Ely St John's Primary School
Special Educational Needs & Disabilities (SEND) Information Report 2026-2027

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

School Name:	**Ely St John's Community Primary School**	
Date:	**October 2026**	
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Dear Parents and Carers,

The aim of this information report is to explain how we implement our SEND policy and to provide more detail regarding the SEND offer and provision here at Ely St John's. If you would like to read our SEND policy, it is published on our website, under the SEND area. Alternatively, you can contact the school office ask for a copy to be sent to you.

The information published below will be updated annually (or before, if key changes occur during the year). This is in line with the requirements set out in the SEND Code of Practice, 2015. 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.

Please Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of this report.

Contents – Frequently Asked Questions

1. What types of SEN does the school provide for?
2. Which staff will support my child, and what training have they had?
3. What should I do if I think my child has SEN?
4. How will the school know if my child needs SEN support?
5. How will the school measure my child's progress?
6. How will I be involved in decisions made about my child's education?
7. How will my child be involved in decisions made about their education?
8. How will the school adapt its teaching for my child?
9. How will the school evaluate whether the support in place is helping my child?
10. How will the school resources be secured for my child?
11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?
13. How does the school support pupils with disabilities?
14. How will the school support my child's mental health and emotional and social development?
15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?
16. What support is in place for looked-after and previously looked-after children with SEN?
17. What should I do if I have a complaint about my child's SEN support?
18. What support is available for me and my family?
19. Glossary

1. What types of SEND does Ely St John's provide for?

Our Special Educational Needs and Disabilities (SEND) Policy outlines our commitment and approach to offering an inclusive curriculum and educational experience, which ensures the best possible progress for all pupils, whatever their need or disability.

The special educational needs of our children cover a vast range of difficulties, conditions, disabilities and diagnoses. In accordance with the SEND Code of Practice, Ely St John's provides for pupils with the following needs:

Area of Need	Possible Linked Conditions
Communication & Interaction	Autistic Spectrum Condition Speech and language difficulties, delays &/or disorders
Cognition & Learning	Specific learning difficulties, including: dyslexia, dyspraxia, dyscalculia Moderate learning difficulties Severe learning difficulties
Social, Emotional and Mental Health	Attention Deficit Hyperactive Disorder (ADHD) Attention Deficit Disorder (ADD) Anxiety Attachment and Trauma
Physical &/or Sensory	Hearing impairment Vision impairment Multi-sensory impairment Physical impairment

The table below reflects the figures and percentages of identified SEND need across the school (please note that these figures were correct at the time of export – October 2026 but are subject to change at any time):

Totals Across School: (381 pupils on roll – at time of update 18.9.26)
Percentage calculation: No. in group ÷ No. on roll x 100 = % age of school
We have a further 5 EHCNAs which have been agreed – due to significant delays they remain in the statutory assessment backlog. This distorts the Wave 4/EHCP data.

Year Group	Wave 1 (1)	Wave 2 (2)	Wave 3 (K)	Wave 4 EHCP
6 (49)	3	2	4	**4** *(**would be 6)*
5 (48)	2	12	1	**3**
4 (60)	5	6	3	**4** *(**would be 5)*
3 (56)	9	6	2	**1** *(**would be 3)*
2 (57)	4	12	1	**0**
1 (50)	0	2	5	**2**
FS (61)	2	0	1	**0**
Total no. in school 381	**25**	**40**	**17**	**14** ***(**would be 19)***
%age of school:	**7% (6.50%)**	**10% (10.49%)**	**4% (4.40%)**	**4% (3.67%)** *(**5% (4.98%) would be actual % without EHCNA delays)*
Combined total %age at SEND Support			**8% of school at SEND Support level**	

2. Which staff will support my child and what training have they had?

Meet Our SEND Staff:

Staff Member	Description of Role & Responsibilities	Working Hours & Contact Details
Mrs Anna McGuinness	• SENDCo (Special Educational Needs & Disabilities Co-ordinator) • Member of SLT (School Leadership Team) • Responsible for whole school strategic SEND overview	Mrs McGuinness works part-time, from Monday – Thursday each week. Telephone contact is via the school office on: 01353 612780 Email: sendco@elystjohns.cambs.sch.uk
Miss Kate Lloyd	• Assistant Head • Designated Safeguarding Lead (DSL) • Early Years & KS1 Lead • Bamboo Base Camp Lead and morning teacher (Base Camp is our small-group, adapted provision class)	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: klloyd@elystjohns.cambs.sch.uk

Anna McGuinness is an experienced SENDCo and has been in the role for twenty-two years. In that time, she has accessed a range of training opportunities and continuing professional development opportunities. Kate Lloyd (Assistant Head) completed the National SENCo Award, when in the SENDCo role at another primary school.

As a school, we are committed to ensuring all staff have the knowledge, skills, and confidence to support pupils with Special Educational Needs and Disabilities (SEND). Where possible, within financial and logistical parameters, training is ongoing, evidence-based, and tailored to the needs of our pupils. We aim to keep all school staff up to date with relevant training and developments in relation to the needs of pupils with SEND. The SENDCo attends relevant SEND courses and termly briefings. Where available, in-house training opportunities are organised and staff are signposted to relevant SEND focused external training opportunities.

The SENDCo, in conjunction with the senior leadership team (SLT), ensures that training opportunities are matched to school development priorities or if there is a specific need in relation to an individual pupil or group of pupils.

In line with statutory expectations, we ensure the following training is kept up to date:

- all our staff receive annual safeguarding/'Keeping children safe in Education refresher training' (KCISIE)
- First Aid training is kept up to date for out trained First Aiders
- All our staff attend Benedict's Law – Allergy and Anaphylaxis training (from 2026, this is an annual requirement)

We have a trained ELSA (Emotional Literacy Support Assistant) on our Teaching Assistant team. She can offer 1:1, paired or small group support to pupils for a range of social, emotional and/or mental health needs.

Training or support offered by external services and professional agencies:

Sometimes we need extra help to offer our pupils the support that they need. Where necessary, we will work with external support services and professionals to meet the needs of our pupils with SEND and/or medical needs and to support their families. 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)
- The Locality Team – Family Worker Support Team
- Occupational and Physiotherapy Services (OT & PT)
- Community Paediatrics

- School Nurse Team
- Mental Health Support Team (MHST)
- Emotional Health & Wellbeing Team (EHWBT)
- YOUnited – Emotional Wellbeing Service
- Child and Adolescent Mental Health Service (CAMHS)
- Social Care

3. What should I do if I think my child has SEND?

If you are concerned about your child or think they might have SEND, the first point of contact should always be your child's class teacher. In the Autumn and Spring Terms, we hold parent/carer consultation evenings, where any concerns can be discussed. However, we know concerns can arise at any time, as such, you can ask for a meeting at any time.

Your child's teacher will listen to your concerns, where there are shared concerns, s/he may decide to complete an 'Initial Log of Concern' form, which will be shared with the school SENDCo, who will then decide next steps and this will be communicated back to you via your child's class teacher or by the SENDCo directly.

You can contact the appropriate member of the SEND team (see details under 'Question 1') if you wish to share your concerns directly. However, the SENDCo will always refer to and include your child's class teacher in any discussions regarding the concerns raised.

If it is deemed approriate, the SENDCo will arrange a time to meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps. We will make a note of what's been discussed and add this to your child's record. If we decide that your child needs adding to our 'Graduated Approach', we will decide on the most appropriate 'Wave' and discuss this with you. We will also formally notify you in writing of this and your child will be added to the school's SEND register.

4. How will the school know if my child needs SEN support?

In addition to the information below, please also refer to our SEND Policy, which can be found on the school website.

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.

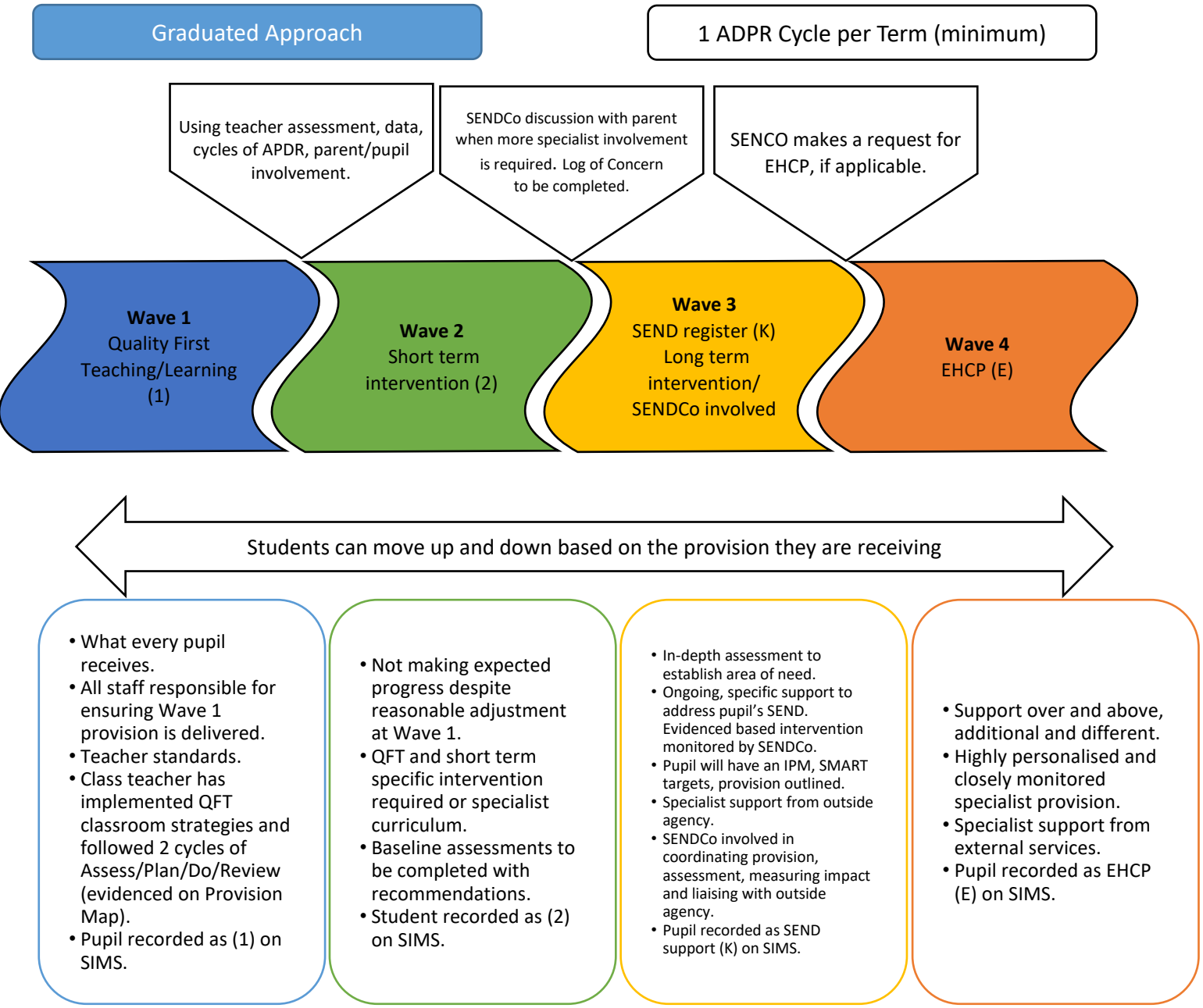
In the first instance, slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. Potential short-term causes of impact on behaviour, progress and/or attainment will be considered, such as bullying or bereavement. Staff will also take particular care in identifying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

5. How will the school measure my child's progress?

Our Graduated Approach model consists of four Waves, see the diagram and explanation below:



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 be done in discussion 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 class teacher is responsible for writing and reviewing the IPM, with support and guidance from the SEND team. Termly IPMs 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. The APDR cycle, for when a pupil has an IPM or EHCP, is explained in more detail below:

1. Assess
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).
2. Plan
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.
3. Do
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.
4. Review
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: • The level of progress the pupil has made towards their outcomes • 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.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress. We will track your child's progress towards the outcomes we set over time and this will be recorded in the review stage. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

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 (Wave 3/recorded as 'K' on SIMs), which forms part of our Graduated Approach model.

In terms of our whole school practice for meeting with parents and carers, we hold two face to face parent consultation evenings, in the autumn and spring terms, followed by the written end of year school report in the summer term (a third face to face meeting can be requested, once the report has gone out).

If your child has an IPM, their class teacher will meet you three times a year to share and discuss this with you. The IPM meeting involves:

- Setting clear outcomes for your child's progress
- Reviewing progress towards those outcomes
- Discussing the support we will put in place to help your child make that progress
- Identifying what we will do, what we will ask you to do, and what we will ask your child to do
- In occasional circumstances, the SENDCo may also attend these meetings to provide extra support.

Our IPMs are now created on an online system called 'Edukey Provision Map'. You will be given permission to access the plans online. There is a parent/carer comment section on every IPM, for each term, we encourage you to make a written comment each term.

If you have concerns that arise between these meetings, please contact your child's class teacher to discuss these further.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and/or developmental stage. We recognise that all children are individuals, so we will decide on a case-by-case basis, with your input how best to achieve this. We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes.
- Discuss their views with a member of staff, who can scribe (or act as a representative during a meeting).
- Complete a questionnaire (written or verbal).
- Write or have a comment scribed to add to their IPM.

If it is necessary, some pupils will have a 'pupil passport', which is completed for transition purposes. Your child's teacher, your child and you will all have the opportunity to contribute to this document. It provides a clear overview of your child's needs, strengths, likes, dislikes and strategies to support. Every child who has a 'pupil passport' contributes to the process.

8. How will the school adapt its teaching for my child?

Your child's teacher(s) are responsible for the progress and development of all the pupils in their class, which includes children with SEND. High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

Within the parameters of our mainstream environment, provision, funding, staffing, training and resourcing, we will adapt and scaffold the learning experience and how we teach to suit the way that works best for your child. There is no 'one size fits all' approach to adapting the curriculum and learning experience, instead we work with children and families on an individual basis to make sure the adaptations we make are meaningful to your child.

An example of adaptations may include:

- Personalising, adapting and scaffolding our curriculum provision to ensure all pupils are able to access it. This is evidenced through IPMs and the school provision map and where a child has an EHCP. We set clear, individual targets and outcomes for each child.

- Teachers scaffold and adapt their teaching, lesson content and expected outcomes, whilst maintaining high aspirations for all pupils.
- Working in different configurations e.g. whole class, small group, paired or where necessary some 1:1 support is required. *(Please note: the 1:1 model for supporting children is not a sustainable or desired approach from many reasons. Where a child's needs require significant levels of support there will always be in-depth discussion with parents and carers about how this is achieved.)*
- The classroom and learning environments support access and engagement for all, we have dyslexia friendly classrooms and approaches and visual timetables in all classes.
- Staff giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, scribing, etc.
- Adapting our allocation/deployment of resources and staffing to meet emerging or ongoing need and in response to SEMH needs of pupils, where they may present safety concerns.
- For a few children, it may be appropriate to consider whether their needs would be best met in our Base Camp class. This is an adapted classroom provision, where pupil numbers are very low. It is staffed by a teacher every morning and two/three TAs for each session throughout the day. The lead teacher for Base Camp is Miss Kate Lloyd.
- Using recommended aids and making adaptations, such as providing access to ICT equipment with Clicker 8, 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.
- Teachers and TAs support children in a variety of ways so they can access learning which has been carefully planned for them. 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.
- Following and implementing reasonable recommendations for a child, from external professional reports.

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

Cognition & Learning:

- Precision Teaching (to target phonic/word recognition or maths)
- ERT – Expanded Rehearsal Technique (to target phonic/word recognition)
- Numicon firm foundations, Level 1 and Level 2 (Maths)
- 'Write from the Start' (Book 1 and 2) (Fine motor)
- 'Speed Up' (Writing/fine motor)
- First Class @ Writing (Pirate Writing) (Literacy)
- Attack Spelling
- First Class @ Number 1 and 2 (Maths)
- Project X-Code (Reading)
- Twinkl Phonics Interventions
- Inference Training (Reading comprehension)
- Success at Arithmetic (Maths)
- Acceleread/Accelerwrite (Reading and spelling)
- Number and Word Shark (Literacy and maths)
- Clicker 8 (Word processing package

Communication & Interaction:

- Lego Therapy (Social Skills)
- Social Skills Group (Chit-Chat Club)
- Attention Autism – Bucket Game (To develop joint attention and listening)
- Barrier games (Following instructions)
- Word Aware (Speech and Language)
- Narrative Training (Speech and Language)
- Colourful Semantics (Speech and Language)

Social, Emotional & Mental Health:

- Structured sensory breaks (Sensory)
- Sensory activity boxes (Sensory)
- Timetabled session in the Sensory Room (Sensory)
- 1:1 Pastoral chat time

- ELSA (Emotional Literacy Support Assistant) intervention
- Bamboo Room class

Sensory & Physical:

- Sensory Circuits (Gross motor/sensory)
- Pegs to Paper (Fine Motor)
- Fizzy motor skills programme (Gross and fine motor)

These interventions are part of our contribution to Cambridgeshire's Local Offer.

Please also reference our school accessibility plan, which can be found on the school website or can be requested via the school office.

9. How will the school evaluate whether the support in place is helping my child?

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

- Reviewing pupils' individual progress towards their targets and where appropriate their IPM or CPM objectives each term.
- Reviewing the impact of interventions after 6-12 weeks – evidenced on IPMs and the school provision map.
- Making targets and outcomes **SMART** (**specific, measurable, achievable, realistic, and time-bound)** and having reliable baseline and exit data for interventions.
- Monitoring and observations by the class teacher, SENDCo, SLT, subject leaders and Head Teacher.
- 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, reviewing a 'Record of Involvement' with a Specialist Teacher from SEND Services, or a review of progress with an Occupational Therapist or Speech and Language Therapist, etc.

10. How will the school resources be secured for my child?

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.)

We are, however, aware that not every child's needs can be adequately met through our OAP, funding and resources. If that is the case, we will liaise with parents and carers to discuss how we secure the additional funding, resources and/or expertise to support your child in the way they need. It may be decided that in order to effectively do that and secure the appropriate resources in the long term, we need to make an Educational, Health, Care and Needs Assessment (EHCNA) request to the local authority.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

No pupil is ever excluded from taking part in activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included. This is always in liaison with parents and carers and individual plans are formed where it is appropriate to ensure the success of any activity.

- All of our extra-curricular activities and school visits are available to all our pupils
- All our pupils are encouraged to go on our school trips, including our residential trips, which take place in Y4 and Y6.
- All pupils are encouraged to take part in sports days, school plays, special workshops, etc. Where we need to create a bespoke plan for our pupils, relating to any activity or experience, we do this in collaboration with the pupil and their family.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

- 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 and Y1 SEND Lead 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.

13. How does the school support pupils with disabilities?

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. We will take all steps necessary to prevent disabled pupils from being treated less favourably than other pupils. This can involve adjustments to the following areas/practice:

- Adapting physical environment or features/ facilities of the internal building and external grounds to improve accessibility.
- Adapting the curriculum, to enable disabled pupils to participate fully in learning and educational experience.
- Provision of auxiliary aids for disabled pupils.
- Collaboration with specialist support services, for example, Hearing Impaired Service, Occupational Therapy Service, Vision Impairment Service, etc, to implement recommendations.
- Ensure the availability of accessible information to disabled pupils.

Please also refer to our school accessibility plan, for further information.

14. How will the school support my child's social, emotional and mental health (SEMH) development?

At Ely St John's, we take the emotional well-being and mental health of our pupils very seriously and we are continuously seeking to develop our provision and knowledge in this area. Our Mental Health Champion for the school is John Henson (Head Teacher).

Through our 'in-school' approaches, we support the SEMH needs of all our pupils through the following:

- We value and place huge importance on our PSHE curriculum and we reinforce links to this through our EJ Way and our therapeutic approach to behaviour management (CTT).
- We have four trained CTT tutors in the school.
- Pre-covid, we were one of six locally chosen schools to receive additional funding through the Opportunities Area, to develop our nurture provision within school. Through this, we were able to access training via Nurture UK and were supported to develop our nurture principles and practice.
- Most teachers have had Boxall and 'Beyond The Boxall' training. We are always seeking to develop knowledge and all staff have had attachment and trauma informed training from the Emotional Health and Wellbeing Team and the YMCA.
- We recognise that some children have higher level or more significant emotional and social needs that need to be developed and nurtured. These can show themselves in a number of ways – behavioural and emotional regulation issues, anxieties, or communication difficulties. We work hard through our EJ Way and CTT Behaviour Policy to provide additional intervention and support to these pupils, to ensure their overall well-being.
- When children display levels of difficult and/or dangerous behaviour, we follow our therapeutic behaviour policy. For a few children, we recognise that they require individual plans to further support their needs in this area. When this is the case, we will work through the CTT toolkit to produce the most appropriate plans to address the presenting needs. This might be an 'Anxiety Map', an 'Early Prognosis', a 'Roots and Fruits', a 'Predict and Prevent' and/or a 'Risk Reduction' (RRP) plan. Please see our Behaviour Policy for further information.
- Where a pupil is receiving specialist SEMH 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.
- For a few children, it may be appropriate to consider whether their needs would be best met in out Base Camp class. This is an adapted classroom provision, where pupil numbers are very low. It is staffed by a teacher every morning and two/three TAs for each session throughout the day. The lead teacher for Base Camp is Miss Kate Lloyd.

Where staffing, resourcing and availability allow, we may be able to offer a range of additional support for children with emerging or ongoing SEMH needs including:

- Meet and greet in the morning
- Additional sensory and movement breaks and activities
- Pastoral chat time
- Alternative arrangements for lunchtimes – we have a 'Lunch Club' and an alternative quitter eating space (Room 14¾ - Lunch Club 2)
- Lego therapy
- Social skills groups
- ELSA (Emotional Literacy Support Assistant) sessions
- Base Camp class

If we identify that a child needs additional support, beyond what we can offer in school, we are able to make external referrals to relevant services. These services include:

- **MHST (Mental Health Support Team**) – early-level tier mental health service. This is a new (2023) service working with our school, to which we can refer pupils and their families to. To find out more about what they can offer, please follow this link Cambridgeshire and Peterborough Mental Health Support Team
- **YOUnited** – mid-level tier mental health service. Referrals can be made by school or your GP. To find out more about what they can offer, please follow this link YOUnited
- **CAMHS (Child & Adolescent Mental Health Services)** – high-level tier mental health service. To find out more about what they can offer, please follow this link CAMHS

15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

Transition into Ely St John's:

We take every opportunity to ensure a smooth transition into our school for your child, whether that is at the start of their school journey, when starting Foundation Stage or from a previous setting or school. We will invite you to tell us about your child and their strengths and needs. We share this information with staff in school who will have contact with your child so they know how best to welcome and support them.

A member of the Early Years Foundation Stage (EYFS) team, led by Kate Lloyd, will visit the early years setting your child attends (if applicable) and speak to the keyworker and SENDCo of that establishment, to understand as much about your child as possible. During the summer term and early part of the autumn term, the EYFS team run a full transition programme for your child and families. It includes:

- An induction meeting
- For some children, an additional transition meeting, involving all key parties may be arranged.
- 'Stay and Play' sessions
- Home visits – these are carried out during the first week of the autumn term
- A phased part-time timetable during the initial induction period in the autumn term
- For Some children, the phased part-time timetable may extend beyond the initial induction period. This would happen in consultation with parents and carers and would always be very carefully managed. (The statutory requirement for children to attend full time school is not applicable until the term after a child's 5th birthday.)

Where a child has an EHCP, we will ensure the previous setting, parents and carers and the SENDCo attend a formal transition meeting.

Transition between Year Groups:

For some of children, often those who are neurodiverse or have social, emotional and mental health needs, we plan a robust transition to each new year group. This helps to lessen anxieties, at a time of significant change. If we identify that your child would benefit from this, we will:

- Complete a one page 'All About Me' passport with and for your child, which outlines a summary of their strengths, needs and strategies to support. This is shared with parents and carers via our 'Edukey Provision Map' system and we invite you to add your comments too.
- Individual or class 'Moving Up Booklets' are produced, with text and visuals to support understanding of the changes that will be taking place
- The passports are then shared with the new class teacher at our in-house annual SEND handover meeting, which takes place between the old and new teacher(s).
- We hold an annual 'changeover session' during the summer term, where all children spend time with their new teacher(s).
- We appreciate that the six week summer holiday is a long time to be out of school. For some of our children, we understand that the start of a new academic year leads to increased anxiety. As such, we may invite them in for a short re-orientation visit, during the September INSET day, to meet their new class teacher again and familiarise themselves with their new classroom.

Transition to a new school or setting and for phase transfer Y6-Y7:

We will handover SEND information and pass on any SEND records we have related to your child to the new school or setting. If it is deemed appropriate, we will arrange or attend a transition meeting as well.

If your child has an EHCP, it will be reviewed through the Annual Review process. If the timing coincides with transition to a new school or setting, we will invite the new school SENDCo to the Annual Review meeting. If not, we will manage the handover and transition process in line with what is written above.

Our SENDCo has established links with the local secondary schools, including Ely College, Witchford Village College and Soham Village College but we will happily liaise with any chosen secondary school. For those pupils with SEND, we always work collaboratively with the chosen college and plan as robust a transition as possible. This may include:

- A transition meeting, to handover key information
- Completion of paperwork/forms, including a 'one page profile', if requested by the college
- Hosting visits at Ely St John's for visiting college staff
- Additional transition sessions for children who have an EHCP or are vulnerable, if the college run them
- For a child who has an EHCP, the SENDCo will invite the college SENDCo to attend the early Y6 Annual Review, in the autumn term of Y6

16. What support is in place for looked-after and previously looked-after children with SEN?

John Henson (Head Teacher and DSL) is our designated teacher for looked-after and previously looked after children. Where appropriate, he will work with our SEND and whole staff team, to make sure that all members of staff understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils may also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHCPs are consistent and complement one another.

Where appropriate, the school will work with professionals from relevant external services, such as Social Care or the Cambridgeshire Virtual School team.

17. What should I do if I have a complaint about my child's SEN support?

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 head Teacher. 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 Head Teacher 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.

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope with any aspect of your child's needs, development or behaviour please get in touch to let us know. We want to work together and support you, your child and your family.

- The local 'Education Inclusion Family Advisors' (previously known as 'Family Workers') can support families with many aspects of family life, including; challenging behavior, routines, supporting emotions and wellbeing, school transitions, parenting strategies, building resilience and confidence and any other family challenges. Our link EIFA, Michelle West, can be contacted by email at michelle.west@cambridgeshire.gov.uk or on 07775 824673.
- To see what support is available to you locally, have a look at Cambridgeshire's Local Offer, you can follow the link here Cambridgeshire's Local Offer
- Cambridgeshire Children's Occupational Therapy Service has a website, which is full of helpful advice and easy to watch videos related to all aspects of children's physical development and sensory needs. Parents and carers can access the website via this link Cambridgeshire Children's Occupational Therapy Services. In addition, they offer an advice line for schools, parent and carers, the link can be found here Cambridgeshire Children's Occupational Therapy advice line Families can contact them to gain practical therapy advice, strategies and support in relation to a child's functional and independence skills. They can help with:
  - **Self-Care -** Eating, dressing, using the toilet, washing
  - **Play -** Playing with toys and joining in with community events
  - **Learning Opportunities -** participation in nursery/school activities
- Our local Special Educational Needs and Disabilities Information Advice and Support Services (SENDIASS) can be contacted via this link Cambridgeshire SENDIASS
- Pinpoint and Spectrum are local charities that offer information and support to families of children with SEND, they can be contacted via these links Pinpoint Spectrum
  SCIP (Special needs Community Information Point) is an information and advice service for families with children/young people from birth to 25-year-olds, with a disability or additional needs. SCIP can be contacted via this link SCIP .By joining SCIP families receive the following:
  - **SCIP Card**
  - **Activities Passport**
  - **Email updates on local events and activities**
  - **Request information specific to your child**

There are many national charities that offer information and support to families of children with SEND, here are just a few:

- IPSEA
- SEND family support
- NSPCC
- Family Action
- Special Needs Jungle

There are also many organisations and charities specific to identified conditions, disabilities or areas of special need, for example, Autism, ADHD, Dyslexia, etc. If you need further information related to any specific area, please speak to the SENDCo.

19. Glossary

Term or Abbreviation:	Meaning:
SEND	Special Educational Needs and Disabilities
SEN	Special Educational Needs
SENDCo	Special Educational Needs and Disabilities Co-ordinator
SEN Code of Practice	The statutory guidance that schools must follow to support children with SEND
SEND Information Report	The report that schools must publish on their website, which explains how the school supports pupils with SEND
SEND support	The special educational provision which meets the needs of pupils with SEND
Area of need	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
C&I	Communication and Interaction needs
C&L	Cognition and Learning needs
SEMH	Social, Emotional and Mental Health needs
P&S	Physical and/or Sensory needs
Graduated Approach	An approach to identifying and providing SEND support to pupils – the ESJ Graduated Approach includes four waves of support.
APDR or **Assess-Plan-Do-Review**	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
Outcome	A target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
Scaffolding/Differentiation	The process by which teachers adapt how an/or what they teach in response to a pupil's needs to ensure learning is accessible and appropriately matched to ability
IPM	Individual Provision Map
Intervention	A short-term, targeted approach to teaching a pupil with a specific outcome in mind
OAP or **Ordinarily Available Provision**	This defines the provision which is made for pupils, which can be met from the resources generally available to and within the school
Reasonable adjustments	These are changes that the school make to remove or reduce any disadvantages caused by a child's special educational need and/or disability
EHCNA or **Education, Health, Care and Needs Assessment**	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
EHCP or **Education, Health and Care Plan**	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
AR or **Annual Review**	A statutory annual meeting to review the provision in a pupil's EHCP
First-tier tribunal/SEND tribunal	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
Access arrangements	Special arrangements to allow pupils with SEND to access assessments or exams
Local Offer	The information provided by the local authority, which explains what services and support are on offer for pupils with SEND in the local area.
Transition	When a pupil moves between years, phases, schools or settings
Cambridgeshire Therapeutic Thinking (CTT)	Cambridgeshire Therapeutic Thinking (CTT) is the name given to our school's therapeutic approach to behaviour
External Agencies and/or Professionals:	
SaLT	Speech and Language Therapy/Therapist
OT **PT**	Occupational Therapy/Therapist Physiotherapy/Therapist

SS or SEND Services 0-25	SEND Service 0-25 is a local authority services, comprising of Educational Psychologists, Specialist Teachers and Specialist Practitioners.
EP	Educational Psychologist
ST	Specialist Teacher
A&I (Team)	Access and Inclusion – this team is part of the wider local authority SEND Services team.
MHST	Mental Health Support Team
EHWBT	Emotional Health & Wellbeing Team
YOUnited	Support services for children and young people
CAMHS	Child and Adolescent Mental Health Services
SENDIASS	SEND Information, Advice and Support Service
EIFA or **Education Inclusion Family Advisor**	These advisors offer families information, advice and support on any issue affecting family life