level of additional need your child may have we will ensure that we have consulted you and we will then work with you to plan the individual support, intervention or resources for your child to the best of our ability and within the parameters of our available staffing and resources.

2. What information can you provide about the school's policies for identifying children with SEND and assessing their needs, including the name and contact details of the SENDCo?

Our SEND Policy (which can be found under the SEND section of the school website) includes, more detailed information about how we identify and assess children with SEND, which involves a graduated response approach (see flow chart and diagram on next page). We always inform parents where we have concerns and if you are concerned at all about the development, progress or well-being of your child, please do not hesitate to contact your child's class teacher in the first instance. The teacher will listen to your concerns and together you can decide how best to support your child.

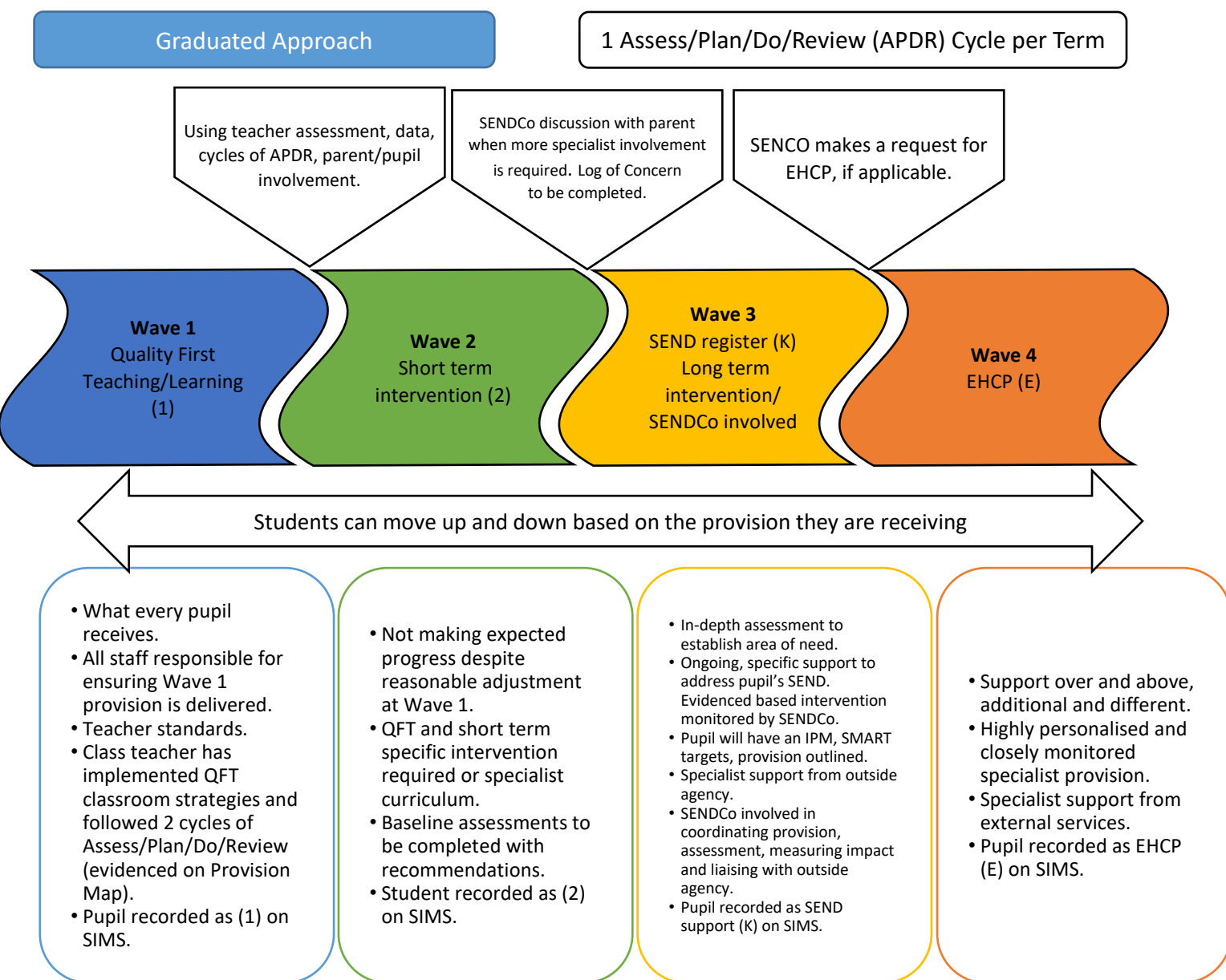
At times, the teacher may feel it is appropriate to involve the SENDCo in discussions, particularly where catch-up and interventions have been tried but progress is still not being made. Sometimes children progress at different rates and sometimes they have missed a significant amount of schooling and a catch-up or targeted intervention programme is enough to address difficulties. At times, a child may have a specific need that impacts upon learning which is best addressed with advice from our SENDCo and outside professionals. It is through these discussions that a child will be placed at the most appropriate 'Wave' on the graduated approach (explained above).

