

		Cuddington Community Primary School - SEND Information Report 2026-2027
	Questions	Cuddington Community Primary School's Response
1	How does the school know if children need extra help and what should I do if I think my child may have special educational needs?	• The school has an SEN policy which can be found on the school website at: https://www.cuddington.thpt.org.uk/Policies-Procedures/ • The school's Inclusion Lead is Vice Principal, Alex Farley • The SENCO is Alicia Roberts senco@cuddington.thpt.org.uk • The phone number is 02087162677 • The progress of all pupils is monitored regularly by class teachers and the senior leadership team so that when a pupil is not making expected progress in a particular area of learning the school can identify the need for additional support. This will then be discussed with parents/carers and the pupil concerned and an appropriate approach taken. This is known as a graduated approach to meeting their needs. • The class teacher, Principal and SENCO meet formally every 6 weeks to discuss the children's progress. • If parents/carers have concerns about the progress or attainment of their child, they should in the first instance make an appointment to speak to the class teacher to discuss their concerns or alternatively they can speak to the school's SENCO.
2	How will school staff support my child?	• Cuddington is a fully inclusive mainstream setting with an attached Centre provision designated by the local authority as an ASD Centre. This means that it accepts children with a high level of Autism. This provision is known as The Jubilee Centre. • Our staff are trained to cater for learners with a range of difficulties including the categories set out by the SEND code of Practice: Cognition and Learning; Autism; Social, Emotional and Mental Health and Sensory and/or Physical difficulties. • We take a whole school approach to responsibility for our children with SEND. Our mainstream classroom teachers have a crucial role to play in addressing barriers to learning, long before a pupil is referred for additional intervention & support. This is known as quality first teaching. • Staff are trained in how to provide Ordinarily Available Provision to meet the needs of all pupils. • When the school identifies the need for additional support to enable a pupil to make expected progress the parents/carers will be invited to a meeting at the school with a Learning Plan, also known as SEND Support Arrangements. • This Individual Learning Plan will detail what sort of provision is in place, what outcome is expected, who is providing it and for how long.

		• Our school provision map shows the range of interventions in place in our school which will be used where we identify children who will benefit from these interventions. All the intervention programmes we use are tried and tested and known to support children to make increased progress. Interventions may include ELSA, Drawing and Talking, Literacy Gold, Attention Autism, a multi-sensory phonics programme, Lego Therapy, Social Skills groups and Toe by Toe amongst others. • We will monitor the progress of all children receiving additional support to ensure that the provision we have put in place is having the impact we are expecting • The termly review that we do as part of the Plan, Do, Review cycle will inform the planning of next steps for your child. If a particular intervention has not been successful, we will plan further alternative interventions / support. • Our governors play an active role in monitoring the quality of our special educational needs provision. Our SEND governor is Jacqueline Pierce.
3	How will the curriculum be matched to my child's needs?	• All teachers are provided with information on the needs of individual pupils so that they can plan the learning within our curriculum to ensure that all pupils are able to make progress. If, for example, a child has Speech, Language or Communication Needs teachers will use simplified and reduced language and visuals to support them to understand new vocabulary. • Differentiation is embedded throughout our curriculum and practice. The Inclusion Lead and SENCO monitor all planning on a regular basis to ensure that the curriculum is appropriately differentiated for all learners. We ensure that we tailor our teaching to the needs of the children. • The Senior Leadership Team (SLT) regularly assesses the quality of the teaching to ensure that all children are receiving a high standard of teaching and learning. The SENCO, Vice Principal / Inclusion Lead, and Principal are all part of the SLT.
4	How will both you and I know how my child is doing and how will you help me to support my child's learning?	• We operate an open-door policy and encourage any parents/carers with concerns about their child, however small, to make an appointment to talk to their child's class teacher or a member of the Inclusion team as soon as they have concerns or are concerned about their child's overall progress. • Every child with an EHCP or significantly high needs has a Home-School link book that is contributed to up to three times a week or more to give informal feedback to parents. • Parents/carers will be invited to a termly meeting to discuss the support that the school are providing and how they can help their child at home. At this meeting we will talk about the progress your child is making and share ideas about how we can together help them to do even better. • Your child's voice is of utmost importance to us, and we will always involve the children in their support for every step of the way. We carefully explain, in language that they can understand, what targets we have set for them in their Learning Plans and what help we will give them to achieve those targets. Where a child has an EHCP, we invite him or her to their annual reviews when appropriate. • The school also has a regular reporting cycle where parents are informed of progress. Following the report, parents are welcome to come into school to discuss how that can support learning.

