



Special Educational Needs and Disability (SEND) Policy and Information Report

Approved by the Governing Body in:

Autumn 2025

Aims and Objectives:

At Monkfield Park we have high aspirations for every child and aim to provide an inclusive curriculum appropriate for all children including those with Special Educational Needs and Disabilities. We believe all children have a right to an education based on their level of understanding which enables them to: acquire a wide range of skills and abilities; develop their imagination and creativity and expand their thirst for learning. Our aim is to provide a stimulating and supportive environment where all children can achieve using age-appropriate differentiation as required.

We believe that early identification of a child's specific needs is vital and that it is important to work alongside children, staff, parents/carers and outside agencies to develop and refine skills, knowledge and understanding. We will endeavour to secure special educational provision, that is provision which is 'additional to and different from' that provided within the differentiated curriculum, for those children who require it, to better respond to the four areas of need identified in the Code of Practice (September 2015).

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN
- To create an environment that meets the needs of all children so they can achieve their learning potential and engage in activities alongside their peers
- To foster independent learning and raise achievement through careful target setting
- To work collaboratively with parents/carers and the children to ensure all views are gained and incorporated into the child's next steps
- To ensure a high level of staff expertise to meet every child's need, through well targeted continuing professional development
- To carefully map provision for all vulnerable learners to ensure that staff deployment, allocation of resources and the choice of interventions lead to good learning outcomes
- To provide support for children with medical conditions by consulting with health and social care professionals to ensure that they are fully included in all school activities
- To enable all children to have full access to all elements of the school curriculum through reasonable adjustments

- To ensure there is a multi-professional approach to meeting the needs of all vulnerable learners by working in cooperation with and forming productive partnerships with the Local Authority and other outside agencies.

Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENDCOs) and the SEN information report
- Equality Act 2010: advice for schools DfE 2013 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The Governance Handbook, which sets out governors' responsibilities for pupils with SEND
- The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

Definition of SEND

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision (SEND Code of Practice 2015).

At Monkfield Park, we ensure all members of staff are aware of the necessary provision needed to meet the needs of all children, including all vulnerable groups, allowing them to participate fully in all school activities, together with their peers.

Roles and responsibilities

The SENDCO

At Monkfield Park the role of SENDCO is held by Mrs Andi Dodds.

The Inclusion Co-ordinators for Monkfield Park Primary School are Mrs Kate Major and Mrs Paula Ray. All are members of the Senior Leadership Team and report to the Headteacher.

All can be contacted via the school office by telephoning 01954 273377 or by e-mail:

office@monkfieldpark.cambs.sch.uk

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- 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 (LA) and its support services
- Liaise with potential next providers of education 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 SEN up to date.

The SEN Governor

The SEN governor will:

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

Jane Crowden is the governor responsible for Inclusion and SEND.

They can be contacted via the school office by telephoning 01954 273377 or by e-mail: office@monkfieldpark.cambs.sch.uk

The Headteacher

The headteacher will:

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

Mrs Annie Howell is the Headteacher who can be contacted via the school office by telephoning 01954 273377 or by e-mail: office@monkfieldpark.cambs.sch.uk

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 and assess the impact of support and interventions, and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEN policy

SEN information report

The kinds of SEN that are provided for:

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

- Communication and interaction, for example, autistic spectrum condition, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), anxiety
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

Identifying pupils with SEN and assessing their needs:

At Monkfield Park children are identified as having SEND through a variety of ways including the following:

- Liaison with the previous educational setting
- Tracking information – is the child performing significantly below age expected levels?
- Discussions between Senior Leaders and class teachers at Pupil Progress meetings
- School based assessments carried out initially by the class teacher
- Further school-based assessments carried out by the SENDCo where concerns are raised
- Concern raised by parents
- Concern raised by school staff
- Liaison with external agencies
- Diagnosis by a Health Professional.

Once children are initially identified, the SENDCo/INCOs will support class teachers to ensure appropriate reasonable adjustments are in place in the classroom. If limited progress is still evident, evidence-based additional interventions may be introduced. Both the child and parents/carers are involved in this process and we strongly believe in working together in the best interests of the child.

