Cuffley School SEND Information Report 2026-27

This guide explains how we support children with special educational needs and disabilities (SEND), how we work with you and who you can contact in school. We want every child to feel included, enjoy learning and make progress.

Who to contact

If you are worried about your child's learning, development or wellbeing, speak to their class teacher first. You can also contact Charlotte Lloyd, our SENCO (Special Educational Needs Coordinator) and Deputy Headteacher.



Email: SENCO@cuffley.herts.sch.uk
In person or online appointments are arranged individually by contacting Charlotte.

Charlotte is currently undertaking the NPQ SEND qualification. Our SEND Link Governor is Marie Linnane.

Understanding your child's needs

We support a range of needs including learning, speech and communication, social and emotional wellbeing and sensory or physical development. Children may have needs in more than one area.

Teachers use observations, assessments and discussions with you and your child to understand strengths and difficulties. We also use information from previous settings and professionals. Slower progress does not always mean SEND and children do not need a diagnosis to receive appropriate help.

Currently, 11% of our pupils at Cuffley School receive SEND support. This includes 2.3% of all pupils who have an Education, Health and Care Plan (EHCP).

How support is planned

All children receive quality first teaching which is inclusive and have access to classroom adaptations. Where a child needs additional or different provision, we discuss SEN support with you and, if agreed, will record this onto our SEND register. Specialist advice can be sought with or without an EHCP.

We follow the Assess, Plan, Do, Review cycle: understand your child's needs; agree outcomes and support; put support in place; then review progress and adapt it. The class teacher remains responsible for your child's learning.

If needs require a more detailed assessment, we will discuss an Education, Health and Care needs assessment with you and the Local Authority. An assessment does not automatically lead to an EHCP. Where a child has an EHCP, we plan provision in line with their individual plan.

What support may look like

Support is chosen for each child and reviewed regularly. These are examples, rather than a fixed programme for every child:

- **Learning and reading**: smaller steps, modelling, vocabulary preparation, visual resources, small groups and individual teaching. We use Little Wandle Catch-Up, Rapid Catch-Up and Fluency programmes where appropriate.
- **Speech and communication**: visual timetables, Now and Next boards, clear language, language groups, Social Stories and activities to practise interaction. We use WellComm screening in Nursery and NELI language screening in Reception, with targeted support where needed and outcomes shared with parents.
- **Emotional wellbeing**: calm spaces, adult check-ins, Zones of Regulation and social groups. Our Emotional Literacy Support Assistant (ELSA), Yvonne Malakouna, supports children with emotional understanding, confidence and relationships where appropriate.
- **Sensory and physical needs**: movement breaks, sensory circuits, sensory tools, flexible seating and motor skills programmes. Equipment and assistive technology may be used where appropriate.

We work with services such as Speech and Language Therapy, advisory teachers, Educational Psychologists, specialist school outreach, Occupational Therapy and Physiotherapy. Wellbeing support may include HIVE, CAMHS, NESSIE and family support or Early Help. Referrals are discussed with families and depend on needs, criteria and availability. We also have a Mental Health Practitioner who works directly with parents.

Working with you and your child

Your knowledge of your child helps us plan support. Pupil passports describe what helps them learn and participate; learning plans set out individual outcomes and support where used. We listen to children in ways suited to their age and communication needs.

- **Universal support for identified needs**: an autumn pupil passport meeting and two parent consultation evenings during the year.
- **SEN support**: an autumn pupil passport meeting, followed by spring and summer learning plan reviews. These replace the corresponding parent consultation meetings.
- **EHCP support**: an annual EHCP review, an autumn pupil passport meeting and an additional learning plan review. These replace the corresponding parent consultation meetings.



You can raise concerns between meetings. SEND coffee mornings also offer opportunities to meet the SENCO and share experiences.

Checking that support helps

We review learning and individual outcomes, including communication, independence, participation and wellbeing. If progress is limited, we reconsider needs, adapt support and seek advice where appropriate. The SENCO and school leaders review provision, with oversight from the SEND Link Governor.

Taking part in school life

We adapt teaching, resources and the environment so children can participate in lessons, PE, school-run clubs, trips and visits. We involve families in planning arrangements. The school has step-free access and one accessible toilet; equipment is arranged around individual access needs.



Where needed, we develop healthcare plans and risk assessments with families and relevant professionals. Staff receive training and guidance based on children's needs. For children who are looked after and have SEND, the SENCO works with the Designated Teacher and relevant professionals to coordinate support.

Joining school and moving on

We work with your child's previous setting and with you to understand their needs. Early Years arrangements may include setting visits, home visits and play and stay sessions. Individual transition plans are agreed where needed.

When children move into new year groups, staff share successful strategies and children meet their new teachers. Extra visits or transition books may help. For a move to another school, we share relevant information and liaise with the receiving setting. Secondary transfer planning for children with EHCPs begins in Year 5 and involves the family and Local Authority.

Admissions

Children with SEND who do not have an EHCP apply through the normal Local Authority admissions process. For children with an EHCP, the Local Authority consults the school through the EHCP placement process. Families are welcome to visit and discuss needs with the SENCO.

If you have a concern

Speak to the class teacher first, then the SENCO at senco@cuffley.herts.sch.uk if you need further help. If the issue remains unresolved, contact the Headteacher at admin@cuffley.herts.sch.uk. Formal complaints follow the school's Complaints Policy.

Useful information

School website: www.cuffleyschool.org
You can find our SEND Policy, Accessibility Plan and Complaints Policy on the school website.

Hertfordshire's Local Offer provides information about education, health, care, activities, family support and independent advice for families of children with SEN:
https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx

Our approach is informed by the SEND Code of Practice and Hertfordshire's Ordinarily Available Provision guidance, which describes support schools can provide as part of everyday teaching.