		During our assess, plan, do and review cycle, we will let you know what you can do to help support your child at home.
5	What support will there be for my child's overall well-being?	- All pupils are supported with their social and emotional development through the curriculum and at playtimes. - All members of staff, including the class teacher and Inclusion team are readily available to children who wish to raise concerns and issues. - The school employs an emotional literacy support assistant – ELSA- on a part time basis. As well as being able to support individual children who have been identified as needing additional support with their emotional literacy, she is able to support and signpost teachers with/to additional resources that can be used in the classroom - All staff are trained in the use of the Zones of Regulation and Emotion Coaching and there is a common language around the school about children's feelings. All classes have a Zones of Regulation display and calm down area. - The school has access to advice from trained bereavement counsellors at Winston's Wish when needed. 'Learning Gems' highlight key learning behaviours we want to celebrate and develop. This system is constantly being evaluated and updated/ adapted to meet the needs of our pupils. - Attendance is monitored rigorously in school by the Attendance Lead and the Local Authority Inclusion Officer. Poor attendance is addressed accordingly, and support offered where necessary. - The school dedicate certain days throughout the year to focus on mental and physical health, such as 'Hello Yellow' and Children's Mental Health Week. - The school can make referrals to MindWorks, Surrey if a pupil is not responding well to support and interventions offered in school. - The school has two members of staff trained in the Drawing and Talking intervention. Sessions are held 1:1 and it enables pupils to discover and communicate their emotions through a non-directed technique. - As part of our commitment to supporting children with additional needs, we are fortunate to have a STIPS (Specialist Teacher for Inclusive Practice and Support) member of staff attached to our school. This partnership enables us to respond swiftly and effectively when concerns arise around a child's mental wellbeing or emotional regulation. In such cases, we work collaboratively with the STIPS professional to develop a personalised PERMA plan — a strengths-based approach that focuses on Positive emotion, Engagement, Relationships, Meaning, and Achievement. These plans help us to tailor support strategies that promote emotional resilience and wellbeing, ensuring each child feels safe, understood, and ready to learn.
6	What specialist services and expertise are	As a school within the Howard Partnership Trust (THPT), the school has access to the trust-wide clinical psychology team.

	available at or accessed by the school?	• The school is able to access a range of external services, such as the Educational Psychologist, Speech and Language Therapy, Occupational Therapy, Specialist Teachers for Inclusive Practice (STIPS), REMA (providing support for travellers and children with English as an additional language), CAMHS (Children and Adolescent Mental Health Services), social services, school nurse, autism outreach, PSSS (Physical and Sensory Support Services) to support children with a hearing /visual impairment. Parents' consent is always obtained before referring a child to external agencies. • The school is proud to have two trained ELSA's (Emotional Literacy Support Assistant) on staff. • All staff are trained to use dyslexia friendly strategies within the classroom that benefit all children. • We work closely with a local special school, which is also part of the Howard Partnership Trust (THPT), Linden Bridge, to ensure that the pupils in the Jubilee Centre, as well as our mainstream pupils, are well supported.
7	What training are the staff supporting children with SEND had or are having?	• Alicia Roberts is the SENCO and the Centre Lead for the Jubilee Centre and a member of the Senior Leadership Team. • Bereavement counselling training • ELSA training • Makaton training • Autism training from ASD Outreach and Linden Bridge • TEACCH training • Training from our mainstream and centre speech and language therapists (SALTs) to provide strategies to use within the classroom • PDA training from ASD Outreach • STIPS training to support with strategies to use within the classroom. This has included individual children approaches and whole class approaches. • PRICE and de-escalation strategies • We invest time and money in training our staff to improve wave 1* provision delivery as well as skills and knowledge of wave 2 * & 3* interventions (precision teaching, better reading partnership, Phonics and Toe by Toe, Dyslexia Gold, social skills, occupational therapy programmes, reducing the language load for children with a speech and language communication need). • We build special educational needs into our strategic staff training programme. • We regularly invest time and money in training our staff to improve quality first teaching and develop enhanced skills and knowledge delivery of additional interventions. • We identify areas where staff require additional training, and we work with our qualified staff and external partners to provide this. This has included training on working with students with dyslexia, ASD, attachment difficulties and trauma. We also focus on effective provision in the classroom, including differentiation of resources and teaching strategies. • Staff have access to a rich diet of professional development leading to NVQ qualifications.

8	How will my child be included in activities outside the classroom including school trips?	• All students have the opportunity, and are expected to, participate in educational visits. • Risk assessments are rigorously carried out before undertaking any trip or taking part in any activities, paying particular attention to safety and access for children with special educational needs. These children are named on the risk assessment with a plan for their inclusion. • We put 1:1 support in place as appropriate so that all children can access activities outside the classroom. • We communicate with our parents at the planning stage. • We never exclude any child because of financial difficulties. • Each child receives a social story for an educational trip or themed day within school, to inform them of how it will be different and the structure of the day. • For children within our centre provision, a member of Jubilee Centre staff will always attend the school trip to support and act as a key adult throughout the day. