

Special Educational Needs and Disabilities (SEND) Information Report

Ely College and Bishop Laney Sixth Form

Approved by:	Principal
Last reviewed on:	September 2026
Next review due by:	September 2027

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Dear Parents and Carers,

This report explains how Ely College and Bishop Laney Sixth Form put our SEND policy into practice – in other words, how special educational needs support works at the College.

If you want to know more about our arrangements for SEND, please read our SEND Policy, published on our website at [Meridian-Trust-OAP-at-Ely-College](#)

Ely College's aims for all students with SEND are to:

- provide high-quality provision for students who may have additional needs in cognition and learning, communication and interaction, social, emotional and mental health, or physical and sensory needs
- have high expectations and aspirations for every student
- ensure students learn and interact in a caring, happy, safe and secure environment
- make every effort to ensure equality of educational access and opportunity
- provide maximum opportunity for students to develop and reach their individual potential academically, socially and personally
- encourage every student to develop their skills of communication and become as independent as possible
- keep a clear focus on improving outcomes for students, and value the views and participation of students and families in that process
- facilitate the inclusion of all students with SEND in the curriculum, sport and activities, including visits and residential trips
- publish information about the College's policies for the identification, assessment and provision for all students

In all of this we are guided by the SEND Code of Practice (2014).

If there are any terms in this report, you're unsure of, you can look them up in the Glossary at the end.

1. What types of SEN does the school provide for?

Ely College is a mainstream secondary school and sixth form. We provide for students with needs across the four broad areas set out in the SEND Code of Practice:

Area of need	Example needs
Communication and interaction	Autism spectrum condition (ASC/ASD)

	Speech, language and communication needs (SLCN)
Cognition and learning	Specific learning difficulties (e.g. dyslexia, dyspraxia, dyscalculia)
	Moderate learning difficulties
	Severe or profound learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD) / attention deficit disorder (ADD)
	Anxiety, low mood and other social, emotional and mental health needs
Sensory and/or physical	Hearing impairment
	Visual impairment
	Physical disability and medical conditions (e.g. epilepsy, cerebral palsy, juvenile arthritis)

Many students have needs that cut across more than one of these areas, and our support is planned around the individual rather than a label or diagnosis.

For a small number of students with an Education, Health and Care (EHC) Plan, we also offer our smaller, alternative-curriculum provision run alongside the main school for students who need more intensive, structured support. This provision is split into three classes across KS3 and KS4.

Evolve: Year 7 and 8

Thrive: Year 8 and 9

Aspire: Year 10 and 11

Places in Evolve are agreed as part of Year 6 transition.

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

Your child's Senior Tutor

Each House has a Senior Tutor, who is responsible for:

- liaising with the subject teacher and form tutor in the first instance
- checking on your child's progress and identifying, planning and delivering any additional help, in collaboration with students, parents/carers and the SEND department
- knowing about any personalised teaching and learning arrangements identified for your child by the SENDCo
- ensuring the College's SEND Policy is followed in the classroom by all staff who teach your child

The SENDCo

Laura Thatcher is the SENDCo Lead for Ely College and Bishop Laney Sixth Form. She can be contacted at **lthatcher@elycollege.co.uk** or by telephone on 01353 667763.

The SENDCo is responsible for:

- developing and reviewing the College's SEND Policy, and strategic oversight of SEND provision
- co-ordinating support for students with SEND across the College
- keeping you informed about the support your child is receiving, and involving you in reviewing their progress
- developing and overseeing personalised teaching and learning, recorded on your child's Individual Support Plan and shared with staff via Provision Map, our online SEND system
- liaising with external professionals who support your child's learning, e.g. Speech and Language Therapists, Educational Psychologists
- maintaining the SEND register, with the consent of parents/carers, for students who access provision that is additional to or different from usual quality-first teaching
- line-managing the team of Teaching Assistants
- overseeing effective transition from primary school for students with identified SEND
- Overseeing effective transition onto post 16 and post 18 placements for students with identified SEND

SEND governance

The College's governing body includes a link governor/trustee for SEND, Jo Ellingworth, who is responsible for reviewing and monitoring the support given to students with SEND.

Staff training

Every teacher is a teacher of SEND, and the SENDCo supports subject teachers in meeting students' needs. Training includes:

- College-wide training in Quality First Teaching, including scaffolding, differentiation, formative assessment and other evidence-informed strategies
- training specific to individual students' needs where required, for example ADHD or visual impairment
- a wide range of internal and external CPD for teachers and Teaching Assistants to build knowledge and experience of specific learning difficulties
- SEND provision forms part of the induction programme for all new staff joining the College

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

In the first instance, speak to your child's form tutor or the relevant subject teacher, who can raise this with the Senior Tutor for your child's House. If you would prefer to speak directly to the SEND department, you can contact the SENDCo, Laura Thatcher, using the details in section 2.

