



SEND School Information Report

This document reports Cuffley School's provision for children with Special Educational Needs/ Disability (SEND). It outlines the support which all schools are required to implement as stated in the SEND Code of Practice. The report can be read alongside the school's SEND Policy, which is made available on the school's website.

At Cuffley, we believe that ***every child matters***. All children have an equal right to a full and rounded education which enables them to fulfil their potential. We use our best endeavours to secure special educational provision for children with Special Educational Needs and Disabilities (SEND). In addition, we aim for SEND pupils to achieve the best possible outcomes, and most importantly that they are happy and confident Learners. Cuffley is an inclusive school and is committed to providing equal opportunities for all children.

At Cuffley, there are approximately 9.8% of children with SEND and these include children with ASD diagnoses, medical diagnoses, learning difficulties, social/emotional needs and communication delays. All children are provided for, and provision is adapted appropriately to their needs. We pride ourselves on being flexible in our approach and staff will work closely with parents to ensure children are happy and making progress.

Important People at Cuffley	
Class Teacher	The class teacher is responsible for the learning of all children including those who have special educational needs. Your child's class teacher may speak with you and arrange a time to discuss concerns about their development. You can also share your concerns during parent teacher consultation evenings or at an arranged appointment.
Teaching Assistants	Some teaching assistants work closely with children who have additional and special educational needs.
Mrs Hannah Bedwell	Mrs Bedwell is the SEND Coordinator. She are responsible for coordinating the provision for all children with additional and special educational needs. If you have any questions regarding SEND provision at Cuffley please contact her via senco@cuffley.herts.sch.uk
Mrs Andrea Charalambous	Mrs Charalambous is our assistant head (pastoral), supporting children and families to overcome barriers to learning. She works in conjunction with our SENCO.
SEND Link Governor	Regular meetings are held with the SEND Governor, who reports back on school strategy, including identification of pupils with SEND, additional provision, assessment and monitoring, to the full governing body.
Mrs Charlotte Lloyd	Mrs Lloyd is our Deputy Headteacher and may be involved with some children with SEND. She may also attend meetings and supports the SENCO
Mrs Wendy Wing	Mrs Wing is our Headteacher. She may be involved with some children with SEND and may attend meetings. Mrs Wing supports the SENCO and is updated regularly with regards to the current provision of children with SEND.
The Local Authority	
Hertfordshire Council	The Local Authority of which Cuffley resides in. Hertfordshire County Council has a duty to support its local schools, the children and their families. They have a duty to publish their Local Offer detailing the services available for children with special education needs and their families. The Local Offer can be found using the following link: https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx

Families of children with SEND

- Cuffley School values your views about how to support your child to reach his or her potential.
- We invite you to termly meetings to discuss your child's progress and allow you to share your views.
- We encourage you to take part in and consult with you in producing a programme appropriate to meet your child's needs
- We invite and encourage your child to also share their views. They will have an opportunity to assess their own learning, express their concerns and seek for support they feel is appropriate for them.
- If your child is Looked After (LAC) and also has SEND, you can speak to the designated person for LAC – Mrs Wendy Wing

How we train our staff to support children with additional needs and SEND		
Staff members we train	Who trains our staff?	Knowledge, Skills or Qualifications they obtain
SENCO	Hertfordshire County Council Educational Psychologists	National SEN Award Training Qualification. Strategies promoting inclusive practices, assessment of SEND children's needs, identification of needs, determining outcomes and processing Education, Health and Care Plans, Provision Map planning Understanding various complex needs or learning difficulties and organising strategies to support.
Link Governor	Local Authority	Understanding of the SEN Code of Practice Understanding of responsibilities to support SEND children in schools
Head Teacher	Heads Conferences/Briefings SEND Panel Meetings	Implementing the SEN Code of Practice. Understanding and knowledge of new and current statutory requirements
Class Teachers and Teaching Assistants	Senior Leadership Team SENCO Various therapists and specialists	Strategies for inclusive practices, understanding of the needs of children with special educational needs, strategies for differentiating learning, strategies for SEND specific skills

Cuffley delivers a curriculum that is SEND appropriate, by:

- providing a range of strategies and/or resources to support your child's needs
- scaffolding or differentiating teaching and learning that sets high, yet achievable expectations
- carefully planning curriculum to match age, ability, interests and needs of all children
- rearranging and modifying the learning environment to suit the needs of some or all children
- training support staff to be able to adapt the teacher's planning to support the needs of the children
- seeking additional specialist advice to support all SEND children to access the curriculum

Cuffley ensures all children have the following access:

- step free access to those with physical disabilities
- there is one disabled toilet
- all equipment is accessible to all children regardless of need
- all PE lessons and sporting events are accessible for children with physical needs and considered with sensitivity
- School run extra-curricular activities and after-school clubs are accessible to children with SEND.

