



SEND Information Report

Written/reviewed by:	Vicky Berry	Initial Date: July 2023 Reviewed: 10 th July 2024 3 rd July 2025
Approved by:	Ely St Mary's LGB	
Next review due by:	July 2025 July 2026	
Revision Amendment Details	Increased clarity regarding 1-1 TA deployment being in exceptional circumstances only, mandated explicitly by statutory plans. Minor amendments to language in order to increase accessibility for all readers of the report. - Minor updates to terminology of in-school SEN documentation from Assess, Plan, Do, Review to SEN Support Plan and updating review dates. - Clarifying the process of SEN Support Plan co-production between parents/carers and teachers - Adding Leah Mason as Asst SENDCo - Updating the name of Steps to Cambridgeshire Therapeutic Thinking	
Related Documents:	In addition, please see: - DEMAT's Special Educational Needs Policy - Accessibility plan - DEMAT's Behaviour Policy - Ely St Mary's Behaviour Guidance - Equality information and objectives - Supporting pupils with medical conditions	
Approved/Ratified by		

This SEND Information Report has been written alongside the SEND Policy and Accessibility Plan and to follow the revised SEND Code of Practice 2014, Children and Families Act 2014 and the Equality Act 2010.

Ely St Mary's C of E Junior School is a mainstream school, which is part of the Diocese of Ely Multi Academy Trust (DEMAT). We make every effort to meet the needs of all pupils including, when necessary, more support for children with Special Educational Needs and Disabilities. We work with the Trust and a range of health, education and social care agencies who support and advise school staff. We use as a guiding principle our [vision](#) which is 'to provide opportunities for all children, of all faiths and none, to be the best that they can be, in an environment where everyone is valued, respected and challenged.'

The guide to our help for children with Special Educational Needs at Ely St Mary's C of E Junior School
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Community
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Ambition



Identification of SEND at our School	
What kind of Special Educational Needs are supported at Ely St Mary's?	Special Educational Needs are grouped into four main categories: • Communication and Interaction (this includes speech, language, neurodiversity (autism/ADHD) and how children interact with people and their world) • Cognition and Learning (how children learn, how they take information in, how they remember learning) • Sensory and Physical difficulties (this includes any difficulties with hearing or sight, as well as physical needs such as mobility) • Social, Emotional and Mental Health difficulties (where children's emotional development and difficulties managing their emotions and actions stop children from being able to learn). At Ely St Mary's C of E Junior School, children who have a Special Educational Needs may not have a disability and similarly those children with a disability may not have Special Educational Needs. Sometimes however these can overlap.
How do you know if a child has a special educational need?	We know when a child needs help when: • pre-existing needs have been shared during transition to Ely St Mary's by the child's previous school. • concerns are raised by parents / carers, the class teacher or the child. School holds parent / carer meetings in the autumn and spring terms. In addition, parents and carers are welcome to arrange a meeting with school staff to discuss any issues they feel their child is having, whether academic or social. This would usually be with their child's class teacher in the first instance. • little or no progress is being made recognised through the tracking of pupils' progress on Class Provision Maps and discussion at teacher Pupil Progress meetings. These are held twice yearly. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. Sometimes there are other reasons a child is not achieving as expected, for example lost learning due to extended illness or absence. When deciding whether special educational support (known as SEN provision) is needed, we will start with what the child, their parents and the school want the child to achieve. We will use this to work out the support that is needed and whether we can provide it by adapting our main teaching, or whether something different is needed. Any additional support put in place (e.g. intervention groups, reasonable adjustments such as movement breaks or use of technology) will be monitored to check whether they are helping.

How do you involve pupils and parents/carers?	We will have an early discussion with the child and their parents when identifying whether they need special educational help. These conversations will make sure that: • Everyone develops a good understanding of the pupil's areas of strength and difficulty. • We understand parents' concerns. • Pupils' views are sought and taken into account. • Everyone understands the agreed outcomes sought for the child. • Everyone is clear on what the next steps are. We will always consult with parents when changing their child's school record to show they are receiving SEN Support, or when this is no longer required, due to progress made. (This used to be called being added to/removed from the SEN Register.)
Support for your Child	
Who is involved in my child's SEN Support?	• Class teachers have primary responsibility for the education of all the children in their class and are the key point of contact for children and their parents/carers. • Teaching assistants are deployed in a number of ways: ○ to work alongside teachers to ensure children with EHCPs are able to make progress against EHCP targets. ○ Support might, for example, be to help with speech and language targets, or for movement breaks. TAs do not work solely 1-1 with children unless it is specifically stated in their plans. Ely St Mary's works from an evidence-based approach laid out in the Education Endowment Foundation's MITA project (Maximising the Impact of Teaching Assistants) which helps pupils to increase their independence as learners. ○ to run small group interventions for identified needs (e.g. spellings, maths, social interaction) In the event of staff absence, support may be delivered flexibly, for example children working across classes and/or with difference adults, depending on need and staff availability. • The SENDCo provides background strategic support, by ensuring the support for children is correctly

	identified and carefully monitored. • We hope that parents/carers will also feel free to talk to us about any concerns or successes at any time through the school year.
What external support is available for my child?	• If a child has a speech or language difficulty, the school can refer them to the Speech and Language Therapy Service. A piece of work is then carried out that includes assessment, followed by advice and guidance (and sometimes modelling sessions) to support the child to progress against given targets. The success of speech and language interventions are significantly increased where strategies are put in place in school and at home. • Additional support for learning can be sought by referring a child to SEND Services, a local authority service. This usually takes the form of a SEND Surgery, which is a consultation between a specialist teacher, class teacher and SENDCo. A report is produced which is shared with families and contains clear outcomes for the child. • Educational Psychologist (EP) involvement is also via SEND Services. Due to a significant shortage of EPs across the county, they are typically only involved during the EHCP needs assessment process. • If a child has difficulties with fine motor skills, including handwriting, gross motor (balance and co-ordination) or sensory difficulties, then support is available from the Occupational Therapy Service. Depending on the need, this may first be through parents/carers and/or school following a pathway of video-based supports and goal-setting tasks. If these do not have the desired impact, school can contact the OT advice line and ultimately submit a referral for involvement. All outside agencies are accessed through a referral process which requires parent/carers consent.
How does my child know how they are getting on with their learning?	Children are involved in their learning progress in a number of ways: • Feedback from class teacher and support staff during the lesson • Feedback in subject books (please also see our Feedback Policy) • Verbal feedback during lessons • If they have an EHCP, their views are sought as part of the annual review process. Children are usually invited to attend at least part of their annual review.

How will my child's needs be monitored and assessed?