Class teachers formally assess children in their class at three points across the academic year – at the end of the Autumn, Spring and Summer term. It is the responsibility of class teachers to identify those children whose progress or attainment:

- Is significantly slower or not in line with age related expectations (ARE)
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than academic attainment, for example, social development. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. The teacher will use their assessment and

knowledge of the child's needs to determine next steps. It may mean they place them at the appropriate 'Wave' on our Graduated Approach (see model below) or that may not be appropriate. Please see the Graduated Approach model below:



SENDCo Details:

Mrs Anna McGuinness is our SENDCo. She works Monday to Thursday and can be contacted by calling the school office on 01353 612780. Alternatively, you can contact her via her email, which is: AMcGuinness@elystjohns.cambs.sch.uk

Mrs Johnson is our SEND Support Teaching Assistant, who supports Anna in her role and carries out some key roles across the school in supporting children. She works Monday morning and all day Tuesday to Thursday. Karen can be contacted via the school office, on the number above. Alternatively you can contact her on KJohnson@elystjohns.cambs.sch.uk

Your child's class teacher should always be your first point of contact. We have systems in place within school to raise and escalate concerns with the SENDCo, at the appropriate time, for example, by initiating an 'Initial Log of Concern' to involve the SENDCo, if they feel your child is not making progress, despite intervention.

3. What are the arrangements for consulting parents of children with SEND and involving them in their child's education?

We involve parents and carers at all levels and will inform them when there are concerns over progress or specific needs. School communicates with parents and carers in a number of ways including via email, newsletters, assemblies, meetings and the website, amongst other things. All parents are invited to attend parent consultations in the Autumn and Spring term. Parents should always go to their child's class teacher with any concerns.

For parents and carers whose child/ren has an additional or special educational need and is at Wave 3 or 4 of the Graduated Approach, communication will often take place with the SENDCo, as well as the class teacher. Parents will have termly IPM meetings and reviews and are always encouraged to contribute their views at meetings and in documentation. Extra consultation may take the form of:

- Email exchanges
- Telephone discussions
- Meetings to complete referral paperwork
- Additional teacher meetings – including IPM reviews
- Team Around the Family (TAF) meeting
- SEND Surgeries or consultations
- Transition/passport meetings
- Home-school communication books

Parents and carers are able to voice their concerns and teachers are available to meet – sometimes this can be an informal chat at the end of a day or via a pre-arranged meeting. During the Covid 19 pandemic most meetings have been via the telephone or video conferencing. Despite the challenges Covid has brought us, we have remained committed to involving our parents in their child's education as much as we are able to.

We signpost parents and carers to activities in the local area which may benefit their child. Parents and carers are made aware of Locality Team parenting courses, Family Worker drop in sessions, SEND Information Advice and Support Service (SENDIASS) drop in sessions, Children's Centre activities and other opportunities in and around Ely. Up and coming dates are sent via the school comms email system.

4. What are the arrangements for consulting children with SEND and involving them in their education?

All children in Key Stage 1 and 2 have their own Literacy and Maths targets in their books that are reviewed regularly with their class teacher.

Children who have their own IPM or RMP (our Assess, Plan, Do, Review (APDR) documents) will have the chance to talk about their work and experience of school leading up to any review (at an age appropriate level). Pupils who have a yearly passport and transition meeting, are heavily involved in completing their 'All About Me' passport.

For most referral documentation we seek pupil views about their likes/dislikes and experience of school, which is included as a key part of the referral information. Again, this is managed in age appropriate manner. On occasions, we may be advised to complete additional documentation which explores 'pupil voice' further, for example by completing a 'Functional Behaviour Assessment'.

Children who have an EHCP contribute to their Annual Review in the best ways to suit their needs, this might be by attending the meeting, drawing a picture about their likes and experiences within school, sharing their views with an adult, which is then recorded.

5. What are the arrangements for assessing and reviewing children's progress towards outcomes and what opportunities are available to work with parents as part of this assessment and review?

Please see the relevant comments and model relating to our 'Graduated Approach' above.

We operate an Assess, Plan, Do and Review (APDR) process where we evaluate our interventions, our teaching and the impact of intervention and provision. The APDR cycles are documented on our cohort provision maps, IPMs and RMPs. This process allows us to effectively plan our support for pupils with SEND.

The class teacher will communicate with parents to keep them informed about progress and attainment. As mentioned above, if a child is at 'Wave 3 or 4' of the Graduated Approach, the SENDCo will be part of communication and there will be termly reviews of the IPMs and/or RMPs. We always seek to keep parents informed and involved.

6. What are the arrangements for supporting children in moving between phases of education and in preparing for adulthood?

We take every opportunity to ensure a smooth transition for your child either into school from home or from a previous setting or school. We will invite you to tell us about your child, their strengths and difficulties; what works well and what not so well. We share this information with staff in the school that will have contact with your child so they know how best to welcome and support your child.

Our Early Years Foundation Stage (EYFS) Leader will visit the early years setting your child comes from (if applicable) and we run 'stay and play' sessions in the Summer term and host an induction meeting for parents/carers. Home visits are carried out in the first week of the Autumn Term. Some children may require a gradual transition into school and this will be carefully arranged with parents and the class teacher to ensure the needs of the pupil are best met.

For our most vulnerable children, often those with a diagnosis of Autistic Spectrum Condition or social, emotional and mental health needs, we plan a robust transition to each new year group. This can include the completion of a one page 'All About Me' passport, which outlines a summary of the child's strengths, needs and strategies to support. The child is actively involved in this process. The passports are then shared with the new class teacher at our annual passport/transition meetings which also includes the current class teacher, support staff (if relevant), parents and pupils (if appropriate). At the start of each new academic year, we invite some children into school for a short re-orientation visit and to meet their new class teacher again on the training day, in September.

If your child has an EHCP this will be reviewed annually and when appropriate and if possible the transition school will be invited to the Annual Review. For a pupil joining our school, who has an EHCP, the SENDCo will aim to join the transition annual review and if possible, visit the pupil in the setting. Additional visits and meetings will also be arranged if required.

The SENDCo has established links with the SENDCos at our local secondary schools. For those pupils with additional needs Y6-Y7 transition meetings are arranged and held to transfer key information.

7. What are the approaches to teaching children with SEND?

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching or Quality First Teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils. Different learning materials or specialist resources and equipment may be used and support from a teacher or TA in a 1:1, paired or small group situation may be planned for. The school has a number of specific intervention programmes which may be implemented to respond to need. If a child is part of an intervention group, the parent will be informed and it will be recorded on our cohort provision maps or the IPMs of those children at Wave 3 or 4 of the Graduated Approach.

Where staffing, resourcing and availability allow, we have the following provisions and interventions which may be implemented to support the needs of our children:

- Precision Teaching (to target phonic/word recognition or maths)
- Expanded Rehearsal Technique (ERT) (to target phonic/word recognition)
- Numicon firm foundations, Level 1 and Level 2 (Maths)
- Sensory Circuits (Gross motor/sensory/following instructions)
- Fizzy motor skills programme (Gross and fine motor)

- Write from the start, book 1 and 2 (Fine motor)
- Speed up programme (Writing/fine motor)
- Lego Therapy (Social Skills)
- Social Skills Group (Chit-Chat Club)
- Attention Autism (Attention and Listening)
- Barrier games (following instructions)
- Word Aware (Speech and Language)
- Narrative Training (Speech and Language)
- Colourful Semantics (Speech and Language)
- Pirate Writing (Literacy)
- Attack Spelling
- First Class @ Number 1 and 2 (Maths programme)
- Project X-Code (Reading programme)
- Structured sensory breaks – with sensory activity boxes (Sensory)
- Timetabled access to the Sensory Room (Sensory)
- Inference Training (Reading comprehension)
- Success at Arithmetic (Maths)
- Accelerate/Accelerwrite (Reading and spelling)
- Number and Word Shark (Literacy and maths)
- Clicker 8 (Word processing package)

Please refer to our school SEND policy for further information regarding outside agency support and when to request an EHCP.