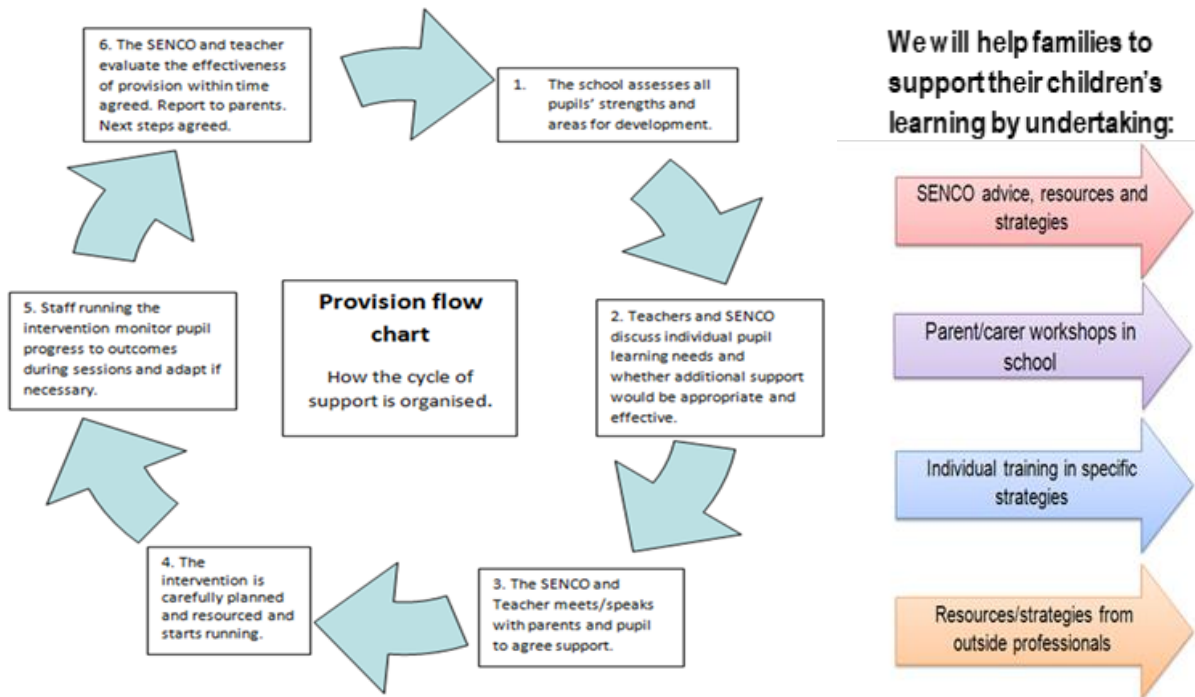


Graduated steps to supporting our children with additional needs and SEND		
Stage of support	What the support looks like	What happens when the support is unsuccessful
Step 1: Universal – Quality First Teaching	All children are provided with: <ul style="list-style-type: none"> • High quality teaching and learning in class • To include adaptations to match learning needs • All children benefit from high quality teaching 	A child moves to Step 2 when he or she makes limited to no progress. The child and the family are consulted and decisions are made for the child to receive additional support outside of the classroom.
Step 2: Targeted – Additional Interventions	Children are monitored at this stage by: <ul style="list-style-type: none"> • Running a six to eight-week intervention programme • Assessing their baseline and measuring their progress – reviewing the programme and adapting accordingly • Encourage children and the families to share their successes and concerns 	A child moves to Step 3 when he or she makes limited to no progress despite additional support outside of the classroom. <i>Your child is added to the SEND Register</i>
Step 3: Specialist Interventions	Children may receive: <ul style="list-style-type: none"> • Outside specialist provision • Referrals to services prioritised by the school • Request for an Education, Health and Care Plan (EHCP) 	A small percentage of children with significant needs may require an Education, Health and Care Needs Assessment (EHCNA). See Step 4 .

	EHCNA Process	EHC Plan
Step 4: Specified Individual support	Once an EHC Needs Assessment (EHCNA) has been approved by the Local Authority (SEND Panel): <ul style="list-style-type: none"> • in consultation with the family and the child outcomes will be produced • the school and professionals will give advice regarding appropriate specific support for the child to the local authority • specific resources, budgets and interventions will be named by the local authority 	Once the Education, Health and Care Plan is finalised: <ul style="list-style-type: none"> • Your child is added to the SEND Register as having an EHCP • a transition programme to settle your child into the plan will be actioned by the SENCO • begin positive collaborative relationships between families, child, school and professionals • training all relevant staff with skills related to EHCP • plan for an annual review meeting

Cuffley staff will support your child to make required progress by:

- ensuring appropriate teaching and support in order to for your child to achieve the best possible outcomes
- ensuring that thorough plans or in some specific cases, a learning plan or behaviour support plan may be drawn up in consultation with you and your child, which will set out details of strategies, resources and programmes individual to your child’s needs
- consulting and working with external agencies and specialists during planning and reviews of your child’s programme



Measuring the impact of our support

- your child's progress will be assessed in terms of his/her learning and starting point
- your child's progress will also be assessed with regard to specific interventions and provision
- the effectiveness of the support is reviewed regularly
- ensure individual outcomes have been achieved
- we will continue or research further interventions, if required to meet outcomes more effectively
- when your child completes interventions which are proven effective but have not made adequate progress, the SENCO will seek for more specialised support
- through regular meetings, you and your child will be kept informed and encouraged to be actively involved in all stages of this support (some meetings will be standard parent-teacher conferences and others will be review meetings)

Cuffley's Provision Map to support children with SEND

These interventions can change termly or annually based on the needs of the children and the additional support we are able to obtain from the Local Authority. Children with EHCPs have their specific provision as stated in their plan but they might also receive the interventions below. This list is not exhaustive, and provisions are adapted and run in response to our children's current needs.

Intervention	Description of Intervention
How we support the social, emotional and mental health and well-being of pupils with SEND	
Zones of Regulation	This is a proven whole school programme to support children to self-regulate during difficult situations. Strategies for regulating emotions are developed and children learn to identify difficult situations and how to react appropriately to the different sizes of problems they face.
Emotional Learning Support Assistant (ELSA)	Our ELSA is there to support the social and emotional well-being of children. ELSAs are there to support children's emotional literacy, to build resilience and self-esteem, to assist children with social and friendship skills and to support children through loss, bereavement and family break-ups.
How we develop skills in communication and interaction	
Lego Therapy	This aims to develop social communication skills such as sharing, turn-taking, following rules, using names and problem-solving. Children work in groups of three with each participant having a distinct role to build a Lego model collaboratively.
Social Stories	This is a communication tool. The stories are short descriptions of a particular situation, event or activity, which include specific information about what to expect in that situation and why.
Visual Supports	Visual supports are a communication tool, which can help provide structure and routine, encourage independence, build confidence, improve understanding, avoid frustration and anxiety; and provide opportunities to interact with others. Visual supports can take the form of a visual timetable or a now and next board.
Speech, Language, Communication and Autism advisory teachers	The school works closely with Hertfordshire Integrated Services for Learning. The service includes advice and support from Specialist teachers for Early Years, Autism and Communication needs.
Speech and Language Therapists	The school works closely with Hertfordshire NHS Speech and Language therapists (SALT) who work with children at home and during the school day. Children who are under SALT have regular intervention and progress meetings.

How we ensure children with physical/sensory and medical needs have fair access	
Individual Healthcare Plans	Children with medical needs have individualized plans to support them in accessing the curriculum, the school facilities, therefore they are a full member of the Cuffley community. These are developed and reviewed regularly with the children and families.
Risk Assessments	Some children with medical needs and disabilities have risk assessments. These are developed with the children and families. They are reviewed by the families and the SENCO annually.
Gross Motor and Fine Motor breaks	Individual or small group sessions to help develop children's gross and fine motor skills. These sessions are led by Teaching Assistants who receive training from various professionals in-house or visiting. Breaks are also held during class time.
School Nurse	The school nurse visits regularly to screen children's medical health. He/She monitors children identified and communicates this to the Senior Leadership Team and the SENCO. He/She also supports the school to link with other health professionals relating to the Dental hygiene health checks, as well as the Nasal Flu Vaccinations.