The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years. If a child already has an identified special educational need, this information may be transferred from other partners in their Early Years setting and the class teacher and SENDCo will use this information to:

- Provide starting points for the development of an appropriate curriculum
- Identify appropriate provision in class
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences and form the basis for planning the next steps of the child's learning.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arise from special educational needs.

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.

Consulting and involving pupils and parents:

Partnership plays a key role in enabling children and young people with SEND to achieve their full potential.

"Children, who are capable of forming views, have a right to receive and make known information, to express opinion, and to have that opinion taken account in any matters affecting them. The view of the child should be given due weight according to the age, maturity and capability of the child."

United Nations Convention on the Rights of the Child

At Monkfield Park we have an ethos of respect, trust, care, quality and value. We actively encourage and support child participation in all areas of school life. Children should be enabled and encouraged to **actively** participate in all decision-making processes that occur in education, knowing that they will be listened to and that their views are valued. In particular, we:

- ensure access for all children to the activities within the whole life of the school;
- value class and school councils and use many support systems (see P.S.H.E and Positive Behaviour policies);
- acknowledge and respond to the need for training and encouraging the children to take part 'right from the start of their education';
- have a genuine commitment to child participation;

- make special arrangements to help those children with specific needs, e.g. hearing impairment, communication difficulties;
- value the role of the child in setting, monitoring progress and reviewing targets for his/her Individual Support Plan (ISP);
- encourage children to **actively** contribute to or the Statutory Assessment Process, where appropriate.

Monkfield Park values working in partnership with all parents/carers and we will seek to involve parents/carers in all decisions about their children. The views of parents/carers will be sought at all stages of assessment and provision. All communications involving decisions will be recorded. Verbal decisions will be confirmed in writing. Copies will be kept of letters sent. All letters must be sent by post or handed over in person.

We actively get to know the parents/carers of all children, and particularly those with special educational needs, and encourage them to ask questions about the school and the provision made for their child. We will seek their opinions and help in working with their child at home and in school and take their views into consideration at all stages. Together parents/carers and teachers can build a far more complete picture of a child and his/her needs than can be done separately. We recognise that the decision of a parent/carer not to participate in the partnership may not indicate lack of interest or willingness. Our careful and sensitive handling of matters concerned with special educational needs will benefit all parents/carers.

The school will keep records of all parents/carers and/or those who have parental responsibility for each child. When this involves adults in more than one household, we will deal directly with the parent/carer who has day-to-day responsibility for the child. Records will be sent to all those with parental responsibility, where required. We will seek to involve all parents/carers or those who have parental responsibility in decisions about their child, but recognise that this may require sensitive handling.

The school, in conjunction with other agencies, will endeavour to provide translations in the main community languages, and/or a tape recording if necessary.

Communicating and working with parents/carers will involve:

- having positive attitudes towards parents/carers, respecting the validity of differing perspectives;
- providing user-friendly information and procedures, and being aware of the needs parents/carers might have in respect of a disability or communication and linguistic barriers;
- recognising the pressures a parent/carer may be under because of the child's needs;

- acknowledging the importance of parental/carers knowledge and expertise in relation to their own child;
- gaining parental permission before referring them to others for support;
- informing them about support organisations and the SEND Information, Advice and Support Service (SENDIASS) when SEND is identified;
- ensuring the website contains details of our policy for special educational needs and the special educational needs information report, including the arrangements made for children in our school with special educational needs.

Parents/carers also have a responsibility to communicate effectively with professionals, so they should:

- communicate regularly with the school alerting us to any concerns;
- fulfil any obligations under home/school agreements.

Assessing and reviewing pupils' progress towards outcomes:

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. At Monkfield Park, we refer to their personal APDR documents as Individual Support Plans (ISP).

The class or subject teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed on the minimum of a termly basis.

All teachers and support staff who work with the pupil 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.

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing as expected. Under these circumstances,

teachers may need to consult the SENDCo to consider what else might be done. This review might lead to the conclusion that the child requires support that is additional to, or different from, that which is normally available within the particular class or subject.

