The Bellbird Primary School



Send Information Report 2026/27

Reviewed October 2026

SEND Code of Practice

https://www.gov.uk/government/publications/send-code-of-practice-0-to-25



Welcome to SEND Information Report for The Bellbird Primary School – a place where every child is encouraged to flourish, achieve and truly **Soar to Success**. At the Bellbird, we support all our learners to shine individually so that they can soar to success together. We believe that every child has the right to achieve their full potential. We have high aspirations and expectations for all children, especially those with special educational needs.

A copy of our SEND Policy is also available on our website: Policies | The Bellbird Primary School

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What are Special Educational Needs (SEND)?

Statutory Definition of SEND:

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of the kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Children's and Families Act 2014

The **Children and Families Act 2014** defines a child as having special educational needs when they have a learning difficulty or disability which calls for special educational provision to be made for them. This means educational or training provision that is additional to, or different from, that made generally for others of the same age.

The **Equality Act 2010** defines a child with a disability if they have a physical or mental impairment that has a substantial or a long term effect on their ability to carry out normal day to day tasks. There is a duty to make 'reasonable adjustments' for children with a disability.

All Cambridgeshire Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and Disabilities (SEND). We are supported by the LA to ensure that all pupils, regardless of their needs make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.

What kinds of special educational needs do we have provision for at school?

Cambridgeshire Online | Understanding Special Educational Needs and/or Disabilities

At the Bellbird, we welcome children with special education needs and, as a mainstream Local Authority School, we use our best endeavour to meet their needs through reasonable adjustments. The four main areas of SEND as detailed in the Code of Practice (2014 p.86) are:

- Communication and interaction needs.
- Cognition and learning needs.

- Social, emotional and mental health needs.
- Sensory and physical needs.

We adapt our provision to meet the needs of the children in our school. We are committed to providing high quality teaching so that all children make good progress in their learning, whatever their starting point. We currently provide for children with the following special educational needs:

Communication and Interaction:

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may because they have:

- **Difficulty with speech and/or expressive and receptive language**. These can include difficulties with fluency, forming sounds and words, formulating sentences and understanding what others say.
- **Social communication and interaction difficulties** where children may have difficulties with the use of verbal and nonverbal language in social situations e.g. difficulties understanding social rules, misinterpreting body cues or intentions.

Children and young people with **Autism**, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning:

Cognition and learning difficulties can affect a child's ability to learn and they may learn at a slower pace than their peers despite appropriate scaffolding and differentiation. Learning difficulties cover a wide range of needs:

- **Specific learning difficulties (SpLD)** include a range of conditions such as dyslexia, dyscalculia and dyspraxia.
- **Pupils with moderate learning difficulties (MLD)** may need extra support in some areas of the curriculum.
- **Global Developmental Delay**.

Social, Emotional and Mental Health:

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. This may include:

- Becoming withdrawn or isolated.
- Displaying disruptive behaviour.
- Reflecting underlying **mental health difficulties** e.g. anxiety or physical symptoms that are medically unexplained.
- Displaying hyperactivity, impulsivity or inattention or having a diagnosis of Attention Deficit Hyperactivity Disorder (**ADHD**).
- Difficulties with attachment.

Sensory and Physical:

Some children require special education provision because they have a sensory need or disability which prevents or hinders then from making use of the educational facilities generally provided. This could include

- Sensory processing difficulties i.e. sensory seeking or sensory avoidant behaviours.
- Visual impairments (VI)
- Hearing impairments (HI)
- Physical disabilities (MD)
- Medical conditions such as diabetes or epilepsy.

These difficulties might be age related or fluctuate over time. Children might need specialist support and / or equipment to access their learning. Some children will need additional support to access all of the opportunities available to their peers.



How do we identify Special Educational Needs and Disabilities?

At The Bellbird Primary, we identify children as having SEND when their learning difficulty or disability calls for *provision that is different from or additional to* that normally available to pupils of the same age. In deciding whether to make special educational provision, teachers and the SENDCo consider:

- A child's attainment, progress and developmental data.
- What adults are noticing about a child's behaviour, speech, interactions or physical / sensory reactions.
- Any physical / significant medical needs they might have.
- Individual assessments (in school or by external professionals).
- Relevant diagnoses (although these do not automatically mean that special educational provision is needed).
- Concerns raised by parents / carers.
- Information from previous settings on transition.

Early Support Pathway (0-5 years)

At the Bellbird, we believe that early identification of barriers to learning and special educational needs is crucial. The SENDCo and Early Years Lead liaises with pre-school and nursery settings to ensure that any records are transferred, and discussions are had about whether a child has SEND. The Early Years teachers and the SENDCo will lead discussions with parents about what

they are noticing and about what parents notice at home. Together we will decide whether a child requires special educational provision.

When we are concerned about more significant barriers to learning or development, a more specialist pathway might be needed. In consultation with parents, we may decide to refer children to the Early Support pathway. The Early Support pathway is for children from birth until the end of Reception year at primary school, who have, or may have, a disability or significant and complex additional needs, and who will require ongoing specialist support from across education, health or social care. This includes children who have sensory, learning, or physical difficulties, great difficulty communicating, and/or who have complex health needs. All children on the Early Support pathway will need additional support with many aspects of their daily lives and it is probable that there will be a lifelong impact on their development and learning.

In partnership with parents/carers, school will initiate an Early Help Assessment (EHA). The Early Help Assessment is initially reviewed by the Early Help Hub and is then sent to the Early Support Coordinators to process. Early Help Assessments are then reviewed by a multi-agency panel to determine the best next steps for the child. This could involve referrals to the Community Paediatric Team, Speech and Language Therapy Team, SEND Service 0-25, support from a Family Worker or other agencies. Parents get a letter informing them whether their child has been accepted to the pathway or not and what the next steps are. Specialist Services who are part of the Early Support Pathway include Paediatricians, Speech and Language Therapists, Specialist Teachers, Specialist Practitioners, Health Visitors, Physiotherapists and Child and Family Centre Managers.

More information about Early Support can be found here: Cambridgeshire Online | Early Support

Early Identification and Pupil Progress Meetings

> Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:
>
> - 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
>
> **6.17 SEND Code of Practice, 2015**

We want to ensure that any barriers to learning that a child might be experiencing are noticed and addressed as early as possible during their time with us at school. In school, we hold termly Pupil Progress Meetings where teachers meet with senior leaders (including the SENDCo, Headteacher, Deputy Headteacher and Key Stage Leads) to discuss and reflect upon pupil attainment, progress, development and learning behaviours.

During the meeting, we will explore what we are noticing about children and reflect upon their attainment, progress and developmental data. We will discuss what we feel the barriers are for

that child, interventions or reasonable adjustments that are needed as part of quality first teaching, any further assessment that is needed and whether special educational provision is required.

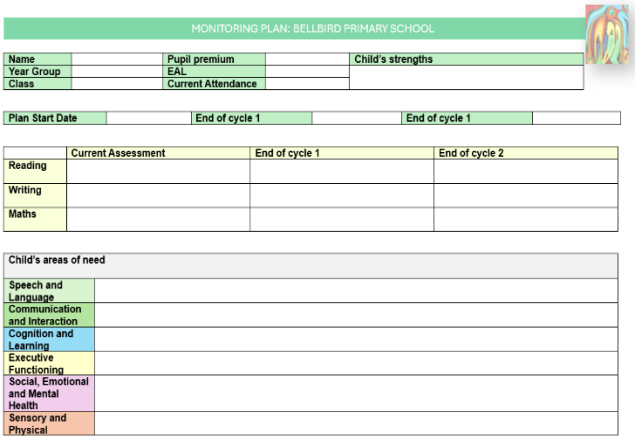
Teachers can also raise concerns about a child directly to the SENDCo or Deputy SENDCo in-between Pupil Progress Meetings. Teachers will explain what they are noticing and what actions that they have already taken to meet a child's needs through universal, quality first teaching.

Monitoring Register

The SENDCo keeps an up-to-date Monitoring Register which recognises children with emerging needs and children with a well-managed diagnosis which do not require special educational provision to be made.

Emerging needs:

When school staff identify an emerging need that a child might have, they will initially start with a period of monitoring. This is so that teachers and parents / carers have a clearer understanding of any barriers and so that next steps can be decided. The child's class teacher will create a Monitoring Plan and will meet with parents to share this. The class teacher will discuss the child's attainment and progress and anything they are noticing in school. They will set targets and outline next steps by utilising universal provision at school and home support to try to meet the child's need. The child will become part of the Monitoring Register.



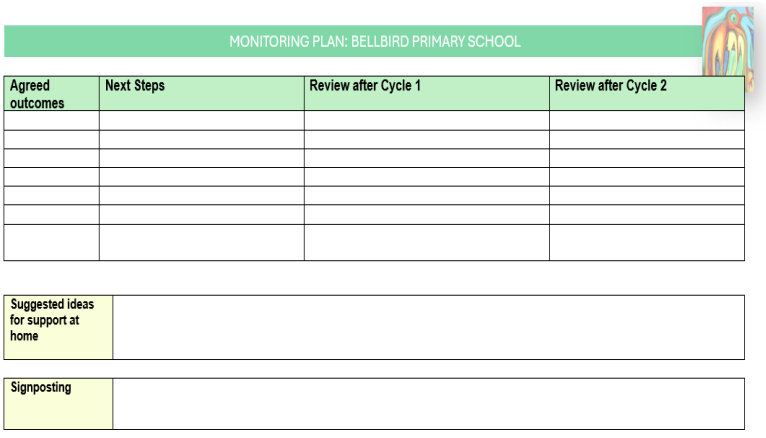
MONITORING PLAN: BELLBIRD PRIMARY SCHOOL

Name		Pupil premium		Child's strengths	
Year Group		EAL			
Class		Current Attendance			

Plan Start Date		End of cycle 1		End of cycle 1	

	Current Assessment	End of cycle 1	End of cycle 2
Reading			
Writing			
Maths			

Child's areas of need	
Speech and Language	
Communication and Interaction	
Cognition and Learning	
Executive Functioning	
Social, Emotional and Mental Health	
Sensory and Physical	



MONITORING PLAN: BELLBIRD PRIMARY SCHOOL

Agreed outcomes	Next Steps	Review after Cycle 1	Review after Cycle 2

Suggested ideas for support at home	
Signposting	

Monitoring Plans will be reviewed after a term to see whether the plan has been effective:

- If the Monitoring Plan has been effective, then the Monitoring Plan will no longer be needed and will close.
- If the Monitoring Plan has been partially effective, the child will have another term of monitoring.
- If it is felt that the child needs special educational provision that is beyond the scope of the Monitoring Plan (different or additional provision) then an Individual Support Plan (ISP) will be created for the child, and the child will become part of the SEND Register.

Diagnoses that do not require special educational provision:

The Children and Families Act 2014 defines a child as having special educational needs when they have a learning difficulty or disability which calls for special educational provision to be made for them. This means educational or training provision that is *additional to, or different from*, that made generally for others of the same age.

Many children have diagnoses where their needs are able to be met without special educational provision that is additional to, or different from that made for others of the same age. Children's needs may be met through strategies, medication or through the high quality universal provision and quality first teaching that is available for children in school. Diagnoses where this might be the case are Dyslexia, ADHD, Autism and some physical / medical conditions (though this list is not exhaustive).

It is important that diagnoses and diagnostic reports / assessments are shared with teaching staff alongside strategies that are helpful for the child. The child's needs will be met through universal provision, but they will remain on the Monitoring Register so that their attainment, progress and development can be regularly reviewed in case special educational provision does need to be made in the future.

SEND Register and Pupil Passports

When a child has special educational needs or a disability that call for special educational provision to be made, they will be added to the SEND Register. The SEND register is kept up to date by the SENDCo and is shared with teaching staff. The child will be supported through a 'graduated response' in school, and an Individual Support Plan will be created to assess, plan for, meet and review their needs. Each child will also have a Pupil Passport which summarises their Special Educational Needs.

Bellbird Primary School: Passport for Learning



Name: Billy Bellbird	**Class:** Year 5, Magpies
SEND area of need: Wave 3- EHCNA Cognition and Learning: SpLD Dyslexia (Reading and Writing) Speech and Language: Social, Emotional & Mental Health: ADHD (medicated as of 2024)	**Diagnoses:** ADHD Developmental Language Disorder Dyslexia

My strengths	I like / enjoy
• I am good at puzzles • I am funny • I am a good friend • I am kind • I am good at drawing • I am good at playing football	• My family and friends are important to me • I like to play computer games • I sometimes like to play Lego • I like to draw • I like to play football

Summary of need:

Speech, Language, Communication & Interaction	
Speech & Language	
Speech sounds / articulation	• Difficulties with speech sounds /ch/, /x/, /j/ and /w/
Speech clarity	• Difficulties with speech clarity
Receptive language	• Billy is working on Blanks level 2 comprehension questions.
Expressive language	• Billy struggles to express his ideas, wants and needs clearly. He has a diagnosis of Developmental Lamnguage Disorder.

Cognition & Learning	
Reading	• Billy struggles with phonics and word recognition • He is working on Phase 3 phonics.
Writing	• Billy cannot yet write a full sentence with capital letters and full stops. • Billy needs support with idea generation. • Billy struggles with application of phonics to spelling. • Billy confuses b/d when writing.
Handwriting	• Billy has a palmar pencil grip and weak pressure when using a pencil. • Billy forms oversized letters and struggles with formation of ascenders and descenders. •

Executive functioning	
Impulse control	• Billy struggles to stop and think before acting / not reacting too quickly. • Billy struggles to resist distractions.
Sustained attention / concentration	• Billy struggles with task initiation and completion. • He is easily distracted by noise and his own thoughts.
Organisation / planning	• Billy struggles to manage resources / equipment. •

Bellbird Primary School: Passport for Learning

Social, Emotional and Mental Health	
Social	
Forming and maintaining relationships	• Billy needs support to manage and resolve conflict.
Emotional	
Emotional regulation	• Billy struggles to regulate his emotions.
Internalising behaviours	• Billy can show hair twisting, fidgeting, nail biting, toilet requests, stomach aches, headaches, nausea.
Externalising behaviours	• Billy can show Verbal aggression- arguing, inappropriate language. • He struggles with emotional dysregulation- and can externalise his big feelings by crying, screaming and hiding.
Diagnosed conditions	• Billy has been diagnosed with ADHD.

Sensory & Physical	
Sensory	
Visual	
Auditory	• Hypersensitive- avoidance or overwhelm related to sound / noise •
Tactile	Hyposensitive to: touch, fabrics, materials,
Proprioceptive	• Seeking intense input- seeking out heavy work, jumping, stomping, hanging, moving, pushing, regulating the force they use.
Vestibular	• Hypersensitivity- constant movement (hanging, swinging, spinning, not sitting still, fidgeting, rocking)
Gustatory	• Hyposensitivity- craving strong tastes or mouthing objects
Olfactory	
Interoception	• Billy needs reminders to eat and drink.
Physical	
Visual	•
Hearing	•
Fine motor skills	• Billy has a palmar pencil grip and weak pressure when using a pencil. • He struggles with- buttons, zips, knife and fork use, opening boxes / food wrappers
Physical / gross motor / mobility	
Sleep	• Billy struggles to sleep and can often be tired after a wakeful night.

Individual Assessments

> The class or subject teacher should remain responsible for working with the child daily. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCo should support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem-solving and advising on the effective implementation of support.
>
> **6.52, SEND Code of Practice, 2015**

Internal Assessments

To further explore a child's barriers to learning, the class teacher, SENDCo or Deputy SENDCo will often carry out variety of individual assessments.

Examples of assessments that a class teacher will carry out are:

- Phonics assessments
- Maths assessments
- Reading assessments
- Blanks Level comprehension assessments
- NFER assessments and spelling tests

Examples of assessments that the SENDCo / Deputy SENDCo might carry out are:

- Dyslexia Portfolio Screening
- Phonological Assessment Battery II (PhAB2)
- Sandwell Maths assessment
- York Assessment of Reading Comprehension (YARC)
- Recall Assessment of Working Memory and Processing
- Boxall Profile (Emotional Health and Wellbeing)
- Speech and Language Screener
- Speech Sound Screener
- Wellcomm Language Assessment
- Information Word Carrying assessment
- Social Communication checklists
- Sensory preferences profiles
- Fine motor skills assessments

External Assessments

Sometimes, we may advise that an external assessment is needed to explore a need in more depth or to help gain more understanding of an underlying reason for the way a child is presenting. To refer a child, it is necessary to show that all reasonable steps have taken to support the child

through ordinarily available provision. We can seek advice / make referrals to external organisations as a school to:

- Community Paediatrics: for neurodevelopmental assessment and to explore learning developmental needs.
- Occupational Therapy
- School Nursing
- Emotional Health and Wellbeing Team (professional advice only)
- YOUnited- mental health and wellbeing service
- Specialist Teacher- for advice or observational visit in school

The SENDCo can signpost parents to seek external referrals for their child:

- GP for the Right to Choose Pathway to seek a neurodevelopmental assessment for ADHD or Autism.
- Diagnosis of a Specific Learning Difficulty such as Dyslexia, Dyscalculia and Dyspraxia.
- Mental Health and wellbeing through YOUnited.
- Visual Stress Assessment.



What provision do we have for children with SEND at the Bellbird?

Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances.

The first response to such progress should be high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the class or subject teacher, working with the SENCO, should assess whether the child has SEN.

SEND Code of Practice, 2015

Universal Provision: Wave 1

Most children's needs are met through universal support which is available through universal classroom provision and quality first teaching. Class teachers may scaffold learning, give specific strategies, provide visuals, resources or manipulatives, provide short term intervention to target gaps in learning or misconceptions or provide other adaptations to support learners' needs throughout the year. Children with diagnoses can sometimes still have their needs met through universal provision, particularly if they are well supported by quality first teaching, strategies or medication.

Where a pupil's progress continues to be less than expected, the class teacher will look for more targeted strategies and meet with parents.

Targeted Support / Ordinarily Available Provision: Wave 2

Some children's needs will not be met through universal provision and will need different or additional special educational provision to be made for them. These children will have special educational needs. Most children's SEND needs are met through Targeted Support which comes from the Ordinarily Available Provision that can be provided in schools. This can involve a range of structured programmes in learning / development, adaptative teaching and learning or utilising additional / different equipment.

Children may access support at this level at different points in the year depending on their individual needs and the progress made. Alongside advice from the SENDCo and Deputy SENDCo, class teachers can refer to the Local Authority SEND OAP Toolkit (Ordinarily Available Provision Toolkit) for strategies to support children with SEND:

Primary and Secondary SEND OAP Toolkit

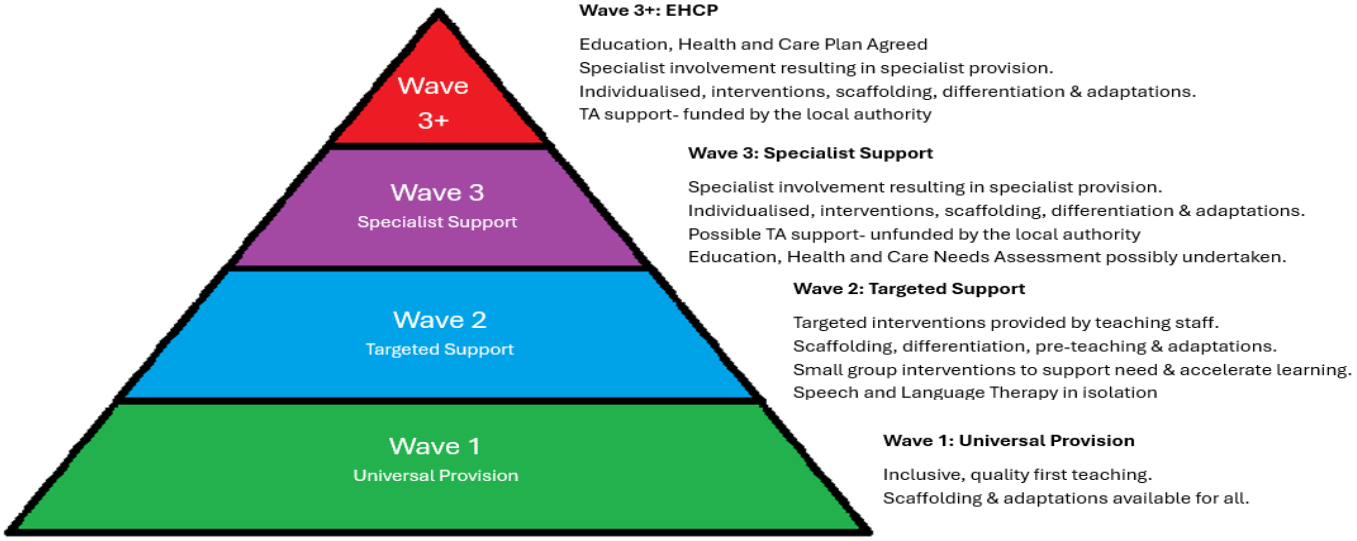
Specialist Support / Provision: Wave 3

A small number of children's needs will not be able to be met through Targeted and Ordinarily Available Provision. Where a child continues to make little or no progress or where they continue to work at levels substantially below those expected of pupils of a similar age despite Targeted Support and interventions, school and parents might feel that specialist advice and / or intervention is needed to support the child.

At the Bellbird, we work with a number of external specialists:

- Speech and Language Therapists
- Physiotherapists
- Occupational Therapists
- Specialist Teacher
- Specialist Practitioners
- School Nurse / Health Visitors
- Community Paediatricians
- Educational Psychologists
- YOUnited
- Emotional, Health and Wellbeing Service
- Local Area Family Worker (John Huntingdon Charity) & Targeted Support Family Workers
- Early Intervention Family Advice Service

Some children will receive specialist advice / support for a limited time only so that school staff can better understand their needs and know what provision is best for them. They can then be better supported through Targeted Support. A very small number of children will need continued involvement from external professionals either because of their type of SEND or because the school feels that their needs can no longer be met through Targeted Support. In this case, the school and parents might consider making an application for an Education, Health and Care Needs Assessment (EHCNA) with the Local Authority



Here are some examples of Targeted and Specialist support that children might access in school (this list is not exhaustive):



Targeted Support / Provision

- Speech and Language intervention sessions with a trained TA.
- Social Communication and interaction programmes.
- Communication boards and phrase / sentence strips.
- Choosing boards.
- 'Now and Next' / 'First and Then' language and boards.
- Step instruction boards.
- Visual Timetables.
- Social stories.
- Visuals to support social communication i.e. choice of greetings.
- Blanks Level Comprehension practice.
- Colourful Semantics and Shape Coding.
- Recasting and modelling by an adult.
- Attention Autism 'Bucket Time'.
- Intensive Interaction.
- Makaton.

Specialist Support / Provision

- Assessment by a Qualified Speech and Language Therapist.
- Individual Package of Support from Speech and Language including advice and targets.
- Community Paediatric Assessment / Advice for social communication & interaction difficulties & Autism.
- Educational Psychologist advice.



Cognition & Learning

Targeted Support / Provision

- Phonics Intervention / SEND Phonics.
- ERT- Expanded Rehearsal Technique.
- Phonological awareness intervention / Little Wandle Foundations for Phonics
- Nessy Hairy Reading & Nessy Reading and Spelling programme
- Nessy Writing Beach- sentence level writing.
- Spelling intervention i.e. Spelling SOS.
- Maths intervention i.e. times tables
- Assistive Technology i.e. speech to text & typing.
- Touch typing programmes.
- Talking tins.
- Working memory support such as task planners.
- Colourful Semantics and Shape Coding.
- Rest & movement breaks to support concentration.
- Pre-teaching and overlearning.
- Vocabulary mats.
- Chunking information and check ins to support processing speed.
- Visual cues / verbal prompting and modelling.
- Other scaffolding i.e. word banks, checklists, sentence starters
- Maths manipulatives.
- Colour coding of Maths operations.
- ACE dictionaries.

Specialist Support / Provision

- Bespoke individual timetables.
- Sensory learning / learning through play provision.
- Specialist Teacher support and advice.
- Specialist Practitioner support and advice.
- Educational Psychologist advice.
- Individual workstations.
- Specialist ICT Assessment (children with an agreed EHCP only).



Social, Emotional & Mental Health

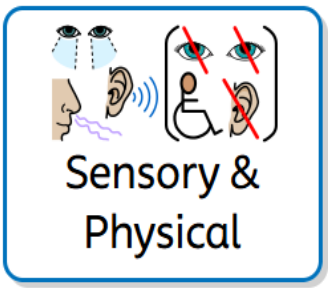
Targeted Support / Provision

- Zones of Regulation mats and teaching.
- Emotions books & motional check ins.
- Self-regulation mats and prompts.
- Ready to Learn Circuits daily.
- Movement breaks and class based Ready to Learn activities
- Use of Starlings room to aid self-regulation.

- Use of Sensory room to support self-regulation.
- Co-regulation with adults.
- Social stories.
- Friendship books / circle of friends.
- Playtime choice boards.
- Nurture provision: cooking, art, gardening.
- ELSA intervention sessions.
- Forest School.
- Lego Therapy
- Worry boxes.
- Pupil voice- Three Houses & Three Houses.
- EEBSA Plan (Emotional and Environmental Barriers to School Attendance).
- Agreed early bird and soft starts.
- Sunrise Club.

Specialist Support / Provision

- YOUnited referrals and advice.
- Emotional Health and Wellbeing Advice.
- Specialist Teacher support and advice.
- Specialist Practitioner support and advice.
- Educational Psychologist advice.
- Play Therapy
- Bespoke cosy / calming corners.



Targeted Support / Provision

- Ready to Learn Circuits.
- Sensory room.
- Handwriting intervention.
- Teodorescu 'Write from the Start' programme.
- Fizzy Hands Programme & Theraputty.
- Movement breaks and classroom based Ready to Learn activities.
- Sensory items and fidgets.
- Ear defenders.
- Chair bands, wobble cushions and stable chairs.
- Agreed arrangements for snacking and drinking & Lunch club.
- Pencil grips and handwriting pens.
- Starlings or the Nest as a reset space.
- Basic needs boards.

Specialist Support / Provision

- Individualised sensory diet.
- Individualised sensory based learning approach.
- Occupational Therapy advice / support.
- Physiotherapy Therapy advice / support.
- School Nursing/ Health visitor / Complex Nursing Team support
- Agreed specialist equipment and staffing to support medical / physical disabilities (EHCPs).

Education, Health and Care Plans / EHCP Provision: Wave 3+

In considering whether an EHC needs assessment is necessary, the local authority should consider whether there is evidence that, despite the early years provider, school or post-16 institution having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child or young person, the child or young person has not made expected progress.

9:14, SEND Code of Practice, 2015

Education Health and Care Needs Assessments (EHCNA)

Cambridgeshire Online | Applying for an Education, Health and Care Plan (EHC Plan)

Most children and young people with SEN or disabilities will have their needs met within the remit of Targeted or Specialist Support. Despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the child or young person, a small minority of children may still make little / no progress or a child might have complex and long term-special educational needs or disabilities that need a high level of support. In these cases, the school or parents should consider requesting an Education, Health and Care needs assessment from the Local Authority to decide whether it is necessary for it to make provision in accordance with an Education, Health and Care Plan (EHCP).

EHC Needs assessments can be requested by:

- The school (this should ideally be with the knowledge and consent of the parent / young person where possible).
- The child's parent.

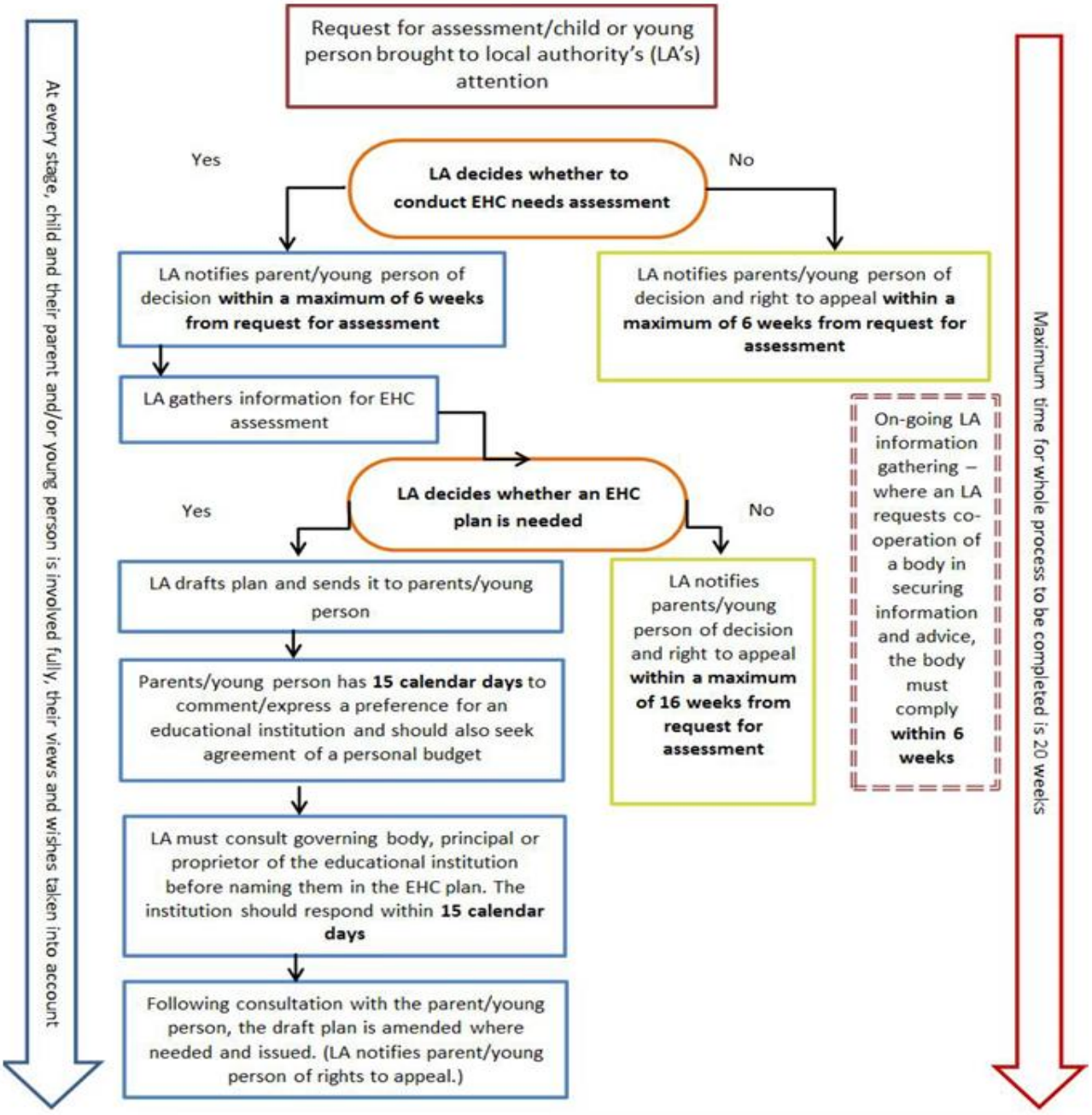
The purpose of an EHC plan is to make special educational provision to meet the special educational needs of a child, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. To achieve this, Local Authorities use the information from the assessment to:

- Establish and record the views, interests and aspirations of the parents and child or young person.
- Provide a full description of the child or young person's special educational needs and any health and social care needs.

- Establish outcomes across education, health and social care based on the child or young person's needs and aspirations.
- Specify the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes.

An EHC needs assessment will not always lead to an EHC plan. The information gathered during an EHC needs assessment may indicate ways in which school can meet the child or young person's needs without an EHC plan. If parents are unhappy with the decision, they have the right to appeal the decision through Mediation or through a SEND Tribunal.

Statutory timescales for EHC needs assessments and EHC Plan development



Provision for children with Education, Health and Care Plans (EHCPs)

In school, we support children with Education, Health and Care Plans (EHCPs). We work with the Local Authority and specialists to ensure that we are working towards any statutory outcomes within the EHCP and to ensure that statutory provision is put in place. Children's Individual Support Plans (ISPs) are linked directly to their EHCP outcomes and provision to ensure that outcomes are being broken down into small, measurable and achievable steps. This allows the child to make progress from their starting points over time.

We support children with EHCPs under a provision model to ensure that statutory provision is put in place and children are making progress towards their outcomes. This can be achieved in a number of ways:

- 1:1 adult support.
- Small group support.
- Intervention groups.
- Skills sessions.
- Provision of specialised equipment.
- Provision of adapted environments (i.e. access to a sensory room / Starlings Room).

Starlings Room

In school, we have a dedicated room for use as a sensory, therapeutic and bespoke working space for our children with the most complex and long-lasting needs. Specialist interventions such as Attention Autism are carried out here, led by trained members of staff.

In the morning: Sunrise Club is run in the Starlings room from 8:45-9:10am to support successful transition of some children into school. Starlings is then used as a space for children to have sensory breaks, to learn through play and to complete learning activities. Interventions such as Attention Autism are held here.

At lunch: Starlings room is home to Lunch Club. Lunch Club offers a safe, supportive and social lunch experience for certain children with SEND in a quieter space than the school hall. Children are supported by members of staff to eat their lunch while practising social skills with a small group of peers.

In the afternoon: A range of therapeutic interventions occur in Starlings room such as cooking, art and gardening.



Medical Conditions

Children at The Bellbird with medical needs or conditions are fully supported so they have full access to education and enjoy the same opportunities as any other child.

Where children have physical or medical needs, the school will work collaboratively with parents / carers, healthcare professionals, community nurses and attendance officers. When necessary, school will create an individual Health Care Plan to ensure the child's needs are met.

If you have any concerns regarding support for your child's medical needs, please contact the school office: office@thebellbird.cambs.sch.uk

Accessibility

Our school building is all on one level, making all classrooms and other areas of the school broadly accessible to children with SEND, including physical disabilities. The Bellbird has disabled toilet access including shower facilities. We ensure that, wherever possible, equipment used in school is accessible to all children regardless of their needs. Full details can be found in our Accessibility Policy: Policies | The Bellbird Primary School



How do we review, assess and measure the progress of children with SEND?

> Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provisions in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined, and revised with a growing understanding of the pupil's needs and of what supports the pupil in making satisfactory progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent reviews, and more specialist expertise in successive cycles to match interventions to the SEN of children and young people.
>
> **6.44 SEND Code of Practice, 2015**

It is important to us that each child's attainment, process and development is regularly assessed and reviewed. The class teacher is responsible for regularly assessing children in their class using a range of formal and informal assessments of their learning and development. Where a child is identified as having SEND, we follow a graduated response to assessing and identifying barriers to learning and seeking to remove these through implementing special educational provision.

Individual Support Plans (Assess, Plan, Do, Review)

Each child on the SEND Register will have an Individual Support Plan (ISP) which will detail:

- Their SEND area of need & any diagnoses.
- Their attainment / assessment data.
- Individual targets that are SMART (Specific, Measurable, Achievable, Realistic and Time specific)
- Agreed provision to support achieving their targets.
- Review- detailing whether targets have been met.
- Home support- details ideas and suggestions for how parents can support their child at home.

Example Individual Support Plan:

SEND SUPPORT PLAN: BELLBIRD PRIMARY SCHOOL



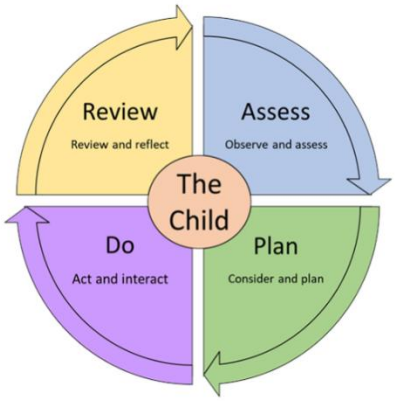
(Insert Name):		October 2025 to February 2026		
Year Group:	**Class:**	**Wave of Support:**	**Area of SEND need:**	**Diagnoses:**
Year 5	Magpies	Wave 3- EHCNA	Cognition and Learning: SpLD Dyslexia (Reading and Writing) Social, Emotional & Mental Health: ADHD (medicated as of 2024)	ADHD Dyslexia

Special Educational Provision:	
Agreed adaptations / adjustments	**Agreed Interventions**
• Wobble cushion & theraband on chair • Going to lunch 30 minutes early. • Communication board with widget visuals to help to help identify needs. • Task planners for English. • Differentiated English activities focusing in sentence level work. • Spellings linked to phonics learning. • Individualised instructions. • Pre-warnings of any changes to routine.	• Theraputty intervention each morning. • Clever Hands in motor skills intervention daily. • Phase 5 Rapid Catch up Phonics x 3 a week. • ERT 5 minutes twice a day. •

	Baseline Assessment- Oct 25	**Assessment- Feb 26**	**Assessment- June 26**
Reading	Year 1 below	Year 1 Just At	
Writing	Year 1 below	Year 1 Just At	
Maths	Year 4 Just At	Year 5 Just At	

Developmental or Learning Area	**Target**	**Reasonable Adjustments:** under Equality Act 2010	**Review: February 2026**	**Target** met / partially met / not met
Cognition and Learning: Writing	Billy will be able to consistently write a simple sentence starting in a capital letter and ending on a full stop when using a visual prompt.	• Visual prompt for CL / FS • Small group intervention for sentence construction. • Differentiated learning activities focusing on sentence construction	Billy has made progress in being able to write a simple sentence. He is able to end the sentence with a full stop but is still struggling with a capital letters. Billy will need to continue to work on learning capital letter formations and remembering to use them at the start of every sentence.	Partially met
Cognition and Learning: Early Reading & Phonics	Billy will be able to blend words with the sounds ai, oa, oo (book), er, oo (moon) or, ar and air in them when asked to do so by an adult.	• Daily 'win it' game 1:1 with class teacher • Blending intervention with TA daily • 1:1 Reading Practice 3 times a week • Targeted / differentiated phonics teaching daily • Coloured overlay to be used when reading		Not met.
Cognition and Learning: Maths	Billy will be able to count in stable order and with 1:1 correspondence to 10 when asked to do so by an adult.	• Differentiated maths activities • Daily counting intervention • Use of number line scaffold when counting in class		Met

Individual Support Plans (ISPs) follow cycles of Assess, Plan, Do, Review (APDR):



- **Assess**- Children are assessed by their class teacher or with the help of the SENDCo.
- **Plan**- Individualised targets are created for the child to work towards and special educational provision is put in place to meet their needs.
- **Do**- Support is implemented over a period of one term.
- **Review**- Progress towards the child's targets is reviewed. If a child has met their target a new one will be created. If they have not met the target, the target will either be broken down into a smaller step or additional provision will be added to support them to achieve it.

Children with EHCPs will also have Individual Support Plans. The outcomes on their EHCP will be broken down into small steps so that targets can be created. This ensures that the ADPR cycle is constantly working towards a child's statutory outcomes.

Example EHCP Individual Support Plan:

Developmental or Learning Area	Outcome:	Target	Reasonable Adjustments: under Equality Act 2010	Review: February 2026
Speech and Language	**Outcome 1:** Bob will demonstrate increased ability to understand and use verbal / non-verbal communication, so that he understands others and accurately expresses his wishes and opinions.	**Bob will be able to express a preference verbally from a choice of two activities / items when asked to do so by an adult.**	• Staff to offer Bob a choice of two activities or items. • Staff to either use visuals or objects of reference which will be reinforced by simple language i.e. 'trains or playdoh'. • Staff will encourage Bob to point to his preferred item / activity but will also encourage Bob to say the item / activity he has chosen verbally before they let him have it. • Praise and encouragement.	
Sensory & Self Care Needs	**Outcome 2:** Bob will work with staff so that his sensory and self-care needs are met in adaptive and pre-planned ways so that he remains safe and regulated in school.	**Bob will be able to go to the toilet once in the morning and once in the afternoon, when prompted to do so by an adult.**	• Bob to be encouraged to drink his water as much as possible during the morning. • Bob to continue to have a big drink at lunch from the cold water in the lunch-hall. • Staff to use toilet visual and prompt Bob as to whether he needs to toilet. Simple language used: 'Bob, pee pee'. • Staff to spot signs of Bob being uncomfortable or 'jiggly' and take him to the toilet. • Bob taken to the toilet at the end of the morning and end of the afternoon if he has not been	
Communication and Interaction	**Outcome 3:** Bob will develop his social skills through completing social play interactions with 1-2 other children, supported by adults.	**To be able to complete a simple turn taking game with another child for 30 seconds when supported by an adult.**	• Bob to have time every day for a simple turn taking activity with one other child e.g. doing a puzzle, popping bubbles, building a block tower. • Simple visual to help Bob understand when it is his turn. • Other opportunities to help Bob tolerate other children being in his space i.e. rides on the trikes together. Time on the obstacle course with other children etc.	

Individual Support Plans are reviewed, and new ISPs written three times a year. This takes place in November, February and June. Targets and provision that are set in June carry forward to their new class to ensure consistency for the child and to allow them to make a successful start as their new teacher gets to know them better. Individual Support Plans are shared with parents / carers at the SEND Parent Consultations.

SEND Parent Consultations

Parents of children on the SEND register will meet with their class teacher three times a year for a SEND parent consultation in November, February and June. These meetings take the form of a face to face consultation held over Teams and will last for 20 minutes. Parents of children not on

the SEND register meet with their teacher twice a year for 10 minutes. The increased frequency and length of meetings for parents with children on the SEND register, reflect our commitment to involve parents as much as possible in their child's learning and progress and to develop a shared partnership to support their child.

At the SEND Parent Consultation, the class teacher will review the current Individual Support Plan (ISP). They will discuss the child's attainment and progress and the progress they have made towards the targets that have been set. They will also discuss the effectiveness of the provision made for the child. They will then discuss the new Individual Support Plan and talk through the new targets that have been set and provision being made. During this meeting, parents can ask any questions or discuss any concerns that they may have.

Pupil Progress Meetings

Senior leaders (including the Headteacher, Deputy Headteacher, Assistant Head & SENDCo and Key Stage Leads) meet with class teachers once a term for a Pupil Progress meeting. Individual children's attainment and progress will be discussed in detail, and teachers will discuss what they are noticing in class. Staff will think together about next steps. These might involve updates to targets or provision, agreeing any additional assessment that needs to be carried out or thinking about whether referrals need to take place to external specialists.

Closing an Individual Support Plan

It is important to note that children may not be on the SEND register for their entire time at school, although this may be the case with children with longstanding or complex needs. If children make good progress towards their outcomes through the ADPR (Assess, Plan, Do, Review) process, they may no longer need special educational provision to be made. If so, their Individual Support Plan will be closed, and they will be move from the SEND Register to the Monitoring Register. This would be with the agreement of the SENDCo, class teacher and parents.



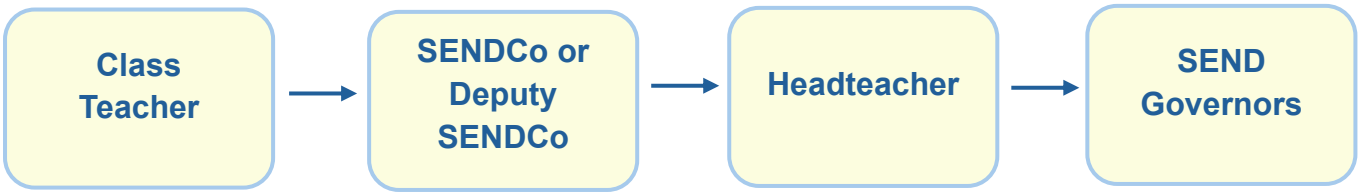
Communication about Special Educational Needs

We believe that good communication between home, school and external professionals is essential for everyone to work effectively together to support every child.

Who should I contact to discuss my child's difficulties with learning, their special educational needs or disability?

If at any time parents or carers have concerns about their child's progress, they should initially speak to their child's class teacher. The class teacher may approach the Special Educational Needs and Disabilities Co-ordinator (SENDCo) or Deputy SENDCo for advice or they might ask the SENDCo to get in touch with the parent directly. If parents continue to be concerned that their child is not making progress, they may contact the SENDCo for more information and advice. If concerns are not resolved, parents / carers can contact the Headteacher or SEND Governors.

Flowchart of who to contact



How will school let me know if my child has emerging or suspected SEND?

Your child's class teacher may contact you during the school year to discuss your child's attainment, progress or development. They might invite you to arrange a meeting via telephone, Teams or in person to discuss what they have noticed in school. They will explain what needs the child is presenting with and what they are doing to support the child. They will gather parental feedback as to what is noticed at home. A discussion will take place as to whether a Monitoring Plan or an Individual Support Plan will be created to support the needs of the child. Alternatively, the SENDCo, Deputy SENDCo or member of the Senior Leadership Team might contact you to discuss what we are noticing in school and to explore next steps together.

How can I share if my child receives a diagnosis?

If a child receives a diagnosis, confirmation of the diagnosis and any associated reports should be shared with child's class teacher and the SENDCo so that the SEND Register can be updated and the information added to the child's school based file. This will be shared with any new school that the child transitions to.

How do we involve parents of children with Special Educational Needs?

We believe that parents /carers are essential partners when we are supporting a child with SEND. Teachers and the SEND team value discussions with parents and carers when exploring emerging and identified needs and we welcome parents' thoughts and observations as to what they notice at home. We also value their feedback as to what strategies work well for them as a family at home.

Class teachers are available to discuss children's progress, to share information about what is working well, to celebrating successes and achievements together or to discuss any concerns that you may have. Children's individual progress / targets are discussed and reviewed throughout the year with parents at SEND Parent Consultations in November, February and June. Parents are given a longer 20 minute appointment compared to the standard parent consultations. Parents are welcome to make reasonable contact with their child's class teacher to arrange a telephone conversation outside these times if they need to.

Parents will be made aware of information and support from any outside agencies working directly with their children. Where appropriate, parents may be signposted to particular agencies to help and support both them and their children outside of school.

How do we involve children with their Special Educational Needs?

At The Bellbird we always seek to understand what a child's lived experience of their special educational needs is. We believe that all children with special educational needs have a unique knowledge of their own needs and their views about what would help them. Whenever possible children will be consulted and their views considered when decisions are being made about

their learning.

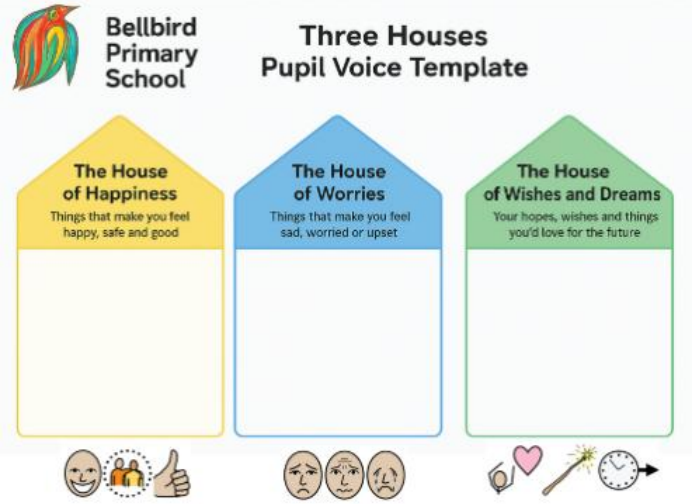
Children can tell us about what they enjoy and makes them happy, what worries them and what their hopes and dreams are. They are the best people to tell us about their strengths, what they are proud of, what they find difficult, what their barriers to learning are and what strategies help them.

Teachers and the SEND team gather children's thoughts and opinions in a variety of ways:

- Pupil voice throughout the year.
- Three Houses Activity (House of Happiness, House of Worries / Sadness, House of Wishes and Dreams)
- My Dream School- activities to look at barriers and wishes in the school environment
- School anxiety mapping.
- My School Experience card decks. This can help us to understand what children's learning barriers are, to explore their lived experience in school and to discuss strategies that work for them.







What are the arrangements for handling complaints from parents / carers with regards to their child's SEND Provision?

The Bellbird Primary School works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting their child's needs & learning differences. If a parent or carer has any concerns regarding the care or education of their child, they should in the first instance talk with the class teacher. If the issue is not resolved, they should arrange to meet with the SENDCo. If still unsatisfied with the outcome, an appointment can be made to speak to the Headteacher.

We will listen carefully and seek to resolve matters in accordance with our policies and procedures and in the best interests of your child. Most concerns can be resolved informally and do not require progression to the formal stages of the procedure. The Headteacher can offer advice on formal procedures for complaint if necessary. All complaints are taken seriously and are heard through Bellbird's complaints policy and procedure which can be found here: Policies | The Bellbird Primary School

Staff training and expertise

How do we ensure that teachers and teaching assistants have the expertise and training to support my child's special educational need or disability?

Senior Leaders and the SENDCo ensure that school staff, including teachers and teaching assistants, are well equipped to understand the children they are working with and are trained for their role. Staff receive regular staff training by the SENDCo, Deputy SENDCo, Senior Leaders, County Council Advisors and external specialists. Some TAs also have training to undertake specific interventions or programmes such as Little Wandle, Reading Programmes, Social Skills and Attention Autism.

The SENDCo and Deputy SENDCo are responsible for ensuring that staff working with children with SEND have a clear understanding of individual children's needs and any diagnoses that they have. The SENDCo is undertaking the National Professional Qualification for SENDCos, is a trained Senior Mental Health Lead and a trained Mental Health First Aider. The Deputy SENDCo is a trained Young People's Mental Health Lead. Both are Designated Safeguarding Leads.

Local Authority Offer

What is the Local Authority's 'Local Offer' and where can I find it?

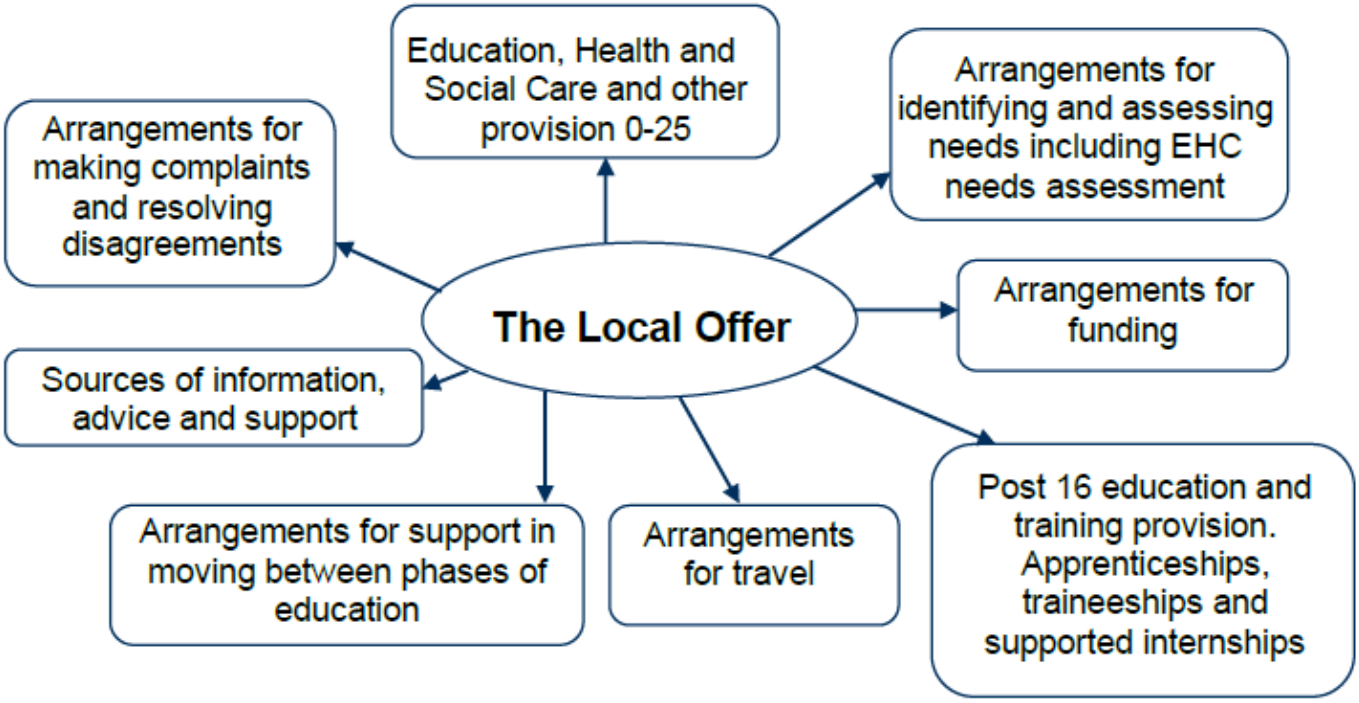
The Children and Families Act 2014 requires the Local Authority and schools to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs and Disabilities (SEND) aged 0-25. This is the 'Local Offer'.

The Local Offer in Cambridgeshire can be found as part of the SEND Information Hub here: Cambridgeshire Online | What is the Local Offer?

The Local Offer has two main purposes:

- To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it.
- To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN, their parents / carers, and disabled young people and those with SEN and service providers in the development and review of provision.

The SEND Information Hub (Local Offer) has lots of information, advice and services for children and young people aged 0-25 with Special Educational Needs and Disabilities (SEND) and their families. Cambridgeshire Online | SEND Information Hub (Local Offer)



How do we support children who are looked after by the Local Authority and have SEND?

At The Bellbird, we believe it is important to have high aspirations for all children including looked after children and those with special educational needs. A looked-after child (often abbreviated as LAC or referred to as a child in care) is a person under the age of 18 who is in the care of a local authority or public social services for a continuous period of more than 24 hours. Over a third of care experienced children (children who are in care, experienced care, recently fostered or where a guardian-ship order is in place) have an identified Special Educational Need.

The Bellbird Primary School recognises that for care experienced children, many of whom may have difficult circumstances to overcome and are living with the effects of traumatic experiences (Physical, Emotional, Neglect and Sexual abuse), it is imperative that their needs are quickly and efficiently assessed and provided for so that the effects of any instability on their socialisation, development and education is reduced to a minimum. At the Bellbird, we liaise closely with the relevant professionals and listen to both the child's and their carer's wishes. We support the Local Authority in implementing a Personal Education Plan (PEP), which contains focused outcomes. The wellbeing and progress of the child is closely monitored and reported back during PEP meetings to inform future outcomes and support. We also acknowledge the positive impact regular contact between school and parent/carers can have for care experienced children.

How do we support children with SEND to transition well?

SEN support should include planning and preparation for the transitions between phases of education and preparation for adult life…To support transition, the school should share information with the school, college or other setting the child or young person is moving to. Schools should agree with parents and pupils the information to be shared as part of this planning process.

6.57 SEND Code of Practice, 2015

We recognise that transitions can be difficult for many children and especially for children with SEND. We work to ensure that any transition is as smooth as possible, from preschool / nursery into school, between classes in school, transitioning to a brand new school and from primary school to secondary school.

Joining the school from pre-school / nursery

The Early Years Lead and SENDCo start the transition process in the spring and summer term before children are due to come to school. They will arrange to meet or speak to leaders from feeder pre-schools and nurseries to find out more about children joining the school and if they have any SEND needs. If a child has significant or complex needs, the Early Years Lead and SENDCo may arrange to visit them in their setting and arrange a meeting with parents to gain a better understanding of a child's needs. If the child is already under the Early Support Pathway the SENDCo and Early Years Lead will attend any Team Around the Family meetings that occur in the summer term. With parental permission, any information and documentation about the child will be passed to the Bellbird when the child transitions to us in September.

All children transitioning to the Bellbird can attend three 'Getting to Know You' sessions in school where they can meet staff, enjoy school based activities and visit the classroom environment. Children are given a 'Welcome to the Bellbird' transition booklet (in addition to a more thorough parental support booklet), which details what to expect in September and has pictures of staff and the school environment. For some children with special educational needs, this is enough for them to feel successful and confident joining the school in September. Where school or parents feel like more support is required, we might invite certain children in for an extra transition visit to meet staff and visit the classrooms when it is quieter.

When children start in September, we have a staggered start to support all children to feel happy and confident with the new environment, routines and expectations. This also enables our staff to get to know each child well. This includes:

- Small group size of 10-15 children for their first day.

- Initial staggered entry so children can be individually supported.
- Half days for the first week and a half (initially up to 11:30am and then 1pm to include lunch).

While this is successful for many children with SEND, we may need to consider a bespoke staggered start to support them to transition well and be successful. We are experienced at supporting children with more complex needs to gradually build up their time in school. Bespoke staggered starts will be agreed between school, parents and often external specialists if needed.

Transitioning to a new class in school

While transitioning to a new class and teacher can be an exciting time for some children, this change can often be unsettling for children with special educational needs. We recognise that children need to be supported through this change. Children find out which new class they are in in the second half of the summer term and visit their new classroom and teacher for 'Move Up' morning. They will get to know their new teacher and complete some fun 'getting to know you' activities together. All children in Reception will receive a transition booklet to take away over the summer with pictures of their teacher, their new class and key routines that they need to remember. Where classes are to be mixed, year groups will arrange for teaching sessions and activities in their new classes before the end of the summer.

Most children will find out which class they are in on the morning of 'Move Up' morning. Class teachers and the SENDCo know the children well and decide which children need additional preparation for this move. This could be:

- Advanced notice given to the child and parents / carers as to which class they will be in and who their teacher will be.
- Pre-visits to their classroom.
- Opportunities to meet their new teacher.
- Social stories and transition booklets.
- Consideration given by school staff to any equipment and individual learning areas needed in the forthcoming year.

The existing class teacher and the new class teacher will meet together to share the child's SEND needs and strategies that they have used to support them that year. The SENDCo also supports this understanding and Individual Support Plans (ISPs) ensure a consistency of targets and provision across the transition period.

Transitioning to a new setting / school

For many reasons, during the year some children may move to another school or setting. The Bellbird will liaise with parents and the child's new setting to ensure that child's school records and documentation are sent to the new school. The SENDCo and Deputy SENDCo will meet with the new setting to pass on information and advice if needed.

Transitioning to secondary school

For most children on the SEND register, parents will complete the Local Authority's secondary school application process in the autumn term of Year 6. For children with an EHCP, parents will

have a special Phased Transfer Annual Review at the end of Year 5 or the very beginning of Year 6. In the Annual Review documentation, parents will name the school (or schools) that they would like the Local Authority to consult with for secondary provision.

While the move to secondary school can be an exciting time, this can also be an unsettling period for children with SEND. We want to support them to transition as successfully as possible. Our local secondary school is Sawston Village College (SVC) and we work closely with staff there to support successful transition. This includes:

- **Half day visit to Sawston Village College** (SVC) in Year 5 with their class and class teacher.
- **SVC's Open Evening in October**- parents can tour the school and speak to teachers and current students.
- **SVC Assistant Principal visit to children in Year 6** to talk about what to expect and to answer any questions the children have (summer term).
- **Transition meeting between SVC SENDCo, Bellbird SENDCo and Year 6 teachers** to pass on information about children on the SEND Register and with diagnoses (summer term).
- **Transition Day visit** for all children at SVC (second half of the summer term).
- **Additional half day transition visit** to SVC for certain children on the SEND Register, accompanied by Bellbird staff (second half of the summer term). Children are identified by Year 6 teachers and the SENDCo, in liaison with parents.
- **Transition and 'meet the mentor' evening** for all children moving to SVC with an opportunity to visit the school, listen to a talk from the Principal, explore the extracurricular offer and find out about more practical arrangements such as catering and school uniform. You will have a designated time slot to meet with your child's mentor.
- **SVC SEND Coffee morning-** often SVC will invite parents of children on the SEND register to a coffee morning where you can visit the student centre and talk to the SVC SEND team (summer term).
- **Transference of records-** Bellbird will transfer all your child's information and records to SVC when they leave the Bellbird.

Not all children will transition to Sawston Village College, and each secondary setting will have its own specific transition arrangements. We will liaise with secondary settings and parents to ensure that children can attend these transition visits, and we will ensure that all the appropriate information has been transferred to them successfully.



Where else can I get advice and support for my child?

There are many organisations who provide information, advice and support for parents and carers of children with SEND. Please see **The Bellbird Signpost: Information, advice and support pathways for parents and carers** on our website for details of lots of organisations and websites that provide more information advice and support for parents and children.

Two key organisations are particularly helpful for further support for parents of children with SEND:

SEND Information, Advice and Support Service- SENDIASS

Cambridgeshire Online | SEND Information, Advice and Support Service (SENDIASS)

Cambridgeshire's SEND Information, Advice and Support Service (SENDIASS) offers impartial and confidential information, advice and support to parents and carers who have a child or young person with special educational needs (SEN) or a disability or have concerns that their child has special educational needs. They offer:

- Impartial advice and information about Special Educational Needs.
- Help for parents, children and young people to navigate through the Special Educational Needs process.
- Help for parents about their rights to make sure the educational needs of their child are met.
- Help for parents to work with schools, education, children's services, health and other professionals.
- Information for parents about other support services and organisations.
- Help for parents to resolve disagreements.

The best way to get in touch is to complete our online referral form.

You can also call **0300 365 1020** or email **SENDIASS@cambridgeshire.gov.uk.** The service is available all year during office hours Mon - Fri and a 24 hour answering service is available. Please leave your name, number and a brief message and a member of the team will get back to you as soon as possible.

Cambridgeshire Pinpoint

Cambs SEND Parent/Carer Support from Pinpoint Cambridgeshire

Cambridgeshire Pinpoint is an information and advice service that helps Cambridgeshire's parents and carers who have children with additional / special educational needs, and / or disabilities. The service is run by parents of children with SEND, For parents of children with SEND. They also give parent carers opportunities to have a say and get involved in improving local SEND services. No formal diagnosis is required in order to access support from Pinpoint – for example, a child may be on a waiting list, accessing services, had a referral turned down, or just be struggling.

They offer:

- A hub for information, signposting and events for all things SEND (Special Educational Needs and Disabilities). Information Hub - Pinpoint
- Free signposting, information, professionally supported workshops and events.
- Support to link Cambridgeshire parents and carers to the right professionals.
- Support groups and events for parents Events - Pinpoint