	How we support improvements in cognition and learning
Maths and English Catch-up groups	Teachers and Teaching assistants run these groups. Children are identified as having gaps in their learning and are therefore modified to re-engage children to access the learning.
Little Wandle Rapid Catch up	Trained Teaching Assistants run additional Little Wandle sessions for Key Stage 1 pupils. Some low attaining readers in Key Stage 2 may require support in decoding and spelling.
Advisory Teacher	The school works closely with Hertfordshire Integrated Services for Learning. The service includes advice and support from Specialist teachers for children with specific learning difficulties. Schools can access training from this service.
Consultation with Educational Psychologists (EP)	The SENCO will consult with the EP regarding children who are demonstrating limited or no progress. An observation, assessment and joint school family consultation will often take place. Due to a lack of recruitment, Hertfordshire EP's are only taking on statutory work so observations by EP's in the school setting is not available at the moment.

Moving Schools

If your child is joining us in Reception, at the start of a school year or in the middle of the school year:

- Your child's new teacher and SENCO will arrange time to discuss with his or her previous school/Nursery the best support for you child
- The new class teacher and our SENCO will monitor their transition and will go through our procedures (see table called **Graduated steps to supporting our children with additional needs and SEND**)
- If your child has an **EHCP**, our SENCO will arrange a meeting with his or her team of professionals as well as yourself to develop an individualised transition plan.

If your child is already settled at Cuffley, when he or she moves on to the next year group:

- Resources, strategies and information will be passed to the new teacher
- Scheduled visits to new classrooms will be planned to meet the new teacher and experience the environment
- If your child has an **EHCP**, our SENCO may arrange a meeting with his or her team of professionals as well as yourself to develop an individualised transition plan.

If your child is moving on to a Secondary school or another Primary school setting:

- Our SENCO will arrange a time to discuss your child's support programme with the new setting and their SENCO
- A member of the new setting, normally a SENCO, may visit Cuffley and meet your child, then have a discussion with the current class teacher and SENCO
- Your child will be invited to visit the Secondary school
- All transition programmes are tailor made/adapted to the needs of the child
- Children with an **EHCP** will be contacted by the local authority in the summer term of Year 5 to obtain choices for secondary education

Admissions for children with an EHCP

In the first instance, we strongly advise that a visit is made to the school and to meet with the SENCO and Head Teacher. Before choosing our school, we consider it important for parents to see the environment and the staff who will be charged with looking after their child. The visit will also allow parents to assess whether Cuffley School is the right place for them and to understand just how the child's needs could be met.

Once you have named our school as one of your preferred choices in your child's plan:

- The Local Authority will send the school copies of the child's most recent EHCP which outlines the child's needs.
- The Local Authority will consult with the school to determine whether the school can meet the child's needs.
- The school will invite the family to visit the school and speak with the SENCO. We strongly encourage this visit as it will allow us the opportunity to meet and discuss any questions and concerns you want to



address. In addition, it will allow you to determine whether we are the appropriate school for your child. The process will therefore allow you to make an informed decision.

Admission to the school may be delayed while we seek information from the child's previous setting, to enable us to have a full understanding of needs – which will ensure our setting is as appropriate as possible.

Admissions for children with additional needs and SEND

As stated above, a visit to the school is considered to be vital to assess whether our setting will be appropriate and that Cuffley can meet needs.

If your child has additional needs or has SEND but no EHCP, please apply via the local authority route's normal admissions procedure. We still strongly encourage you to visit the school to have the appropriate discussions about your child's needs and help you determine the suitability of the school to support your child.

When things have not worked out as you hoped

1. Please speak to your child's class teacher in the first instance, this is often the most effective approach as your child's class teacher will know your child best.
2. If things have not been resolved or you feel that you need additional assistance, please make an appointment with any of the following - the SENCO; the Phase Leader or Deputy/Assistant Headteacher. The Headteacher can also be involved at a later meeting if appropriate.
3. If you wish to make a complaint, our complaints procedure can be located on the school website: <https://primarysite-prod-sorted.s3.amazonaws.com/cuffley-school/UploadedDocument/441901d0-a30e-4220-bb68-4eb38ade612e/complaints-policy-september-2020.pdf>