Expected progress can be identified as that which:

- Prevents the attainment gap between the child and his peers from widening;
- Closes the attainment gap between the child and his peers;
- Accelerates the child's previous rate of progress;
- Ensures access to the full curriculum;
- Demonstrates an improvement in self-help, social or personal skills;
- Demonstrates improvements in the child's behaviour.

Targets arising from ISP meetings and reviews will be used to inform and support whole class approaches to inclusion e.g. differentiation or varied teaching styles. All planning for children with SEND will be monitored by the SENDCO/INCOs and where necessary they will support the year group teams with curriculum planning.

Together with the Headteacher, the SENDCO/INCOs monitors the quality and effectiveness of provision for children with SEND through classroom observations, learning walks and pupil voice.

Additional support is provided by the SENDCO and by trained teaching assistants (TAs) throughout the school. This is funded from the school's annual budget. Additional support is funded through individual allocations from the Local Authority (LA).

The support staff, class teachers, SENDCO and outside agencies liaise and share developments in order to inform reviews and forward planning.

Supporting pupils moving between phases and preparing for adulthood:

We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible.

If your child is joining us from another school:

- The SENDCo/INCOs will visit pre-schools with the class teacher or Foundation Stage Leader where appropriate and attend Annual Reviews or Team Around the Family Meetings for pre-school children.
- If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them with information about their current placement and their new school.
- Your child will be able to visit our school for 'Stay and Play' sessions.

- Parents will be invited to attend an information evening.
- You may be given the opportunity for additional visits where appropriate to help prepare your child for their move to the school.

If your child is moving to another school:

- We will contact the school's SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENDCo from the new school.
- We will make sure that all records about your child are passed on as soon as possible.
- If your child would be helped by a transition book/passport to support them in understanding moving on, then one will be made for them.

When moving classes within school:

- Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. Individual Support Plans, which summarise the needs of your child, will be shared with the next teacher.
- If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them.
- Your child may participate in a transition group or be able to visit the new class more frequently where appropriate, to prepare them for the move.

In Year 6:

- The SENDCo and class teacher will discuss the specific transition needs of your child with the SENDCo of your child's secondary school. Where appropriate, a transition review meeting to which you will be invited will take place with the SENDCo from the new school.
- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
- Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school.
- If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them.

Our approach to teaching pupils with SEN

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

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching builds on what your child already knows, can do and can understand.
- That different ways of teaching are in place, so that your child is fully involved in their learning in class. This may involve things like using more practical resources.
- That specific identified strategies, which may include suggestions from the SENDCo, are in place to support your child to learn as summarised on their Individual Support Plan (ISP).
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.
- Your child's teacher will discuss all children's progress at termly pupil progress meetings with the Senior Leadership Team and consider next steps to support their learning.

SEND support is primarily delivered by class teachers through differentiated teaching methods. The class teacher:

- will identify that a child has a need for differentiation;
- will consult the child's parents/carers and the child;
- collects relevant information about the child, consulting the SENDCO and completing the relevant documentation;
- plans and delivers appropriate differentiation to meet the needs of the child monitors and reviews the child's progress.

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

Adaptations to the curriculum and learning environment:

We adapt printed materials so that children with literacy difficulties can access them, or ensure access by pairing children/peer support/extra adult support. Where appropriate, we provide alternatives to paper and pencil recording or provide access through peer/extra adult scribing. We use a range of assessment procedures within lessons (such as recording, role-play and drama, interactive clips, drawing) to ensure children with additional needs are able to demonstrate their achievement appropriately. Staff work in a way to avoid the isolation of the children they are supporting, and will encourage peer tutoring and collaborative learning. Within each class, teaching and learning styles and organisation are flexible to ensure effective learning. Groups to support children identified with additional needs can also be part of this adaptations.

Additional support for learning.

Specific group work:

Intervention programmes including Expanded Rehearsal Technique (ERT), Read Write Inc groups, Attention Autism and Time to Talk as planned by the SENDCo which may be:

- Run in the classroom or a group room/area.
- Run by a teacher or a teaching assistant (TA).

a) Specialist groups run by outside agencies, e.g. Speech and Language Therapy

This means a pupil has been identified by the SENDCo as needing some extra specialist support in school from a professional outside the school. This may be from:

- Local Authority services, such as teachers or specialist TA's from the Specialist Teaching Team.
- Health services such as Occupational Therapists, Speech Therapists or Physiotherapists.
- Sensory support services such as Hearing or Visual Impairment specialist teachers.
- Outside agencies such as the Education Psychology Service.
- Blue Smile Counselling Service.

You will be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help you and the school to understand your child's particular needs better and be able to support them more effectively in school.

If the referral meets the service's threshold for involvement, the specialist professional will work with us to understand your child's needs and make recommendations as to the ways your child is supported.

b) Specified Individual Support

This type of support is available for children whose learning needs are severe, complex and lifelong and is provided through an Education, Health and Care Plans (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small group teaching support.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Your child may also need specialist support in school from an external professional, which may include any agency that is listed above.

For your child this would mean:

- The school (or you) can request that Local Authority Services carry out Education, Health and Care assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), are complex enough to need a statutory assessment. If this is the case, they will ask you and all the professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support.
- After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an Education Health Care Plan. If this is not the case, they will ask the school to continue with the current level of support.
- The EHC Plan will outline the amount of funding the school will receive from the Local Authority to support your child. It will also outline how the support should be used, and what strategies could be put in place. It will include short-term goals for your child.
- An additional adult may be used to support your child with whole class learning, deliver individual programmes or run small groups including your child. Other resources may also be secured through this funding but this is a collaborative decision involving education or health care professionals and yourself.

Expertise and training of staff:

In drawing up the staff development and training programmes, the Headteacher will give consideration and appropriate priority to the needs of all staff with regard to special educational needs. The school's in-service training plans for special educational needs will be reported to the Governors, and will include details of training for class and subject teachers, the SENDCo, Teaching Assistants and all staff.

The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes training on SEND issues, such as Specific Learning Difficulties, Autism Spectrum Disorder (ASD) and speech and language difficulties. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class, e.g. by the Local Authority or health services. TA's receive a range of training as part of their ongoing CPD and to respond to the needs of the individual children they are working with.

Securing equipment and facilities:

The Governors will allocate funds to meet the needs of children with special educational needs. At the meeting of the Governing Body, which approves the budget, the Governors to the amounts delegated to the school by the LA. The budget is reviewed regularly.

The Headteacher will manage the funds allocated by the Governors to meet the differing needs of the children in the school with special educational needs.

The Governors require the Headteacher, the INCOs and the SENDCo to ensure that optimum use is made of resources. It is expected therefore that every opportunity will be taken to use equipment and staff time for the benefit of all children, as appropriate.

Evaluating the effectiveness of SEN provision:

The SENDCo monitors the movement of children within the SEND system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school. They are involved in supporting teachers and in drawing up Individual Support Plans for children. The SENDCo and the Headteacher hold regular meetings to review the work of the school in this area. In addition, the SENDCo and the named governor with responsibility for Special Educational Needs and Disability also hold annual meetings.

Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

The currently agreed admissions policy makes no distinction as to children with special educational needs. Within the admissions policy, the aim of the school is to meet the needs of the child, for any parent/carer who wishes to register at the school. In the case of children with an EHCP, the INCOs/SENDCo will work closely with the LA named officer in coming to a decision about the most appropriate provision for the child.

No child will be refused admission solely on the grounds that she/he has special educational needs, and we consult with the LA to provide appropriate resources. At Monkfield Park, children could be admitted to attend mainstream lessons but be registered at a specialist school. Throughout the academic year children with an EHCP could be admitted. The school makes reasonable adjustments to accommodate these children.

The Team Leader for Early Years and the Headteacher will work closely with the SEND Co-ordinator of feeder settings in coming to a decision about the most appropriate provision for children with special educational needs. They will work with health visitors, the pre-school provisions team and with local play groups, nurseries etc.

