



## Ely St John's Primary School

### SEND Policy

2025-2026



<b>Approved by:</b>	<b>John Henson</b>	<b>Head Teacher</b>	<b>Date: February 2026</b>
	<b>Jon Hudson</b>	<b>Chair of Governors and ESJ Governing Body</b>	
<b>Next Review Due By:</b>	<b>Academic Year 2026/2027 – February 2027</b>		

**Policy to promote the successful inclusion of pupils with special educational needs and disabilities (SEND) including the assessment of and provision for these pupils.**

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### **1. Aims and Objectives**

Our special educational needs and disabilities (SEND) policy, in conjunction with our SEND Information Report (see separate document) aims to make sure our school fully implements national legislation and guidance regarding pupils with SEND. Within this policy, you will discover how, here at Ely St John's, we will:

- Support and make provision for pupils with special educational needs and disabilities
- Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
- Help pupils with SEND fulfil their aspirations and achieve their best
- Help pupils with SEND become confident individuals living fulfilling lives
- Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Make sure the SEND policy is understood and implemented consistently by all staff

### **2. Vision and Values**

Ely St John's is a nurturing and inclusive school community; where every child is recognised, valued and supported to enable them to thrive and reach their potential. We believe that:

- Every child has a right to learn and fully participate in the curriculum
- Every teacher is a teacher of SEND
- Every leader is a leader of SEND

At our school, we will provide all pupils with access to a broad and balanced curriculum. We are committed to making sure all our pupils have the chance to thrive and support them to meet their full potential through provision that is tailored to the needs and abilities of pupils, no matter how varied.

At Ely St John's Community Primary School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. Not all pupils with disabilities have special educational needs and not all pupils with SEN meet the definition of disability but this policy covers all of these pupils.

### 3. Legislation and Guidance

This SEND policy, the SEND Information Report and our daily practice and provision is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out Local Authorities' (LA) and schools' responsibilities for Education, Health and Care Plans (EHCP), SENDCos and the Special Educational Needs and Disabilities (SEND) Information Report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out governors' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose EHCP names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

### 4. Inclusion and Equal Opportunities

At Ely St John's, we strive to create a nurturing and inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their potential.

We will achieve this through quality first teaching approaches and by making reasonable adjustments to teaching, our curriculum and our school environment to make sure that pupils with SEND are included in all aspects of school life.

We recognise where our schools' ordinarily available provision (OAP) will meet the needs of our pupils - planning and adapting our approach accordingly. Where our OAP is no longer adequate to fully meet a pupil's needs, we will recognise and respond to this through our Graduated Approach to SEND. This may result in the decision to apply for an Education Health and Care Needs Assessment (EHCNA), with the hope it results in an EHCP for a pupil, who has significant and longterm SEND.

### 5. Definitions

#### 5.1 Special Educational Needs (SEN)

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

**Special educational provision** is educational (or training) provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

#### 5.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

### 5.3 The Four Areas of Need



As specified in the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), the needs of pupils with SEND are grouped into four broad areas (see table below). We recognise that many pupils have needs that span more than one area, and that their needs may change over time. The interventions and provision we implement will be appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
<p><b>Communication and Interaction (C&amp;I)</b></p>	<p>Pupils with needs in this area have difficulty communicating and interacting with others. They may have difficulty understanding what is being said to them, experience difficulty expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the Autism spectrum often have needs that fall into this category.</p>
<p><b>Cognition and Learning (C&amp;L)</b></p>	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> <li>• Specific learning difficulties, which impact one or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li> <li>• Moderate learning difficulties</li> <li>• Severe learning difficulties</li> <li>• Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties, as well as a physical disability or sensory impairment</li> </ul>
<p><b>Social, Emotional and Mental Health (SEMH)</b></p>	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> <li>• Mental health difficulties such as anxiety, depression or an eating disorder</li> <li>• Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD) or attachment disorder</li> <li>• Suffered adverse childhood experiences (ACES)</li> </ul> <p>These needs can manifest in many ways, for example through challenging, disruptive, difficult or dangerous behaviour – we refer to these as <b>externalised behaviours</b>; or by the pupil becoming withdrawn or isolated – we refer to these as <b>internalised behaviours</b>.</p>
<p><b>Sensory and/or physical</b></p>	<p>Pupils with these needs have a disability that hinders or prevents them from accessing the educational facilities generally provided. Pupils may have:</p> <ul style="list-style-type: none"> <li>• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>• A physical impairment</li> </ul> <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

## 6. Roles and Responsibilities

### 6.1 The SENDCo and SEND Staff Structure at Ely St John's

Meet our SEND staff:

<u>Staff Member</u>	<u>Description of Role &amp; Responsibilities</u>	<u>Working Hours &amp; Contact Details</u>
<b>Mrs Anna McGuinness</b> 	<ul style="list-style-type: none"><li>• SENDCo (Special Educational Needs &amp; Disabilities Co-ordinator)</li><li>• Member of SLT (School Leadership Team)</li><li>• Responsible for whole school strategic SEND overview</li></ul>	Mrs McGuinness works part-time, from Monday – Thursday each week.  Telephone contact is via the school office on: 01353 612780 Email: <a href="mailto:sendco@elystjohns.cambs.sch.uk">sendco@elystjohns.cambs.sch.uk</a>
<b>Miss Kate Lloyd</b> 	<ul style="list-style-type: none"><li>• Assistant Head</li><li>• Designated Safeguarding Lead (DSL)</li><li>• Early Years &amp; KS1 Lead</li><li>• Bamboo Base Camp Lead and morning teacher (Base Camp is our small-group, adapted provision class)</li></ul>	Miss Lloyd teaches in Bamboo Base Camp every morning. Her Assistant Head duties are carried out in the afternoons.  Telephone contact is via the school office on: 01353 612780 Email: <a href="mailto:klloyd@elystjohns.cambs.sch.uk">klloyd@elystjohns.cambs.sch.uk</a>

Our SEND staff members will:

- Work with the class teachers and parents/carers for any child who may have SEND, to liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the strategic and operational implementation of this SEND policy and accompanying SEND Information Report.
- Co-ordinate specific provision made to support individual pupils with SEND, including those who have EHCPs
- Provide professional guidance to colleagues and liaise and work with staff, parents and carers, and other agencies to make sure that pupils with SEND receive appropriate support, provision and high-quality teaching
- Advise on our Graduated Approach to providing SEND support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the Local Authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is in place for SEND pupils
- Liaise with previous or future educational settings, to make sure that the pupil and their parents and carers are informed about transition and ensure that a smooth transition is planned
- When a pupil moves to a different school or institution, we make sure that all their relevant SEND information and details about provision for them are sent to the appropriate authority, school or setting in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and annually review information for inclusion in the school's SEND Information Report and any updates to this policy

- With the headteacher and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

## 6.2 The Governing Body

As part of our school governing body, we have a dedicated SEND Governor. Together, they are responsible for making sure the following duties are carried out:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents and carers when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEND Information Report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENDCo for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

## 6.3 The SEND Link Governor

Our SEND link governor, Cllr Lis Every, can be contacted via [office@elystjohns.cambs.sch.uk](mailto:office@elystjohns.cambs.sch.uk) she will:

- Help to raise awareness of SEND issues at governing body meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

## 6.4 The Headteacher

Our headteacher, Mr John Henson, will:

- Work with the SENDCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENDCo has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil requires an EHCNA, or when an EHC plan needs an early or Annual Review (AR)
- With the SENDCo, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development
- With the SENDCo, regularly review and evaluate the breadth and impact of the SEND support our school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENDCo and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

## 6.5 Class Teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is adapted and scaffolded to meet the needs of all pupils through a graduated approach
- The progress and development of every pupil in their class, including those with SEND
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENDCo to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN Information Report
- Communicating with parents regularly to:
  - Set clear outcomes and review progress towards them
  - Discuss the activities and support that will help achieve the set outcomes
  - Identify the responsibilities of the parent and carer, the pupil and the school
  - Listen to the parents' and carers' concerns and agree their aspirations for the pupil

## 6.6 Parents or Carers

We value and aim to develop positive, productive and collaborative relationships with our parents and carers in our school community. Parents and carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about their child's strengths and needs, including the support provided by the school. They will be invited to participate in discussions and decisions about this support. Where their child is at Wave 3 or Wave 4 of our Graduated Approach or if they have an Individual Provision Map (IPM), parents and carers will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEND support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

At our school, we will always take into account the views of the parent or carer in any decisions made about the pupil.

## 6.6 The pupil

Our pupils will always be given the opportunity to provide information and express their views about their school experience, SEND and the support provided. This will be managed in an age or developmentally appropriate manner. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review or transition meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

## 7. SEND Information Report

We publish a SEND Information Report which sets out how this policy is implemented in school. This can be found on our website or you can contact the school office and ask a member of our office team to send you a copy directly. Contact details are as follows:

[office@elystjohns.cambs.sch.uk](mailto:office@elystjohns.cambs.sch.uk) or, please telephone: 01353 612780

The SEND Information Report will be updated annually or as soon as possible after any key changes are made to the information it contains.

## 8. Our Approach to SEND Support

### 8.1 Identifying Pupils with SEND and Assessing Their Needs

We respond to the needs of every pupil. When we become aware that a pupil may require a different or additional approach to support their development and/or learning, we recognise the benefits of early identification. We work collaboratively with parents and carers to develop a shared understanding of strengths and needs and respond with effective provision, to improve short and long-term outcomes for them.

We will assess each pupil's current skills and levels of attainment when they start at our school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, wider developmental or social needs.

In the first instance, slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. Potential short-term causes of impact on behaviour, progress and/or attainment will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEND for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents and carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

When teachers identify an area(s) where a pupil is making slower than expected progress, they will initially target this with differentiated, high-quality teaching. If concerns remain, we have a well-developed system and an embedded four-part Graduated Approach model to respond to and identify the level of need within this.

Our Graduated Approach consists of four Waves. (A copy of this, with explanation of each 'wave', can be found in the appendices.) At Waves 3 and 4, there will be involvement from the SENDCo or Early Years and Y1 SEND Lead. The strategies to support, the intervention and provision will be evidenced through our cohort or individual provision maps (CPM or IPM) – these form our cycles of Assess-Plan-Do-Review (APDR). Further information can be found under **sub-section 8.3** below.

The class teacher is responsible for writing and reviewing the CPM and IPM, with support and guidance from the SEND team. Termly provision maps (CPM &/or IPM) will be written and reviewed three times a year, at the beginning and end of each term. For pupils who have an IPM, the teacher will meet with the parent or carer, to share progress and agree next steps. All parents or carers are invited to contribute to this process.

We meet the needs of our pupils in a variety of ways, depending on how the curriculum or environment needs adapting. In the first instance, needs will be met through the school's 'ordinarily available provision' (OAP). Cambridgeshire's SEND OAP Toolkit, [Ordinarily Available Provision Toolkit](#) provides a guide for schools regarding the types of adaptation and provision a school *may* be able to implement. (It must be noted that this is guidance for schools and does not equate to a statutory expectation.)

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an Education, Health and Care Plan (EHCP)

we will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

## 8.2 Consulting and Involving Pupils and Parents

Here at Ely St John's, we put the pupil and their parents at the heart of all decisions made about special educational provision. We value and aim to develop positive, productive and collaborative relationships with our parents and carers in our school community.

When we are in the process of identifying whether a pupil needs special educational provision, we will involve parents every step of the way. We recognise the benefit of early identification and discussion with the pupil and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty – we recognise that these may look different at home and school
- We take into account any concerns the parents have
- Everyone understands the agreed outcomes
- Everyone is clear on what the next steps are
- We will formally notify parents and carers if it is decided that a pupil will be placed on the school SEND register, which forms part of our Graduated Approach model.

## 8.3 The Graduated Approach to SEND Support

Depending on the level and severity of educational need, a pupil will be placed (in consultation with parents) at the appropriate 'Wave' on our school Graduated Approach (see appendices). This comprises of four 'waves':

- Pupils at Waves 1 and 2 are placed on monitoring lists because their teacher has noticed barriers to learning and will respond through quality first teaching, differentiation and appropriate provision or intervention.
- When concerns persist, despite targeted support, provision and strategies being implemented, it may mean that the pupil will move to 'Wave 3' of our Graduated Approach. This forms the school's SEND Register and pupils will formally be recorded as 'K' on the school database (SIMS) and will form part of the school census. This will done in discussions with a pupil's parents and carers. Once a pupil has been identified as having SEND, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered and evidenced through successive rounds of a four-part Assess-Plan-Do-Review cycle, which is captured through our individual provision maps (IPMs).
- Pupils at Wave 4 of our Graduated Approach have an EHCP in place
- Pupils can move up or down the Waves on our Graduated Approach

The APDR cycle, for when a pupil has an IPM or EHCP, is explained in more detail below:

<b>1. Assess</b>
The pupil's class teacher, supported by the SENDCo, will carry out a clear analysis/assessment of the pupil's needs. The views of the pupil and their parents will be taken into account. Where appropriate, the school may also seek advice from external support services.  The assessment information will be used to plan the support that is to be put in place, to ensure it is matched to the pupil's need(s).
<b>2. Plan</b>
In consultation with the parents and the pupil, the teacher, with support from the SENDCo, will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review. All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.
<b>3. Do</b>
The pupil's class teacher retains overall responsibility for their progress. Where the plan involves group or 1:1 teaching away from the main class, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.  The SENDCo will support the teacher in further assessing the pupil's particular strengths and areas of need, in problem solving and advising on how to implement support effectively.
<b>4. Review</b>
The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date. We will evaluate the impact and quality of the support and interventions. This evaluation will be based on: <ul style="list-style-type: none"><li>• The level of progress the pupil has made towards their outcomes</li></ul>

- The views of teaching staff who work with the pupil
- The views of the parents and carers and pupil

The teacher and the SENDCo will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents and carers.

## 8.4 Levels of Support

### School-based SEN provision – Waves 3 and 4 of the Graduated Approach

Please also refer to **sub-section 8.3** for explanation of our Graduated Approach (GA) and Waves.

#### Wave 3 – SEND Register

Pupils receiving SEND provision, where there is involvement of the SENDCo and/or external agencies, will be placed on the school's SEND Register (Wave 3 of our Graduated Approach). These pupils have needs:

- that can be met by the school, through the graduated approach, embedding external professional recommendations and our ordinarily available provision (OAP)
- Where the provision for these pupils is funded through the school's notional SEND budget.
- Which are recorded as code 'K' on the school database (SIMS) and these pupils will appear on the school census with this code.

#### Wave 4 - Education, Health and Care Plan (EHCP)

Pupils who need more support than is available through the school's ordinarily available provision may be entitled to an EHCP. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought. It is subject to review every 12 months, through the Annual Review (AR) process. Early Annual Review may be requested if needs or circumstances change within the year. The provision for these pupils:

- will be part funded from the school's notional SEND budget (the first £6,000), any additional allocated funding will be provided by the Local Authority (from the high-level needs funding block of the dedicated schools grant)
- These pupils are recorded as code 'E' on the school database (SIMS) and these pupils will appear on the school census with this code.

## 8.5 Evaluating the Effectiveness of SEND Provision

At Ely St John's, we continually strive to offer the best support and provision for the pupils in our care. That is, in part, achieved through reviewing and evaluating our daily practice and special educational needs offer. We evaluate the effectiveness of provision for pupils with SEND by:

- Tracking pupils' progress, including by using our cohort and individual provision maps
- Carrying out the review stage of the APDR for every cycle of SEN support
- Gathering pupil and parent and carer views – including their contributions for the IPMs
- Holding annual reviews for pupils with EHC plans
- Monitoring by the SENDCo, SEND Team and headteacher

## 9. Expertise and Training of Staff

Please also refer to the annual school SEND Information Report, for a detailed list of staff training.

Training will regularly be provided to teaching and support staff. The headteacher and the SENDCo will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

## 10. Links with External Services and Professional Agencies

We recognise that as school we will not always be able to meet all the needs of every pupil and that collaboration with external services and professionals is a vital component for some pupils. Whenever it is appropriate, the school will refer to and work with the relevant external support service(s), in order to achieve the best outcomes for the pupil. This will always be actioned in collaboration with parents and carers.

The list below is typical of the type and range of services we might refer to or work with. However, this is not exhaustive and we will always endeavour to engage with any service deemed appropriate to meet a pupil's needs.

- SEND Services (Link Specialist Teachers/Link Educational Psychologists/Access & Inclusion Specialist Teacher)
- Early Support (for Foundation Stage pupils only)
- Speech & Language Therapy Services (SaLT)

- Early Help Team – Family Worker Support Team
- Occupational and Physiotherapy Services (OT & PT)
- Community Paediatrics
- School Nurse Team
- Mental Health Support Team (MHST)
- Emotional Health & Wellbeing Service (EHWBS)
- YOUnted – Emotional Wellbeing Service
- Child and Adolescent Mental Health Service (CAMHS)
- Social Care

## **11. Admission and accessibility arrangements**

If a pupil is joining the school, and:

- their previous setting has already identified that they have SEN
- they are known to external agencies
- they have an Education, Health and Care Plan (EHCP)

we will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so that appropriate support can be put in place as early as possible.

### **11.1 Admission arrangements**

- The currently agreed admissions policy of the governors makes no distinction as to pupils with special educational needs and/or disabilities.
- Within the admissions policy, the aim of the school is to meet the needs of the pupil of any parent and carer who wishes to register them at our school. In the case of pupils with an Education Health Care Plan (EHCP), the SENDCo will work closely with the LA named officer in coming to a decision about the most appropriate provision for the pupil.
- No pupil will be refused admission solely because s/he has special educational needs or disabilities (SEND).
- On transition into Foundation Stage, the Early Years Leader and SENDCo will work closely with the pre-school settings and any involved external services when making decisions about the most appropriate provision for pupils with SEND, to ensure a smooth start for pupils.

### **11.2 Accessibility arrangements**

Our school governing body produces an 'Accessibility Plan', which considers:

- Improving the physical environment for disabled pupils
- Increasing the extent to which disabled pupils can participate in the full curriculum offered
- What information should be provided to pupils and parents.
- Ensures all accessibility has been considered to enable equality of opportunity.

The school consults with the Local Authority over accessibility issues relating to structural alterations of the building (internally or externally).

Ely St John's does not have a special unit.

## **12. Complaints about SEND provision**

Where parents and carers have concerns about our school's SEND provision, they should:

- First, raise their concerns informally with the class teacher, SENDCo and/or headteacher. We will try to resolve the concern informally in the first instance.

If this does not resolve the concerns, parents and carers are welcome to submit their complaint formally:

- Formal complaints about SEND provision in our school should be made to the headteacher in the first instance. They will be handled in line with the school's complaints policy, which can be found on our website or a copy can be requested through the school office.
- If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

- To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit:

<https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

### **13. Monitoring and Evaluation Arrangements**

#### **13.1 Evaluating the Effectiveness of the Policy**

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our aims and objectives set out in section 1.

We evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND throughout the year
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- How well pupils with SEND take part in the whole curriculum of the school
- The effectiveness of the Graduated Approach and APDR cycles in meeting the needs of our pupils
- Whether pupils with SEND feel safe, valued and included in the school community
- How pupils with SEND become more independent over time
- How resources have been allocated to and between pupils with SEND
- How many pupils go onto having an EHCP
- Comments and feedback from pupils and their parents and carers

#### **13.2 Monitoring the Policy**

This policy will be reviewed by the headteacher and governing body every year. It will also be updated when any new legislation, requirements or changes in procedure occur throughout the course of a year.

### **14. Links with Other Policies and Documents**

This policy links to the following documents

- Ely St John's annual SEND Information Report
- SEND Code of Practice [SEN Code of Practice](#)
- Cambridgeshire's local offer [Cambridgeshire's Local offer](#)
- Cambridgeshire's SEND OAP Toolkit [Ordinarily Available Provision Toolkit](#)
- Intimate Care Policy
- Accessibility Plan
- Behaviour Policy
- Equality and Diversity Policy
- Supporting Pupils with Medical Conditions Policy
- Attendance Policy
- Safeguarding and Child Protection Policy
- Complaints Policy

### **15. Glossary of SEND Terms and Abbreviations**

In the SEND world, there are many acronyms, abbreviations and terms used, which can be a challenge to understand for parent/carers (and professionals too). The table below is aimed to be a useful resource to break down

<b>Term or Abbreviation:</b>	<b>Definition:</b>
<b>SEND</b>	Special Educational Needs and Disabilities
<b>SEN</b>	Special Educational Needs
<b>SENDCo</b>	Special Educational Needs and Disabilities Co-ordinator
<b>SEN Code of Practice</b>	The statutory guidance that schools must follow to support children with SEND
<b>SEND Information Report</b>	The report that schools must publish on their website, which explains how the school supports pupils with SEND
<b>SEND support</b>	The special educational provision which meets the needs of pupils with SEND
<b>Area of need</b>	The four areas of need describe different types of needs a pupil with SEND can have (as identified in the SEND Code of Practice). The four areas are listed below
<b>C&amp;I</b>	Communication and Interaction needs
<b>C&amp;L</b>	Cognition and Learning needs
<b>SEMH</b>	Social, Emotional and Mental Health needs
<b>P&amp;S</b>	Physical and/or Sensory needs
<b>Graduated Approach</b>	An approach to identifying and providing SEND support to pupils – the ESJ Graduated Approach includes four waves of support.
<b>APDR or Assess-Plan-Do-Review</b>	The means by which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
<b>Outcome</b>	A target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
<b>Scaffolding/Adapting</b>	The process by which teachers adapt their teaching and expectations in response to a pupil's needs, to ensure learning is accessible and appropriately matched to individual ability
<b>ILP</b>	Individual Learning Plan
<b>CPM</b>	Cohort Provision Map (it can also refer to a Costed Provision Map)
<b>Intervention</b>	A short-term, targeted approach to teaching a pupil with a specific outcome in mind
<b>OAP or Ordinarily Available Provision</b>	This defines the provision which is made for pupils, which can be met from the resources generally available to and within the school
<b>Reasonable adjustments</b>	changes that the school make to remove or reduce any disadvantages caused by a child's special educational need and/or disability
<b>EHA</b>	Early Help Assessment. This a referral which schools can complete to request further support for a family/child – a common reason is to request bespoke Family Worker support but can also be a required element of other referrals
<b>ES</b>	Early Support. This is a team school can refer to (through completing an EHA) for pupils in Foundation Stage, where SEND has been identified
<b>TAF</b>	Team Around the Family. This is the meeting process which takes place following an agreed EHA referral
<b>EHCNA or Education, Health, Care and Needs Assessment</b>	The needs assessment is the first step on the way to securing an EHCP for a pupil. It is the 20 week statutory assessment process undertaken by the Local Authority to decide whether a child needs an EHCP
<b>EHCP or Education, Health and Care Plan</b>	An EHCP is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
<b>AR or Annual Review</b>	A statutory annual meeting to review the provision in a pupil's EHCP
<b>First-tier tribunal/SEND tribunal</b>	A court where you can appeal against the local authority's decisions about an EHCNA or EHCP and against discrimination by a school or local authority due to SEND
<b>Access arrangements</b>	Special arrangements to allow pupils with SEND to access assessments or exams
<b>Local Offer</b>	The information provided by the local authority which explains what services and support are on offer for pupils with SEND in the local area
<b>Transition</b>	When a pupil moves between years, phases, schools or settings
<b>Cambridgeshire Therapeutic Thinking (CTT)</b>	Cambridgeshire Therapeutic Thinking (CTT) is the name given to our school's therapeutic approach to behaviour

<b>External Agencies, Services and/or Professionals:</b>	
<b>SaLT</b>	Speech and Language Therapy/Therapist
<b>OT PT</b>	Occupational Therapy/Therapist Physiotherapy/Therapist
<b>SS or SEND Services 0-25</b>	SEND Service 0-25 is a local authority services, comprising of Educational Psychologists, Specialist Teachers and Specialist Practitioners.
<b>EP</b>	Educational Psychologist
<b>ST</b>	Specialist Teacher
<b>A&amp;I</b>	Access and Inclusion – this team is part of the wider local authority SEND Services team.
<b>LA</b>	Local Authority – our LA is Cambridgeshire County Council
<b>SAT</b>	Statutory Assessment Team – this is the Local Authority team responsible for processing and managing all aspects of the statutory assessment process
<b>SAT CWO</b>	Statutory Assessment Team Casework Officer – if a child has had an EHCNA agreed or has an EHCP, they will be allocated a SAT CWO
<b>MHST</b>	Mental Health Support Team
<b>EHWBS</b>	Emotional Health & Wellbeing Service
<b>YOUnited</b>	Support services for children and young people
<b>CAMHS</b>	Child and Adolescent Mental Health Services
<b>EIFA or Education Inclusion Family Advisor</b>	These advisors offer families information, advice and support on any issue affecting family life. Michelle West is the EIFA for ESJ <a href="mailto:Michelle.West@cambridgeshire.gov.uk">Michelle.West@cambridgeshire.gov.uk</a>
<b>FW</b>	Family Worker
<b>SENDIASS</b>	SEND Information, Advice and Support Service – this is a Local Authority team <a href="#">Cambridgeshire Online   SEND Information, Advice and Support Service (SENDIASS)</a>
<b>Pinpoint</b>	Pinpoint is a SEND information service, which is independent of the Local Authority <a href="#">Cambs SEND Parent/Carer Support from Pinpoint Cambridgeshire</a>
<b>IPSEA</b>	A UK charity for all aspects of SEND advice and support, specialising in SEND law <a href="#">(IPSEA) Independent Provider of Special Education Advice</a>