We will listen to your concerns, gather information from staff who teach your child, and agree next steps with you — this may include further assessment, a period of monitoring, or a referral for specialist advice.

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

When your child joins us

At the start of the summer term, we gather information on incoming Year 6 students from feeder primary schools, families, and agencies such as Educational Psychology, Hearing and Visual Support Services, physiotherapists, speech and language therapists, occupational therapists and Cambridgeshire's Specialist Teaching Service. This is shared with staff ahead of the two-day induction programme in July. Students who join mid-year are identified from previous schools' records.

We also use:

- primary school teacher information and end of key stage 2 data
- baseline literacy testing and Cognitive Ability Tests taken early in Year 7

- parent/carer information provided at transition

As your child moves through the College

We continue to use termly assessments and interim data, information from subject teachers and tutors, parental concerns, and referrals from external agencies. All Year 9 students complete a further screening assessment covering reading comprehension, spelling and the speed and quality of writing, which also identifies students likely to need exam access arrangements for GCSEs.

We follow the graduated approach set out in the SEND Code of Practice – assess, plan, do, review – in successive cycles, so that support is adjusted as we learn more about what works for your child.

If your child is identified as not making expected progress, you will be informed, and if necessary, a meeting will be set up to discuss this in more detail. We will listen to any concerns you or your child may have, plan any additional support needed, and discuss any referrals to outside professionals with you.

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

Students identified as needing support beyond quality-first teaching have an Individual Support Plan, recorded on Provision Map, our online SEND system. This sets out agreed outcomes, the provision in place, and how progress towards those outcomes is being monitored.

- regular classroom and written feedback, including clear next steps for progression
- progress checks shared with students and parents/carers after each tracking point
- progress discussed at the annual parents' evening for each year group
- an Annual and Interim Review for every student with an EHC Plan
- regular book scrutinies and lesson observations to check the quality of teaching and learning for all students, including those with SEND
- progress reports sent home
- termly teacher feedback against ISP outcomes

You can also contact your child's Tutor, Senior Tutor or the SENDCo at any time.

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

We believe collaboration with, and listening to, parents/carers is essential – you know and understand your child best. We will always ask for your consent before adding your child to the SEND register or putting additional support in place, and we involve parents/carers through:

- Academic Reviews, beginning with attendance at Year 5 or 6 reviews when invited
- Annual and Interim Reviews for students with an EHC Plan
- discussions with tutors and meetings with staff
- parents' evenings and progress reviews
- SEND forum meetings
- Open Days, information evenings and option-choice events
- opportunities to feed into college governance
- Trust SEND feedback sessions

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

We want every student to feel that their views matter. Students with an Individual Support Plan or EHC Plan are involved in setting and reviewing their own outcomes and are supported to share their views as part of the graduated approach and, for those with an EHC Plan, their Annual Review. Where appropriate, students take part in meetings about their own support. All students on the SEND register complete a Pupil Passport with their Key Worker or House TA which is shared with teaching staff and parents. Passports are used to inform ISP targets.

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

All students access:

- Quality First Teaching, with differentiated approaches from subject specialist teachers, informed by assessment, planning and review
- high expectations for every student in their class, regardless of SEND
- multi-sensory teaching approaches that enable all students to participate in lesson activities

- relevant information about their needs shared with all teaching and support staff via Provision Map

Some students, identified as needing SEND support, may also access:

- specific group work or targeted interventions delivered by a Teaching Assistant or specialist teacher
- strategies suggested by the SEND department and/or external professionals
- access to specialist professionals, for example Speech and Language Therapists
- access to the Bridge, which supports students who need time out of the classroom for emotional, social or mental health needs
- an Individual Support Plan recording agreed outcomes and provision

A few students, with an Education, Health and Care (EHC) Plan, may also access:

- highly personalised provision matched to the outcomes in their EHC Plan, overseen by the SENDCo
- Evolve, Thrive or Aspire our alternative-curriculum provision for eligible students
- specialist teaching and support from Teaching Assistants deployed against EHC Plan outcomes
- additional in-class support from a Teaching Assistant

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

We review the impact of support regularly through:

- tracking progress against the outcomes on Individual Support Plans and EHC Plans via Provision Map
- termly data and tracking points, reviewed with subject teachers and tutors
- Annual and Interim Reviews for students with an EHC Plan
- book scrutinies and lesson observations to ensure quality-first teaching is effective for all students
- feedback from students and parents/carers

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

The College budget includes funding for supporting students with SEND, and the provision of additional support is made as appropriate from this budget. Students with an EHC Plan usually attract top-up funding from the Local Authority, which supplements what the College provides. Decisions about how resources are deployed are made in consultation with parents/carers, the principal, governance, the SENDCo and teaching staff, based on need across the College.

Support may include one or more of the following:

- additional adults working in class with groups of students
- regular literacy and maths intervention sessions during form time and period 6
- a quiet space in the Orchard for vulnerable students during unstructured times
- friendship groups at Key Stage 3 to develop social skills
- additional literacy support within the curriculum, with parental agreement
- supported study sessions at Key Stage 4
- targeted homework support, held during period 6, agreed in advance with parental consent
- laptops for students with illegible handwriting
- reading pens for students at Key Stage 4/5 where needed
- Evolve, Thrive and Aspire our alternative-curriculum provision for eligible students

All support is reviewed regularly and adjusted to ensure resources are deployed effectively.

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

We try our best to ensure trips and activities are accessible to all students. Where appropriate, additional adult support is made available to ensure full inclusion, and risk assessments are carried out to meet health and safety requirements. Where possible, travel is fully accessible. All students, regardless of SEND, are able to take part in the College's wide range of extra-curricular clubs and activities.

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

Ely College follows Cambridgeshire's co-ordinated admissions arrangements, and no student is treated less favourably in admissions because of a special educational need or disability. Reasonable adjustments are made during the admissions and transition process – for example, additional visits or meetings – where a student's needs make this helpful. Full details of our admission arrangements are available at [Ely-College-Admissions-Policy](#)

13. How does the school support pupils with disabilities?

The College is committed to meeting the requirements of the Equality Act 2010.

- provision has been made for students with medical conditions such as cerebral palsy, juvenile arthritis and epilepsy, as well as visual and hearing impairments and wheelchair users
- specialist equipment is purchased and provided as appropriate
- there are lifts to upper floors in two of the College buildings, and where there is no lift, students can be accommodated on the ground floor
- there are toilet facilities with disabled access
- outside areas of the College are accessible to all students
- extra-curricular activities and trips are made accessible for students with SEND

Our Accessibility Plan sets out how we plan to further improve access to the curriculum, the physical environment and information for pupils with disabilities. It can be found at [Accessibility-Plan](#)

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

Some students need additional support so that their emotional, social and mental health development is appropriately nurtured. These needs can show themselves in different ways, including anxiousness, behavioural difficulties or being uncommunicative.

- all students are in Tutor Groups and Houses, with a Personal, Social and Health Education (PSHE) programme, plus a wide range of extra-curricular clubs
- access to the Bridge, which supports identified students who need time out of the classroom for their emotional, social or mental health needs, working with

students to develop strategies to manage their anxieties overseen by Assistant Principal Jason Coe and Bridge Manager Anita Lightfoot

- access to a bereavement counsellor when needed
- access to a Student Support counsellor to talk through issues
- with your permission, access to further specialist support where needed, for example through an Early Help Assessment (EHA)

Our approach to preventing and responding to bullying is set out in our Anti-Bullying Policy, available at [Anti-Bullying-Discrimination-PLEDGE](#)

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

Moving from primary school to Ely College

- the SENDCo attends Year5 or 6 Annual Reviews for students with an EHC Plan
- the SENDCo visits partner primary schools in the summer term to gather information
- an induction day at the College in July, with extra transition visits and Teaching Assistant support where needed
- a Teaching Assistant may visit a primary school to observe a student
- pastoral support throughout the transition period
- the SENDCo meets with some individual parents/carers of students with SEND in the summer term

Preparing for post-16 provision

- the SEND department liaises with sixth forms as required
- taster days at CRC (Cambridge Regional College) for Year 10/11 students
- encouragement to attend sixth form open evenings, including taster sessions at Bishop Laney Sixth Form
- MyChoice16, a web-based platform for post-16 applications, introduced to students in PSHE lessons in Year 11
- one-to-one or small-group careers advice meetings for some students
- careers education as part of PSHE, with additional events run outside of lessons
- work experience in Year 10

Transfer arrangements

All documentation about your child's special educational needs is transferred between schools. The SENDCo deals with specific enquiries and attends Year 5 or 6 transfer reviews for students with an EHC Plan wherever possible. Records for students who leave at the end of Year 11 are forwarded to their post-16 placement, including the Form 8 report submitted to the exam board before exam concessions are agreed.

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

Rachael Mustill, designated teacher for looked-after and previously looked-after children, works with the SENDCo, Laura Thatcher, to ensure that all teachers understand how a looked-after or previously looked-after student's circumstances and their SEN might interact, and what this means for teaching and learning.

Children who are looked-after or previously looked-after are supported in much the same way as any other student with SEND. Looked-after students will also have a Personal Education Plan (PEP), and we make sure this is consistent with, and complements, any SEN support plan or EHC Plan.

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

Complaints about SEN provision at Ely College should be made to your child's class teacher, Senior Tutor or the SENDCo in the first instance. If not resolved, complaints will be handled through the College's complaints policy.

The complaints policy can be found at [Complaints Policy and Procedure](#)

If you are not satisfied with the College's response, you can escalate the complaint; in some circumstances this right also applies to your child directly.

If you feel Ely College has discriminated against your child because of their SEND, you have the right to make a discrimination claim to the First tier SEND Tribunal. This can cover admission, exclusion, provision of education and associated services, and reasonable adjustments (including auxiliary aids and services).

Before going to a SEND Tribunal, you can access disagreement resolution or mediation, where you try to resolve the disagreement first. Cambridgeshire's SEND Information Advice and Support Service (see section 18) can advise you on this.

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

If you have questions about SEND or are struggling to cope, please get in touch – we want to support you, your child and your family.

Specialist services the College can refer to

- Educational Psychologist
- Hearing Support Team
- Occupational Therapist
- Physiotherapist
- Speech and Language Therapist
- Visual Impairment Service
- our own bereavement and Student Support counsellors (see section 14)

Cambridgeshire's SEND Information Hub (the Local Offer)

Cambridgeshire County Council publishes information about the services and support available for children and young people aged 0–25 with SEND – this used to be called the Local Offer, and since 2023 has been known as the SEND Information Hub. You can find it at [Cambridgeshire Online | SEND Information Hub \(Local Offer\)](#)

SEND Information, Advice and Support Service (SENDIASS)

The Peterborough & Cambridgeshire SENDIASS offers free, impartial information, advice and support to parents/carers and young people about SEND. Contact them on 0300 365 1020 or email sendiass@peterborough.gov.uk

Local charity support

Pinpoint is Cambridgeshire's parent carer forum, run by and for parents/carers of children and young people with SEND. [Cambs SEND Parent/Carer Support from Pinpoint Cambridgeshire](#)

National charities that offer information and support

- IPSEA (ipsea.org.uk)
- SEND Family Support (sendfs.co.uk)
- NSPCC (nspcc.org.uk)
- Family Action (family-action.org.uk)
- Special Needs Jungle (specialneedsjungle.com)

19. Glossary

- **Access arrangements** — special arrangements to allow pupils with SEN to access assessments or exams
- **Annual review** — an annual meeting to review the provision in a pupil's EHC Plan
- **Area of need** — the four areas of need describe different types of needs a pupil with SEN can have: communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **CAMHS** — child and adolescent mental health services
- **Differentiation** — when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** — the first step towards securing an EHC Plan; the Local Authority assesses whether a child needs one
- **EHC Plan** — a legally-binding document, produced by the Local Authority, that sets out a child's needs and the provision that will be put in place to meet them
- **Evolve** — Ely College's alternative-curriculum provision for a small group of Year 7/8 students with an EHC Plan
- **First-tier Tribunal / SEND Tribunal** — a court where you can appeal against the Local Authority's decisions about EHC needs assessments or plans, and against discrimination by a school or Local Authority due to SEN
- **Graduated approach** — the assess, plan, do, review cycle schools use to provide SEN support, assessing needs, planning and implementing provision, and reviewing its impact
- **Individual Support Plan** — the College's document, recorded on Provision Map, setting out a student's agreed outcomes and the provision in place to meet them
- **Intervention** — a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local Offer / SEND Information Hub** — information published by the Local Authority that explains what services and support are available for pupils with SEND in the local area
- **Outcome** — a target for improvement for a pupil with SEND, which doesn't necessarily have to relate to academic attainment
- **Provision Map** — the College's online system for recording and sharing information about SEND provision and outcomes

- **Quality First Teaching** — high-quality, differentiated teaching for all pupils, which forms the first layer of support before any additional intervention
- **Reasonable adjustments** — changes a school must make to remove or reduce any disadvantage caused by a pupil's disability
- **SENDCo** — the special educational needs and disabilities co-ordinator
- **SEN** — special educational needs
- **SEND** — special educational needs and disabilities
- **SEND Code of Practice** — the statutory guidance schools must follow to support pupils with SEND
- **SEN information report** — a report schools must publish on their website explaining how they support pupils with SEN
- **SEN support** — special educational provision that meets the needs of pupils with SEN
- **Transition** — when a pupil moves between years, phases, schools, institutions or life stages