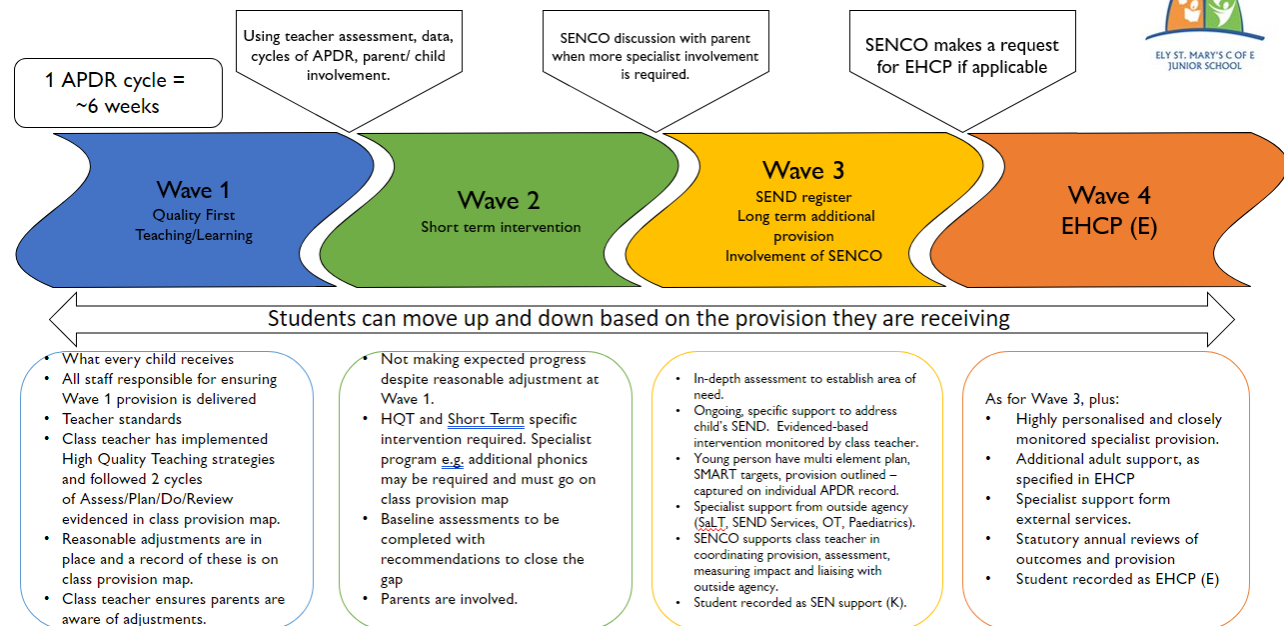
Every child's academic progress is continually checked and assessed by the class teacher:

- **Wave 1 support** is provided as part of high-quality teaching in every class and when a child requires more than universal support, teaching will be scaffolded to allow the child to engage with the lesson. Each child's support will be tracked by the class teacher. Progress is reviewed termly through Pupil Progress meetings with the Senior Leadership Team.
- **School-based Targeted Support (Wave 2).** Depending on need the child may receive help from class-based small group support. This might include a spelling or writing group, fine motor skills practice or number skills. The effectiveness of the support will be checked and reviewed through a class provision map, to help gather a clear picture of how the child is progressing.
- **School-based Specialist Support (Wave 3).** This is known as SEN Support. Sometimes a child may need more specific support from an outside agency like Speech and Language Therapy, Occupational Therapy, Children and Adolescent Mental Health Service (CAMHS), Community Paediatrician etc. A referral will be made with parental involvement and consent and sent to the appropriate agency. After assessments, strategies may be recommended to the school and parents.
- All children on SEN Support have a **SEN Support Plan (SSP)** ~~an Assess, Plan, Do, Review (APDR) record~~, which captures a child's assessed needs and the goals they are working towards. **Our goal is for parents/carers to be as involved as possible in the writing and reviewing of SSPs.** The class teacher will consider and use a range of effective teaching approaches and additional interventions to support a child's progress. These could include a variety of strategies which are planned into the school day to help them overcome a barrier to learning, for example taking part in a separate intervention group for the identified need. It includes any targets set by external professionals (e.g. speech and language or occupational therapy). ~~APDRs~~ **SSPs** are **drafted and** reviewed at least termly, in addition to whole class assessments. The **draft APDR SSP** will be shared at least once per term, where we ask for parent/carer **input**, views and comments both on the review and setting up a next cycle if needed.
- **Wave 4 support** is an **Education, Health and Care plan (EHCP)**. This is a legally binding document that usually stays with a child until they are 25. An EHCP is obtained through making a needs assessment request to the local authority. Only 2.1% of children nationally have an EHCP, as they are only needed for children with the highest level of need. An EHCP details long term targets (outcomes) that usually span a



	key stage at a time. The class teacher ensures the plan is being carried out and the SENDCo will oversee and monitor that this is effective and is having the desired effect. As with SEN Support, an SSP APPR record is written, which breaks down into termly targets the work towards the longer term EHCP outcomes. An annual review is carried out to formally assess progress and update the EHCP. This meeting involved everyone: the child, parents, class teacher, SENDCo and any external professionals working with the child. • In Year 5, an EHCP annual review is a Phase Transfer review, where parents are asked to consider which schools they would like to be consulted for KS3 school placement. Those schools are invited to the review meeting, so that they can learn more about the child's needs and be able to make an informed response to the school placement consultation.
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Graduated Approach: the Wave Model



How will the Trust (DEMAT) check the effectiveness of its SEND arrangements and provision?

- Supporting the school to carry out termly pupil progress meetings, learning walks, observations by the Senior Leadership and SEND Team
- DEMAT carry out quality assurance across the Trust in the form of detailed audit of provision, training, staffing. We have an Executive Director of Inclusive Leadership for the Trust who leads Inclusion and Safeguarding. This ensures that our SEND practice develops and strives to do the best for all our children to ensure all children make progress from their starting points and their needs are known, understood and met.

	Each term the Academy SEO for Inclusion, who oversees SEND, meets with the SENDCo to look at provision and check its effectiveness
What are the roles and responsibilities of school governors?	The governors fulfil their statutory duties by: - - Ensuring a SEND policy reflects the current Code of Practice. - Support and challenge the school to ensure the school has an outstanding provision for pupils with SEND needs. - Delegating responsibility to a named governor to lead work on behalf of the Local Governing Body on monitoring the quality of the provision. - Ensuring the school reports to parents annually, securing appropriate, targeted resources that have impact on learners which is evidenced. - Oversee the school's funding to ensure the SEN provision meets requirements including the deployment and organisation of personnel, resources and their deployment. - Attending annual training run by the Trust's Inclusion and Safeguarding Team
Curriculum Support	
What adaptations to the curriculum and learning environment do you make?	High Quality Teaching will be the focus and from this, effective scaffolding will enable children to participate fully in all aspects of learning to make the best possible progress. - Staff plan according to children's needs and requirements in the classroom. - All staff who work with children in school are aware of the child's requirements through their planning and assessment processes. - Staff can meet the needs of the children by applying the scaffolding strategies suggested within the plans. - Adapting our resources and staffing. - Using recommended learning aids, such as laptops (which can include the use of dictation and read aloud functions, as well as Clicker 8, a specialist word processing application), coloured overlays, visual timetables, larger font, etc. - Scaffolding of teaching, for example, giving longer processing times, pre-teaching of key vocabulary, use of task planners, word banks and concrete (physical) resources.

	Enabling increased focus and concentration through movement breaks. These may be carried out in class as well as out, depending on need and available adult support.
What is your approach to teaching pupils with SEN?	In line with Teaching Standards and the SEN Code of Practice teachers are responsible for the progress and development of all the pupils in their class. High quality teaching is our first step for pupils who have SEN. This includes appropriate adaptations and scaffolding (ways of helping a child to tackle the learning task) and reasonable adjustments for individual pupils. It is added to with interventions as needed, and as resources allow. We provide the following interventions, subject to staffing availability: - Precision teaching (maths, reading and spelling) - Project X (reading comprehension) - SoundsWrite (phonics) - LegoABC (social interaction and communication) - Pre and post teaching sessions 1-1 reading - Tutoring (maths, reading, writing) - Cued spelling - Touch typing In some exceptional cases, a child is working so significantly behind age related expectations that their teacher will need to plan from a different stage of the curriculum. This is done in consultation with the SENDCo and usually with SEND Services' involvement. Wherever possible, the class teacher will still link the learning to the main theme taking place in class, e.g. rivers, space, or the main class reading book etc.
Partnership: Planning, Monitoring and Review	
What do you offer additionally to parents and carers of children with SEN to discuss progress, plan and review support and share specific approaches and programmes?	All parents whose children have a SEN Support Plan an Assess, Plan, Do, Review Record (APDR) meet with the class teacher at least termly to discuss their child's progress, review their achievements and targets. Each term the class teacher drafts a plan based on their assessments of the child's needs and review this and share this with parents/carers to include their views and wishes. Parent/carer views and the child's views will be part of this process. APDR records SSPs are reviewed at least three times per year, usually December, March and July. November, February and June.