The school is committed to inclusion for all children and follows the procedures of The SEND Code of Practice (2015). Monkfield Park is responsive to all aspects of diversity, to increase the learning and participation of all children within the school and its locality. We are developing inclusive values, shared between all staff, children, governors, parents/carers and the wider community in a secure, accepting, collaborative and stimulating environment. Everyone is valued and diversity is seen as a rich resource to support the learning of all.

This inclusive culture is reflected in all the school policies and practices. We ensure that classroom and extra-curricular activities encourage the participation of all children, drawing on their knowledge and experience outside school. Teaching and support are integrated together, enabling all children to overcome barriers to learning and participate fully in school life.

Further details can be found in the school's accessibility plan on the school's website.

Support for improving emotional and social development

We recognise that some children have additional emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness and finding it difficult to communicate effectively.

All classes follow a structured PSHCE (Personal, Social, Health and Citizenship Education) curriculum to support this development. However, for those children who find aspects of this difficult we may offer:

- Social skills groups to develop emotional language and literacy, and the skills needed to initiate friendships and interact socially with their peers. This includes the use of SEAL (Social and Emotional Aspects of Learning) and other specific programmes which are used with small groups of children. All programmes are delivered by teaching assistants who are trained and experienced in delivering these programmes.
- A range of extra-curricular groups which all children are invited to join.
- Lunchtime and playtime support through activities and groups.
- Identifying a key member of staff as a point of contact who is able to provide regular opportunities to talk to the pupil to gain their views
- External support from Blue Smile Counselling Service can be considered with parental consent.
- We have a zero-tolerance approach to bullying (see Anti-Bullying policy on the school's website for further details).

If your child would benefit from extra support, with your permission the SENDCo will access further agencies through the Early Help Assessment (EHA).

Working with other agencies

Depending on your child's needs, we may be able to access advice and additional provision from the following services:

School provision

- ICT support
- Counselling support delivered through Blue Smile

Local Authority Provision delivered in school

- Specialist Teaching Team
- Educational Psychology Service
- Sensory support for children with visual or hearing needs
- SENDIASS previously known as The Parent Partnership Service
- ESLAC (Educational Support for Looked After Children)
- Education and Family Inclusion Advisors
- Family Workers
- Education Welfare Officers (EWO)
- Social Care Services

Health Provision delivered in school

- Additional Speech and Language Therapy input
- School Nurse
- Occupational Therapy
- Physiotherapy
- YoUnited
- CAMHs (Child and Adolescent Mental Health Services)
- Paediatricians (Community Child Health Services)
- Emotional Well-being Service

Complaints about SEN provision

We aim for a close working partnership with parents and if a parent is anxious or unhappy about any aspect of their child's education we ask them to approach the school. We would ask where possible that in the first instance these concerns are shared with their child's class teacher. If the problem is not resolved, reference should be made to the SENDCO/INCOs before discussion with the Headteacher. Parents will be referred to the school's complaints policy. In the unlikely instance of the matter not being resolved parents may wish to seek further advice and support. SENDIASS

(Special Educational Needs and Disability Information Advice and Support Service) – is a free statutory service that provides information, advice and support to parents/carers.

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:

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

Contact details of support services for parents of pupils with SEN

In Cambridgeshire, if you may require additional support as a parent, this can be accessed by contacting one of support agencies detailed below.

SENDIASS are available to give further impartial advice and support should you need it. Further information on their support can be accessed via [SENDIASS Parent Support](#)

Pinpoint can also provide additional information and support to parents of children with SEND and Disabilities which can be accessed here: [Pinpoint](#)

The local authority local offer

- The *Children and Families Bill* became enacted in 2014. From this date, Local Authorities and schools are required to publish, and keep under review, information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'.
- The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.
- The Cambridgeshire Local Offer can be accessed at:

<https://send.cambridgeshire.gov.uk/kb5/cambridgeshire/directory/home.page>

Monitoring arrangements

This policy and information report will be reviewed by Andi Dodds (SENDCo) **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

Links with other policies and documents

This policy links to the following documents

- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy