



Abbots Ripton Church of England Primary School

SEND Policy & Information Report

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Our church school creates a firm foundation where together, with God's help and with the help of others, we learn for life, achieve our best and grow in faith.

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1. Aims

Our SEND (Special Educational Needs and Disability) policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Here at Abbots Ripton C of E we provide all pupils with access to a broad and balanced curriculum. We are committed to making sure every pupil has the chance to thrive and an equal opportunity to participate in the full curriculum and life of the school. Pupils with SEND will be fully included, encouraged to become independent and take responsibility within the school, with reasonable adjustments being made where necessary. Their individual SEND needs will be identified, supported and their progress will be monitored so that we ensure that the right level of support is put in at the right time.

Our pupils' development and welfare are central to our curriculum and provision. For pupils to achieve well, we take care to focus on individual children's needs and their response to different teaching approaches and interventions. We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of each individual pupil regardless of their diagnosis status.

The promotion of inclusion therefore is fundamental to our strategy. There are strong educational, social and moral grounds for educating children with SEND with their peers. By focusing on inclusion, alongside developing independent learning skills, we hope that we support pupils to make progress both at our school, but also on their onward journeys in secondary education. Our aim in promoting inclusion in school, alongside our church ethos and values, is to contribute positively towards the notion of an 'inclusive society'.

We recognise that the views and wishes of pupils and their parents are central to understanding their needs and the ways that we might support them most effectively. At Abbots Ripton we ensure that we take a person-centred approach to our assess, plan, do and review (APDR) approach because we know that tailoring support to pupil's needs and interests can increase their chances of having a positive relationship with learning, school and themselves as learners. Our aim is to provide an environment, assessment process, high quality teaching and tailored support (where necessary) to support pupils at Abbots Ripton C of E School to feel as though they belong to their class group and the school community.

On the occasions, where we feel that we cannot provide the bespoke or specialist provision that a child with complex SEND might require, we aim to be honest, caring and supportive towards parents and pupils. We will work alongside appropriate partner agencies (such as the Local Authority, NHS) to support Parents, pupils and other professionals to understand the challenges individual pupils face and the support that we believe they might require to have a better chance of maximising their learning and development. Most notably, when a specialist placement may be more suitable for their individual needs.

We believe that every teacher should be confident and able to support an array of children's needs, including those with SEND. At Abbots Ripton C of E Primary School, we identify the roles and responsibilities of all staff in providing for children's special educational needs. We consider that the approaches used to support pupils with SEND are likely to benefit all learners and therefore we attempt to integrate good SEND practice into our standard teaching practices.

Here at Abbots Ripton we are committed to:

- Creating an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities (including extra-curricular opportunities) alongside peers who do not have special educational needs and disabilities.
- Ensuring high levels of confidence and partnership working by requesting, monitoring and responding to parents/ carers and pupils' views
- Making clear the expectations of all partners in the process of supporting pupils with SEND.
- Ensuring a high level of staff expertise to meet pupil need, through well targeted continuing professional development and reflective staff meetings.
- Facilitating full inclusion in all school activities for pupils with medical conditions (where this impacts on SEN/disability) through consultation with health and social care professionals.
- Identifying and monitoring the roles and responsibilities of all staff in providing for children's special educational needs and disabilities.
- Enabling all children to have full access to all elements of the school curriculum by making reasonable adjustments.
- Meeting the needs of vulnerable learners (including those with SEND) by working in cooperation with the Local Authority and other outside agencies to ensure there is a multi-professional approach is taken when needed.
- Ensuring that our Church values, school ethos and school culture is one of kindness, compassions, a celebration of individuality and inclusion.

It is our belief that all children have an equal right to a full and rounded education which will enable them to make rapid and sustained progress to achieve their full potential. In order to ensure that the teaching practice at Abbots Ripton C of E School is evidenced-based and high quality, we will take advice from external professionals and make use of available resources that have been produced. One of such includes [Cambridgeshire's SEND Ordinarily Available Provision toolkit](#).

Some children with SEND may need bespoke education plans to ensure this happens. Where pupils at Abbots Ripton C of E School require higher levels of support that are deemed to be beyond ordinarily available provision or where they require support which is 'additional to and different from' the differentiated school curriculum, we will utilise the guidance laid out in the Code of Practice (2014). In doing so we recognise, assess and consider ways of supporting pupils across the four areas of needs (Cognition and Learning; Communication and Interaction; Social, Emotional and Mental Health and Physical and Independence skills).

2. Legislation and guidance

This policy and information report is based on the statutory guidance i.e. [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 and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, Special Educational Needs and Disabilities Co-ordinators (SENDCOs) and the SEND information report
- [Equality Act 2010](#) regarding reasonable adjustments and access arrangements.

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

Pupils described as having a learning difficulty or disability may have:

- A significantly greater difficulty in learning than the majority of 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, the support that is generally available for other children or young people of the same age by mainstream schools.

The definitions of each area of need are as follows:

AREA OF NEED	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils with Autism (sometimes referred to as Autistic Spectrum Condition ASC) and those with significant speech and language difficulties needs often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. They may have difficulties coping with the pace of teaching typically associated with their peer group.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact one or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties (which can include Down's Syndrome) • Severe learning difficulties • 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
Social, emotional and mental health	<p>Pupils identified as having social, emotional and mental health needs can present in a range of ways including (but not limited to): struggling with friendships or conflict resolution, having difficulties managing identifying or managing their emotions, regular periods of worry or sadness. At times, their behaviour and emotional responses may be difficult to manage and require higher than usual levels of support from adults.</p> <p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences, sometimes referred to as developmental trauma

AREA OF NEED	
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided without adjustments and support.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO is currently Charlotte MacLeod. In addition, Claire Matthews (Head Teacher) is actively involved in supporting and meeting with parents of children with SEND, as well as acting as the Designated Senior Lead for Mental Health.

Together they will:

- Work together with the SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support and Assess, Plan, Do, Review (APDR)
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education (e.g. secondary schools) to ensure that pupils and their parents are informed about options so that a smooth transition is planned
- Work together with the headteacher and governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date
- Maintain a map of SEND provision for the whole school
- Consider, organise and disseminate learning opportunities (i.e. CPD) aimed at supporting pupils with SEND to the wider teaching staff.

4.2 The SEND Governor

The SEND Governor (currently Mrs Amanda Gailey) will:

- Help to raise awareness of SEND matters at governing body meetings
- Be the communication link between the governing body and the SENDCO
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing body on this
- Monitor the effectiveness of the school's spending on SEND
- Work with the Headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

- Keep informed about SEND issues and development both locally and nationally

4.3 The Headteacher

The Headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan, deliver and assess the impact of support and interventions (following the APDR approach) and how the additional or specialist support 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
- Providing all children with quality first teaching

5.

SEND information report

Abbots Ripton C of E School are committed to ten principles of effective SEND provision

1. Prioritising leadership and provision for SEND by holding high and realistic expectations for all our children. Carefully creating an environment that meets the needs of all learners via balanced programmes and resources to support and promote progress in areas of learning.
2. Ensuring strong teaching and learning by providing a relevant and flexible curriculum tailored to pupil's needs. Investing in teacher expertise through continual and targeted professional development. Making use of inclusion teaching checklists to promote best practice.
3. To work effectively in partnership with pupils and parents by ensuring that there is regular, honest and open communication with parents and opportunities for pupils to share their voice. Within this collaborative work, we commit to having clear expectations and plans for all parties.
4. Evaluating the impact of interventions and making adjustments to the provision accordingly.
5. Tracking and monitoring progress across different subjects and to identify any patterns of achievement across different SEND groups.
6. Use rigorous assessment and identification processes. Ensuring precise identification of SEND to match with appropriate intervention.
7. Use resources efficiently; including the deployment of highly trained Teaching Assistants and teachers working directly with SEND pupils. Ensuring a graduated approach to interventions
8. Developing on site expertise. Sharing knowledge as a team and benefitting from external partnerships.
9. Using effective and proven evidenced based interventions (including national recommendations e.g. What works well for pupils with Mathematical difficulties)
10. Coordinating and mapping provision and using a clear system of referral.

5.1 SEND provision (Ordinarily Available Provision – OAP)

Our school can provide additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, dyslexia and dyspraxia, processing or memory difficulties
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD) or Emotionally Based School Anxiety (EBSA)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, sensory processing difficulties and epilepsy
- Moderate/severe/profound and multiple learning difficulties

The school makes great use of direct specialist advice and support that is available through the Cambridgeshire SEND 0 – 25 Services, Statutory Assessment and Resources Team (SAT) and School Advisors for Literacy, Numeracy and PSHE. In addition, Teachers have access to Cambridgeshire's Ordinary Available Provision Toolkit. Also known as the [SEND OAP Toolkit](#), which provides support and advice for teachers and parents, including a jargon busting glossary. We are committed to signposting Parents to this resource. Each of the four areas of need listed above are covered in this toolkit.

School Based Support

For many of our SEND pupils, we meet their additional needs through a School Based Support Plan. This might indicate:

- First quality teaching strategies which benefit all learners and support inclusive learning
- Research based interventions which may take place individually or for small groups of children
- Ordinarily available provision

Each term we offer parents a meeting with their child's class teacher and/or SENDCo to discuss strengths and any concerns. We aim to work collaboratively to develop and agree a plan of action using the Assess, Plan, Do, Review approach. Within these meetings they should be opportunities to discuss the possibility of further external assessments or routes to explore diagnoses.

Education Health and Care Plan (EHCP)

A pupil whose needs are more complex, longstanding and require more specialist support may require an Education, Health and Care Plan (EHCP). At Abbots Ripton C of E School we are committed to assessing pupil's SEND needs and following Local Authority guidance and advice in relation to statutory assessments. Where appropriate (and where we have the educational evidence needed) we will request that an EHCP is assessed for by the Local Authority. We are also committed to work alongside Parents to support them to request an EHCP assessment should they wish to. Further information on these processes within Cambridgeshire can be found here: [Cambridgeshire Online | Applying for an Education, Health and Care Plan \(EHC Plan\)](#)

Where a pupil has an EHCP, we are committed to following the advice and recommendations made by external professionals. As part of the Code of Practice (2014), we will organise and hold EHCP reviews (at least annually) which will involve the pupil, their parents and staff that know the pupil well. In addition to this, Parents will have the opportunity to meet with their child's class teacher and/or SENDCO every term to review their progress and their response to the interventions / support being put in place.

5.2 Identifying pupils with SEND and assessing their needs

Pupil progress is monitored carefully by qualified teachers who act quickly to identify and address gaps or barriers to learning. In addition, we assess each pupil's current skills and levels of attainment throughout the school terms. At three key points in the year, Teachers assess and share 'pupil progress data'. This is considered and analysed strategically by Teachers alongside the Head Teacher / SENDCO. The first point of assessment is the start of the academic year so that Teachers can plan lessons and content that builds on the pupil's previous knowledge. Following these assessments, class teachers will discuss any concerns to the SENDCO immediately so that early intervention can be discussed.

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

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

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

Slow progress and low attainment do not necessarily mean a pupil has SEND and should not automatically be recorded as such. Equally it should not be assumed that attainment in line with chronological age means there is no learning difficulty or disability.

When deciding whether special educational provision is required, 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. 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. Class teachers and the SENDCO will then work together to complete an Assess, Plan, Do, Review form (APDR), which will set joint targets and details of resources, programmes, or interventions as appropriate. This will create a record of provision to date and enable progress to be monitored.

Class teachers can discuss any concerns with the SENDCO at any point in the academic year, not just at key assessment points.

5.3 Consulting and involving pupils and parents

At Abbots Ripton C of E School we believe that parent partnership plays a key role in enabling children with SEND to flourish. We will have an early discussion with the pupil and their parents when identifying whether they need additional special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty, recognising that children develop and progress at different rates
- We consider the parents' concerns and aspirations for their child
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be agreed and added to the pupil's file. We will formally notify parents when it is decided that a pupil will receive additional SEND support in school and a request to add the child to our SEND register will be made to the parents/carers in writing.

Some pupils may receive early intervention that supports their learning. The school will document these early needs and interventions on a pupil passport. These pupils may make significant progress in an area of identified need and so will not be added to our SEND register, whilst others may need further or continued support and will be moved to our SEND register.

Alternatively, once on the SEND list parents and pupils will be part of the graduated approach which enables Teachers to assess and plan the type of support that they believe the child will

benefit from. Review meetings (including parents where possible) will be held and copies of the School Based Support Plan with details of the Assess, Plan, Do and Review cycle will be shared and agreed. One copy of the plan will be saved on file and another given to parents/carers.

Children will work to complete a One Page Profile with their class teacher. Parents will also be asked to contribute to the One Page Profile creating an opportunity to share in their child's achievements, set high aspirations, and recognise ways in which they can support their child at home. At this stage pupils are free to voice their opinions on specifically how they would like to be supported. Pupil voice and a child-centred approach is very important to us at Abbots Ripton C of E Primary School.

5.4 Assessing and reviewing pupils' progress towards outcomes

Where a pupil is identified as having special educational needs, we will act to remove barriers and ensure effective provision to meet the needs of the child is in place. This support is a graduated approach in the form of a four-part cycle of assess, plan, do, review (APDR). Early decisions and actions are revisited, refined and revised building a deeper understanding of the pupil's needs and what might support them to make good progress and achieve their best outcomes.

Assess –The class teacher will work with the support of the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on a wide range of sources including:

- The teacher's assessment (both summative and formative) and their experience of the pupil in school
- The child's previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents who know the pupils best
- The pupil's own views and aspirations
- Advice from external support services, (if relevant)

Plan – Where it is decided to provide additional support, the parents, teacher, SENDCO and other relevant agencies agree the adjustments, interventions and support to be put in place.

Do – The class teacher is responsible for working with the pupil daily. Working closely with teaching assistants and specialist staff, they will plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The role of the SENDCO is to support the Class Teacher with ongoing assessments of the pupil's strengths and weaknesses and to share SEND knowledge, experience and resources that might help the Teacher understand or support the pupil.

Review – At Abbots Ripton C of E School we value the process of effectively reviewing the support put in place. The effectiveness of the support and interventions being delivered and their impact on the pupil's progress is reviewed regularly by Teacher(s) and Parents on an agreed date or earlier if appropriate. Reviews take place in collaboration with parents and the child so that their knowledge can be used to help identify the next steps in the cycle.

All teachers and support staff who work with pupils who have SEND will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

At Abbots Ripton we also include a fifth element: Appreciate.

Appreciate – It is vitally important to us that we maintain our pupil's self-confidence and balance their target areas with their strengths. Therefore, the inclusion of the pupil's strengths and talents is also included on their pupil passport (one-page profile). Here we can celebrate the pupil's assets and achievements and continue with our high expectations for their future aspirations.

5.5 Supporting pupils moving between phases and preparing for secondary school

We will share information and assessments that we have undertaken around pupils with SEND with relevant schools or settings that the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Typically, transitions can be a particularly stressful time for children with SEND and we will look for ways to support them to reduce this anxiety. With the move to secondary school, we will look for opportunities to visit, as well as liaising with the Inclusion/SEND/Pastoral teams. For some pupils this could result in additional (or supported) visits to future schools. Transitions within school will be prepared for by thorough communication between class teachers and details transferred on their pupil passport (one-page profile).

5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

In addition to high quality teaching we will also provide a range of interventions that support pupil's cognition and learning, communication and interaction, social, emotional and mental health and their physical and sensory needs. These include:

- Little Wandle Letters and Sounds including Blending, Catch Up and SEN programmes for phonics and reading.
- Early reading interventions using specialist techniques from Reading Recovery and Fischer Family Trust
- Phonics and sight word reading using ERT (Expanded Rehearsal Technique)
- Fine motor/Handwriting using Speed Up Handwriting and Write from the Start
- Spelling - SNIP Literacy programme
- Speech and Language sessions, including Elklan and Talking boxes
- Physical development sessions incorporating key elements from Sensory Circuits and the Fizzy programme created and advocated by Occupational Therapists.
- Personalised Timetables for First, Then and Next tasks.
- Lego therapy
- Scaffolded play and games to support turn taking and social skills.
- Social stories
- The Colour Monster Programme, the Q Cards the Bears Feelings activities.
- Sunshine Club – social and emotional support for separation anxiety/social development
- Numicon Firm Foundations
- Maths 5-minute number box
- Brain buddies
- Success@arithmetic
- What's in the box
- Attention bucket
- Precision teaching
- Whole word reading approaches

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources, staffing and work spaces.
- Using recommended work aids, such as laptops, vocabulary/word mats, coloured overlays, visual timetables, larger font, work stations, visual supports, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, and look back and learn opportunities for consolidation etc.
- Providing learning partners, key staff or scaffolds to utilise as support systems on the road to independence.

5.8 Additional support for learning

We have five part-time and one full time teaching assistant who can work with children with SEND across the school.

Teaching assistants will support pupils on a 1:1 basis when a specific gap in their learning has been identified or if they need significant support to acquire a new skill or concept.

Teaching assistants will support pupils in small groups when they would benefit from further scaffolding, a role model, pre-teaching or consolidation or that a common gap has been identified.

We work with the following agencies to provide support for pupils with SEND:

- Specialist Teaching Team
- Educational Psychologists
- The health service for example Occupational Therapy and Speech and Language Therapists
- Statutory Assessment and Resources Team (START)The Emotional Health and Wellbeing Support Team
- Support groups and charities

5.9 Expertise and training of staff

All staff have a good knowledge of supporting children with SEND. Claire Matthews has many years of experience as a SENDCo. She has also completed the relevant Designated Senior Lead for Mental Health. Charlotte MacLeod has specialised in Literacy Support since 2009 and passed her SENDCo accreditation in 2020. We have 2 teaching staff members who are Reading Recovery trained teachers. All staff have received a range of training in the last year which related to Mental Health and Wellbeing. One has also completed an Autism Awareness Level 3 award.

We have a team of six teaching assistants, including 1 higher level teaching assistant (HLTAs) and 2 qualified teachers who are all trained to deliver SEND provision. This training includes Little Wandle Letters and Sounds, Expanded Rehearsal Technique, Talking Maths, Every Child a Reader, ELKLAN, Dyslexia friendly classrooms and techniques and Fischer Family Trust, to name a few.

5.10 Evaluating the effectiveness of SEND provision

The SENDCo and class teachers will evaluate the effectiveness of provision (APDR cycle) for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after a defined period (depending on the intervention)
- Using pupil voice sessions
- Monitoring provision and teaching approaches by the SENDCo (where appropriate)
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans and working collaboratively with external professionals to implement recommendations made.

5.11 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND – Accessibility for all

All our extra-curricular activities and school visits are available to all our pupils, including our pupils with SEND. All pupils are encouraged to take part in sports day/school plays/special workshops, etc. If extra support is required to enable participation in these events, it is given.

5.12 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to take on roles within the school; buddies, play leaders, school council etc. All children are encouraged to take part.
- Pupils with SEND are also encouraged to be part of friendship games at playtime to promote teamwork and build social skills.
- Interventions including Lego therapy, Sunshine Club, The Colour Monster Emotions programme and pastoral sessions are available as appropriate
- We have a trained Mental Health First Aider

5.13 Working with other agencies

At Abbots Ripton C of E Primary School, we are committed to working closely with a range of external agencies to support our children in the best way we can. We may need to complete an Early Help Assessment (EHA) to request further support from the Local Authority. Parents will be fully involved in the process of requesting support.

Parents can also request additional support or advice from independent advisors (known locally as SENDIASS - SEND Information, Advice and Support Service or through organisation and charities like Pinpoint ([Cambridgeshire Online | Pinpoint: Cambridgeshire Parent Carer Forum](#)) or Little Miracles.

5.14 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the SENDCo in the first instance. If necessary this will be dealt with under the school's complaints policy.

The parents of pupils with disabilities have the right to make a disability discrimination claim to the first tier SEND tribunal if they believe that the school has discriminated against their child. They can claim alleged discrimination regarding;

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

5.15 Further support for parents of pupils with SEND

Parents of children with SEND may find the following publications helpful:

The DfE '[Special educational needs and disability; A guide for parents and carers](#)'

The DfE '[Special educational needs and disability code of practice](#)'

Parent Partnership who offer the Local Authority SEND Information, Advice and Support Service (SENDIASS) for Cambridgeshire found [here](#).

[Cambridgeshire Online | Applying for an Education, Health and Care Plan \(EHC Plan\)](#)

[Primary and Secondary SEND OAP Toolkit](#)

[Cambridgeshire Online | Pinpoint: Cambridgeshire Parent Carer Forum](#)

[Cambridgeshire Online | SEND Information, Advice and Support Service \(SENDIASS\)](#)

5.16 Contact details for raising concerns

If you have any concerns, please do not hesitate to contact the SENDCo, either by ringing the school office and making an appointment or emailing:

office@abbotsripton.cambs.sch.uk and marking your email for the attention of Claire Matthews.

5.17 Cambridgeshire's local offer

All local authorities working with their partners must publish information about how children and young people 0 - 25 who have special educational needs and/or disabilities (SEND) are supported in their area. This is known as the local offer. The local offer includes information on:

- universal services that are available to everyone, such as schools, GPs, (universal services)
- targeted support and services for children and young people who may need some additional, short term support
- specialist services for children and young people who have complex needs and need longer term specialised support

The local offer will develop and improve over time in response to feedback and consultation with parents, carers, children and young people and partners.

Cambridgeshire's SEND Information Hub outlines the local offer and is published [here](#).

6. Monitoring arrangements

This policy and information report will be reviewed annually. It will also be updated if any changes to the information are made during the year.

It will be approved by the full governing body.