	• If a child has an EHCP there is a formally recorded meeting each year (in addition to the two termly SEN Support Plan APDR meetings) to review the plan, celebrate success and adapt the plan to reflect the needs of the child as they grow and change. This is called an Annual Review. Where school and/or home feel that the child's needs have changed significantly, and/or that the provision included in the EHCP is no longer appropriate, a review can be held before the 12 months is up. This is called an Emergency Annual Review. • Face to face meetings, telephone conversations and informal discussions will ensure a good partnership between home and school. The class teacher is always first point of contact. The SENDCo is also available to meet should there be any concerns about the child that the class teacher cannot address.
How do you evaluate the effectiveness of your SEN provision?	We evaluate the effectiveness of provision for pupils with SEN by: • Reviewing pupils' individual progress towards their goals each term (these can be linked to academic work, social interaction, emotional wellbeing, attendance etc) • Reviewing the impact of interventions after a cycle (this is usually about 8 weeks) • Using pupil questionnaires and pupil voice workshops • Using parent questionnaires • Monitoring by the SENDCo, SEN Governor and DEMAT • Using provision maps and data analysis to measure progress. • Holding annual reviews for pupils with EHC plans • Using Whole School SEND review documents. • Staff take time to talk to children and respond to their individual needs and wishes sensitively. • Children's views are looked for when producing and reviewing Education Health and Care Plans
General Support for Wellbeing	
How do you offer pastoral, medical and social support to the children?	We provide support for pupils to improve their emotional and social development in the following ways: • As a Cambridgeshire Therapeutic Thinking (CTT) school, all staff are trained to support the development of pro-social skills and behaviours, to help with children's social and emotional development. More information on how this works in our school can be found in our Behaviour guidance. Our SENDCo, Vicky Berry, and pastoral team (Helen Atkinson and Nicki Handscomb) are certified CTT trainers, who keep their skills regularly refreshed.

- Provision of support where needed during break and/or lunchtimes to develop social skills.
- Pupils with SEN are encouraged to be part of the school council and be considered for class ambassadors.
- Use of pro-social approaches such as Zones of Regulation, which help children to recognise their emotional state and find strategies to move from a negative state to a positive one.

We have a zero-tolerance approach to bullying.

- Please see our [Bullying policy](#) for further information.
- [Click here](#) for further information on behaviour policy and practice at Ely St Mary's.
- To read more about Cambridgeshire's County Council's guidance on behaviour, please [click here](#).
- Children are supported by the class teacher and the teaching assistants within the classroom overseeing the well-being of children on a day-to day basis.
- Teachers have been trained on supporting children with attachment difficulties.
- Vicky Berry (SENDCo) and Emma Briggs (Y5 Y6 teacher and Asst SENDCo) are trained in the Theory and Practice of Nurture Groups in Schools. Leah Mason (Y3 teacher and Asst SENDCo) is an experienced SENDCo with extensive trauma training and experience.
- Hannah Vitacolonna, Office Co-ordinator, oversees medical plans for all pupils.
- Helen Atkinson, Pastoral Worker, is the key contact for supporting children and families to access early help from family workers etc. and has had training in young people's mental health.
- Nicki Handscomb (SEMH Intervention TA) and Hannah Vitacolonna (Office Co-ordinator) are trained young people's mental health first aiders.
- We liaise with health professionals to ensure care plans are in place for children with medical needs.
- All staff have basic first aid training and some staff have specific Paediatric First Aid; these members of staff are called upon to support children when necessary.

Other support and intervention:

- Lunchtime Meadow (supported lunchtime provision) ~~Calm Club~~
- Assemblies
- LegoABC to develop social interaction skills.
- PSHE themes for a whole class approach

	• Themes worked on in school include – road safety, online safety, anti-bullying. • Class teacher discussions • Termly discussion with the SENDCo
How do you encourage children to contribute their views?	• Staff take time to talk to children and respond to their individual needs and wishes sensitively. • Class ambassadors and school council offer opportunities for pupils to contribute to school development. The school continues increase representation of children with SEN in these roles. • All children at SEN Support and with an EHCP co-produce a pupil passport. • Children's views are looked for when producing and reviewing Education Health and Care Plans.
Specialist Services/ Expertise Available	
Which SEN services and outside agencies do you work with?	We work with the following agencies to provide support for pupils with SEN: • DEMAT Central Team • Speech and Language Therapy Service • Specialist Teachers and Specialist Practitioners • Educational Psychology • Occupational Therapy • Physiotherapy • Community Paediatrician • CAMHS (Child and Adolescent Mental Health Service) • Early Intervention Family Worker • Sensory Support Service (for pupils with hearing and visual impairments) • YOUnited (children/young people's mental health) • Family workers • Cambridge Acorn Project
Training	

Staff expertise and training

Our SENDCo is Vicky Berry

- She has over 8 years' experience in this role and completed the National Award in SEND Co-ordination in July 2017 (Masters level qualification)
- Vicky works 2 days a week to manage SEND provision. **She is supported by two Assistant SENDCos, Leah Mason (Y3) and Emma Briggs (Y6)**
- Vicky is a member of the Senior Leadership Team, which enables the school to ensure that a SEND focus is embedded across school policy and practice.

We have a team of 16 teaching assistants and 9 class teachers. Staff have been trained in:

- Cambridgeshire **Therapeutic Thinking Steps**: a therapeutic, child-centred approach to meeting social and emotional needs.
- Strategies to support literacy difficulties.
- Use of Boxall profile assessment to support social, emotional and mental health needs on an individual, class and whole school level.
- Two teaching assistants (TA) have Elklan Speech and Language training – Level 2.
- Three staff are trained in the use of Functional Behaviour Assessment (FBA) to find the underlying reasons for a child's presenting behaviours.
- Precision teaching – an intervention approach that can be used to develop fluency for example in number facts and spelling, based on the principle of distributed learning (little and often).
- LegoABC
- Nurture-based approaches to supporting emotional development.
- Achievement for All (use of first and best approach)
- All teachers have Qualified Teacher Status and Honours degrees.
- All staff are first aid trained.
- Y3 teachers ~~and an additional TA~~ have had Sounds-Write training, which is an approach to teaching phonics, reading and writing.
- Annual safeguarding training last updated for all staff at the start of the school year. In addition, staff have regular safeguarding briefings throughout the year.
- Teacher and TA training for pupil-specific health needs

	• Staff CPD cycle incorporates training for meeting the needs of all learners, refining questioning for pupils with SEND and making reasonable adjustments to ensure all children can succeed. • All teachers undertake termly book looks with leaders to ensure that there is consistency in marking and high expectations for all. • All staff have training from the SENDCo to support children's needs through their teaching and how to help them make progress from their starting points, for example to meet the needs of autistic children or those with ADHD.
What training have staff received recently?	• The SENDCo has worked with a Specialist Teacher to develop a speech and language pathway for the school. • Teachers have received training from the Occupational Therapy Team • Teachers and TAs have been working with a senior local authority educational psychologist to develop a whole school approach to literacy difficulties/dyslexia. • Word Aware (vocabulary development) and Colourful Semantics (sentence structure) training from the Speech and Language Therapy Service (Jan 2023)
What training do you have planned?	Cambridgeshire Steps refresher courses. Use of SEND Services Ordinarily Available Provision toolkits.
Accessibility	
How do you enabling pupils with SEN to engage in activities available to those in the school who do not have SEN?	All our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. All pupils are encouraged to go on our outward-bound residential trip in Y6. We have a positive track record of supporting children with SEN to participate and get huge enjoyment and stimulation from these trips. In the last two academic years, all the Y6 children with an EHCP who wanted to attend the residential were able to do so successfully. All pupils are encouraged to take part in sports day/school plays/swimming/special workshops, etc. No pupil is ever excluded from taking part in these activities because of their SEN or disability. (The exception to this is where a pupil's participation is unsafe despite risk assessed reasonable adjustment being made to support



What equipment and facilities do you have in school?	accessibility. This decision would be taken in consultation with senior leaders and parents.) • Ensuring all the building and classrooms are accessible to all the children. • Adults are supportive of the needs of the children. • Pre-planning for trips and visits to ensure children can access learning beyond the classroom. • Where needed, we will devise a risk assessment/safety plan for a child to ensure they are safe and have full access to the curriculum? • Provision adaptations are made in consultation with parents/carers (and the young person wherever possible). Click here for Ely St Mary's Accessibility Plan. • We keep a small supply of various pencil grips, writing slopes and fiddle toys. • The school has a sensory room available to those children with sensory-related needs, subject to the availability of adult support. • In some cases, children may require specific equipment and resources, for example, specific chairs for children with muscle disabilities. For these occasions the school will liaise with outside agencies for support and guidance.
Transitions	
What arrangements help children and their parents to make a successful transfer to Ely St Mary's?	Infant school into Ely St Mary's: • Staff at Ely St Mary's work closely with their feeder infant school, Spring Meadow Infant School. This includes both school SENDCos meeting in the Spring term prior to transition to discuss the incoming year group's needs. • Ely St Mary's SENDCo is always invited to attend Y2 annual reviews for children at Spring Meadow with an EHCP. • Parents of the children coming into Y3 are invited to meetings within school. • The children are invited to visits to the school before the term begins. • Children with SEN or other vulnerabilities are invited for more visits in advance of the main transition events to increase their confidence about moving up to KS2.

	- Children with SEN are given copies of staff profiles to increase their familiarity with the new setting. Ely St Mary's onto secondary: - Parents/carers are invited to meetings at the secondary school and transition meetings are organised between the staff from the secondary school, other professionals and the SENDCo at all local secondaries to which our pupils are moving on. - Secondary SENDCos are invited to attend Y6 Y5 annual reviews for children with EHCPs. - All SEND paperwork is transferred to new settings on time. - Using Social Stories to support transition (where appropriate)
Complaints	
What if I have concerns or a complaint about SEN provision at Ely St Mary's?	Complaints about SEN provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's Complaints policy. The parents of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding: - Suspensions and exclusions - Provision of education and associated services - Making reasonable adjustments, including the provision of auxiliary aids and services
Contact Details and Appendices	
Who should I contact if I want to discuss my child's progress or difficulties?	A child's class teacher is always the first point of contact, as they know the child best in school. They can be contacted via Class Dojo or through the school office to arrange an appointment.
Who is the SENDCo?	Vicky Berry 01353 662163 vberry@esm.school

Who do I contact if I am not happy about the support my child is receiving?	In the first instance, parents should contact the class teacher. If this does not resolve the issue, the SENDCo is happy to help. Where parents remain concerned, they should use the school's Complaints Procedures .
Contact details of support services for parents of pupils with SEND: The local authority local offer	Additional sources of support for parents and carers can be accessed here. Cambridgeshire's Local Offer explains the SEN support and services available to children in Cambridgeshire. It can be accessed here.
How will you check and update this report?	This SEND Information Report will be reviewed by Vicky Berry (SENDCo) every year to make sure it is up to date and accurately describes how children with additional needs are supported at Ely St Mary's. It will also be updated if any changes to the information are made during the year. It will be approved by the Governing Body annually.
Links with other policies and documents	This report links to our policies on: • DEMAT's Special Educational Needs Policy • Accessibility plan • DEMAT's Behaviour Policy • Ely St Mary's Behaviour Guidance • Equality information and objectives • Supporting pupils with medical conditions