8. How are adaptations made to the curriculum and the learning environment of children with SEND?

Where appropriate and in line with the school's available funding, resources and staffing, we may make some or all of the following adaptations to ensure needs are met:

- Personalising and differentiating our curriculum provision to ensure all pupils are able to access it, for example, by setting clear individual targets for each child, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing to meet emerging need and in response to Social Emotional Mental Health (SEMH) needs of pupils, where they may present safety concerns.
- Using recommended aids and making adaptations, such as providing access to ICT equipment, coloured overlays, visual timetables, larger font, etc.
- Providing alternative spaces for a child to work, which will enable them to access learning more easily, for example, they may have their own work station in and/or outside of the classroom.
- Differentiating teaching methods for different children, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, scribing work, etc.
- Teachers and TAs support children in a variety of ways so they can access learning which has been carefully planned, sometimes the purpose of the session will be organised so a child achieves success in an area without any adult input, this is essential to develop the independence all children require.
- Teachers will use the progression guidance to identify appropriate learning objectives from lower year groups and this will inform their planning for some children.

A child's learning plan, outcomes and interventions will be recorded on the cohort or individual provision map and this will be shared with parents.

For a few children, a completely bespoke approach to learning will be required – which may include an alternative learning environment and a bespoke timetable to meet their individual needs.

9. What expertise and training do staff have to support children with SEND and how will specialist expertise will be secured?

Our SENDCo, Anna McGuinness, has been teaching for 23 years. She has held the position of SENDCo at Ely St John's since 2005-2006. Anna has taught in various year groups and prior to her move to Ely St John's, she taught Reading Recovery for 4 years. Anna is employed for 4 days each week in her SENDCo role.

Our SENDCo regularly liaises with outside services. Where appropriate and when children meet the required thresholds, support from specialist external services and professionals may be sought. These services can include:

- Speech and Language Services
- Occupational Therapy/Physiotherapy Services
- School Nursing Team
- Hearing or Visual Impairment Support Services
- Family Workers – via drop ins or referral for direct work
- Community Paediatricians
- Emotional Health and Wellbeing Services including Child and Adolescent Mental Health Services (CAMHS)
- SEND Services – with access to Specialist Teachers and Educational Psychologists

Where there are specific medical issues relating to a child's needs, the school nursing service can also provide training for our staff, for conditions such as asthma, allergy related conditions and epilepsy. For other conditions, such as diabetes, we will work with the parents to ensure appropriate training or guidance is accessed through the child's health team.

We have an extensive, experienced and highly skilled team of teachers and teaching assistants, who have accessed a diverse range of training. Please see below for training undertaken over recent years:

Child Protection Training and Prevent – yearly training updates for all staff and governors

Autism Awareness Training – teachers and teaching assistants

Level 1 Dyslexia Training – teachers and teaching assistants

Level 2 Dyslexia Training – teachers and teaching assistants

Level 3 Dyslexia Training – Anna McGuinness (SENDCO) and Level 3 TA – Allison Brown

Asthma – all staff

Specific Diabetic training – staff as required

Diabetes – all teachers and TAs

Medical Training - Staff have the appropriate training to support children with medical issues including diabetes, asthma and allergies requiring Epipens – most recent on Epipen, asthma, epilepsy, choking, anaphylactic all staff

First Aid training - TA staff and middays (see list in First Aid Policy)

PDA training- Anna McGuinness (SENDCO)

STEPS (Therapeutic Behaviour Training) – all teaching assistants and teachers receive the 6 hour foundation training from one of the 4 Step On tutors and all staff receive refresher training for an aspects of the training required for their role and to update

3 day STEPS Tutor Training – Anna McGuinness (SENDCO), Kim Hambley (Year 4 Class Teacher), Liz Bassett (Headteacher), John Henson (Deputy Head)

PACE Attachment Disorder from Sarah Stacey from the Social and Emotional Wellbeing service – all teachers and TAs

Sensory Room Training – All staff in-house training from SENDCO

Additional Training for Teaching Assistants 2019-2021:

180 Minutes (mindful, motivational and sensory) – from Nurture UK – all teachers and Teaching assistants

MITA training for teaching assistants – Liz Bassett and Anna McGuinness

Scaffolding framework for teacher assistant – pupil interactions from Rebecca Pentney at the Littleport research School – all TAs and teachers

Word Aware – all TAs

CLIC (maths) and Calculation Policy training – from the Maths Leader – all TAs

Barriers to writing – from the EYFS leader for use with children in KS2 – all TAs

Precision Teaching - various TAs trained

A Day in the Life of a Nurture Room from Carol Richards Nurture UK – Allison Brown, Karen Johnson, Anna McGuinness, John Henson

Nurture Principles – 3 day – John Henson

Boxall Training - teachers

Bereavement training – Allison Brown, Karen Johnson, Jacqueline Shooter

ALT speech and language training - Debbie Webb

Peer Coaching for TAs (to share expertise in-house) in 2020-2021:

Further Word Aware familiarisation - delivered by Allison Brown (TA)

Narrative training – delivered by Allison Brown (TA)

ERT – delivered by Carol Cousins

Phonics – delivered by Katy Jordan (KS1 Leader)

Calculation Policy and CLIC – delivered by Andrea Fellows (Maths Leader)

Shadowing – various TAs for 1:1 handovers

Precision Teaching – delivered by Julie Symonds

Understanding Autism, Asperger's & ADHD – Beth Hartland attended

Early Years - Making Sense of Autism - Amy Hopkins and Kelly Notley

Other specific interventions teaching assistants have trained for which can be drawn upon where necessary:

Expanded Rehearsal Technique (ERT) – Anna McGuinness

ELKLAN trained – TAs include: Allison Brown, Julie Symonds, Debbie Webb, Carol Cousins, Susan Cornwell and Mary Rose. Ben Killick (Teacher),

First Class @ Number trained - Allison Brown, Julie Symonds

Spirals (social and emotional programme) and/or social skills training – Allison Brown, Karen Johnson

Sensory Circuits trained -Julie Symonds

First Class @ Writing -Allison Brown and Debbie Webb

First Class @ Number 1 - Julie Symonds & Allison Brown

First Class @ Number 2 - Allison Brown

Project X Code reading Intervention - Jenny Stanford; Beth Hartland; Karen Johnson, Allison Brown, Lauren Ferris

Inference Training – Steve Preston (Class Teacher), Karen Johnson

Success @ Arithmetic – Jenny Stanford, Karen Johnson

Cygnets Course (Autism) – Beth Hartland

Online training for Teaching Assistants undertaken during 2019/20 lockdown periods:

SUMMARY	LINK
Infection control	https://www.virtual-college.co.uk/courses/health-and-safety/introduction-to-infection-prevention
Prevent online training	https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html
Protecting children from child sexual exploitation	https://www.virtual-college.co.uk/resources/free-courses/keep-them-safe
Female Genital Mutilation	https://www.virtual-college.co.uk/resources/free-courses/recognising-and-preventing-fgm
Understanding young minds	https://www.virtual-college.co.uk/courses/safeguarding/understanding-young-minds

Future training planned for 2021-2022:

Zones of regulation – for all staff during Autumn term 2021

10. How do you evaluate the effectiveness of the provision made for children with SEND?

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their targets and where appropriate their IPM or RMP objectives each term.
- Reviewing the impact of interventions after 6-12 weeks.
- Making targets SMART and measurable and having reliable baseline and exit data for interventions.
- Monitoring and observations by the class teacher and SENDCo.
- Using whole school provision maps to monitor progress.
- Holding Annual Reviews for pupils with EHCPs - which includes gaining parent and pupil voice
- Where external agencies or professionals involved the school will engage in review meetings to evaluate the effectiveness of their recommendations. For example, a Return in Investment (ROI) review with SEND Services, or a review of progress with an Occupational Therapist, etc.

11. How are children with SEND enabled to engage in activities available with children in the school who do not have SEND?

While Ely St John's does not have a special unit, the Governing Body are committed to spending resources to ensure all needs are met and consults with the Local Authority where accessibility issues relating to structural alterations are required. Otherwise the school, resources and funding permitting, ensures resources are available according to need to ensure children can access the curriculum fully.

The school is wheelchair accessible and has three disabled toilets. Regular risk assessments are made of the site and hazards highlighted. The car park has a parking bay for disabled badge holders. Where children have access needs that are not currently available in school, we are able to liaise with the Local Authority and other professionals to ensure that facilities and equipment are secured. Professionals advise on physical programmes or adaptations to the school environment.

All children are entitled to be included in all parts of the school curriculum and on all school trips. Risk assessments are carried out for any off-site activity and this may include advice from specialist agencies, where appropriate. All pupils are encouraged to take part in sports day/school plays/special workshops. Any plans to the contrary are always made in conjunction with parents.

We work alongside parents and providers to make reasonable adjustments to ensure all children can access facilities, experiences and activities available. As with any child in the school, it is important that the EJ way is being followed and where children are not able to follow instructions from staff and follow our EJ Way, we would worry about their supervision and safety in any out of school setting and may explore all avenues to make the experience positive and successful. This can mean parents attending and supervising, as well as school staff.

All of our extra-curricular activities are available to all our pupils, including our after-school clubs. We have, on occasion, been able to employ an available member of staff to attend an after-school club for pupils with an EHCP, who might otherwise not be able to access the club.

We run Sensory Circuits at the start of the school day on Mondays to Thursdays and these address the following needs: gross motor skills; self-confidence and a calm start to enable access to lessons and learning. This is one example of support given for those children who have needs not so clearly linked to academic development.

12. What support do you have for improving emotional and social development? (This should include extra pastoral support arrangements for listening to the views of children with SEND and measures to prevent bullying)

At Ely St John's we take the emotional well-being and mental health of our pupils very seriously and we are continuously developing our provision and knowledge in this area. Our Mental Health Champions for the school are Liz Bassett (Headteacher) and Amy Grant (class teacher).

We value and place importance on our Personal Social Health and Economic (PSHE) curriculum and we reinforce links to this through our EJ Way and our therapeutic approach to behaviour management. We have 4 trained STEPS tutors in the school. We were also one of six locally chosen schools to receive additional funding through the Opportunities Area, to develop our nurture provision within school. Through this (pre-Covid 19 pandemic) we were able to access training via Nurture UK and have been supported to develop our nurture principles and practice. All teachers have had Boxall and 'Beyond The Boxall' training too. We are always seeking to develop knowledge and all staff have had attachment training from the Emotional Health and Wellbeing Team.

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These can show themselves in a number of ways – behavioural issues, anxieties, or communication difficulties. We work hard through our EJ Way and Steps Behaviour Policy to provide additional intervention and support where necessary to ensure the overall well-being of your child.

We offer a range of additional support for children with emerging or persistent social, emotional or mental health needs including; meet and greet in the morning, sensory breaks and activities, pastoral chat time, with our SEND Support TA, Karen Johnson; alternative arrangements for break and lunchtimes, Lego therapy and social skills groups.

Where a pupil is receiving specialist support from an external agency, the SENDCo and class teacher will liaise with that professional and endeavour to implement agreed recommendations to support the pupils further.

Every year we have an anti-bullying week and we are pro-active in our teaching and learning opportunities to discuss and tackle any issues related to bullying. All school staff log any bullying concerns and this is passed to our head teacher or deputy head teacher to follow up with parents and pupils as required.

From September 2021 onwards, we will be having whole school training for 'Zones of Regulation', which will support the emotional literacy needs of all pupil and provide a whole school approach to help us teach emotional awareness and regulation.

13. How does the school involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children's SEND and supporting their families?

The governors ensure the Head Teacher and SENDCo makes full use of finance and resources and require them to communicate with outside agencies where necessary. The school will seek specialist advice and support where the resources of the school alone are not adequate to meet a child's specific needs and where those needs are impacting significantly on their ability to learn. We will always involve the parents/carers where other professionals are drawn on and we also give parents and carers the opportunity to self-refer or to request meetings.

We currently have a number of children receiving support from Speech and Language Specialists; the Local Authority, Specialist Teaching Team; Occupational Therapists; the Community Paediatric Team, Educational Psychologists; the locality team (including our Family Worker); independent specialist support teachers; the Social, Emotional and Mental Health Team, CHUMS and CAMHS. Sometimes, outside services help the school plan an appropriate programme of work for pupils to work on in school and we will always endeavour to implement recommendations and advice, where it is feasibly possible.

Pre-Covid 19 we would host drop-ins from our Family Worker, which parents and carers can choose to attend. We currently signpost parents to this service instead, for advice over the telephone or via video.

If a parent or carer requires independent support, SENDIASS (formerly Parent Partnership Service or PPS) offers impartial information, advice and support to:

- parent /carers of children and young people with special educational needs and / or a disability
- children and young people themselves (up to the age of 25)

You can contact the service in confidence, whatever the level of need of the child or young person. Each advisor (known as Area Case Coordinator) covers a group of schools, so you will normally speak to the same person each time. Details of drop in sessions are sent out via school comms when the SENDCo is made aware that they are happening.

SENDIASS offer telephone advice and support on education, health and social care provision (if it relates to special educational needs and disabilities). On some occasions, and with your agreement, they can contact professionals / practitioners on your behalf and sometimes attend meetings with you.

Advice and support will be offered for as long as it is needed. Demand for their services can be quite high and it is not always possible for them to respond to calls immediately due. If you leave a voicemail message, you will be called back as soon as possible. Their contact details are below:

Telephone: 01223 699 214 email: sendiass@cambridgeshire.gov.uk Website: [SENDIASS](#)

Address: Shire Hall, Castle Street, Cambridge, CB3 0AP

Our Ely, Littleport and Witchford Locality Team run a number of parenting courses that may be of interest to parents. More details of these can be found via Ely Children's Centre: High Barns, Ely, CB7 4RB Tel: 01353 611594.

Information on where the Local Authority's Local Offer is published can be found on our school website or by following this link:

www.cambridgeshire.gov.uk/SEND

14. What arrangements do you have for handling complaints from parents or carers of children with SEND about the provision made at school?

The named SENDCo is Anna McGuinness. A member of the governing body, Lis Every, takes a special interest in SEND. If you have any complaint about the special educational provision for your child, or about special educational needs provision generally, please speak to the SENDCO, the Headteacher, or to any member of the governing body.

If you speak to a governor, he or she will, in the first instance, refer the matter to the Headteacher. The Headteacher will investigate and then contact you within five school days.

If he or she has not resolved the matter to your satisfaction, it will be referred to the governing body, who will consider the complaint, within the framework of the school's general Complaints Procedure, (available in the policy section of the website).

Please note that a complaint about the actual terms of an EHCP will be referred to START via the casework officer.

Updated July 2021

Appendix 1

What must be included in a SEND Information Report

'Publishing information: SEN information report 6.79 The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools must publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as

possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014 and must include information about:

- the kinds of SEN that are provided for
 - policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENCO (mainstream schools)
 - arrangements for consulting parents of children with SEN and involving them in their child's education
 - arrangements for consulting young people with SEN and involving them in their education
 - arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review
 - arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society
 - the approach to teaching children and young people with SEN
 - how adaptations are made to the curriculum and the learning environment of children and young people with SEN
 - the expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured
 - evaluating the effectiveness of the provision made for children and young people with SEN
 - how children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN
 - support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying
 - how the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families
 - arrangements for handling complaints from parents of children with SEN about the provision made at the school'
- (Special educational needs and disability code of practice: 0 to 25 years. 2015)

From the Children and Families Act 2014 schools must also include:

- a) such information as may be prescribed about the implementation of the governing body's or proprietor's policy for pupils at the school with special educational needs;
- (b) information as to—
 - (i) the arrangements for the admission of disabled persons as pupils at the school;
 - (ii) the steps taken to prevent disabled pupils from being treated less favourably than other pupils;
 - (iii) the facilities provided to assist access to the school by disabled pupils;
 - (iv) the plan prepared by the governing body or proprietor under paragraph 3 of Schedule 10 to the Equality Act 2010 (accessibility plan)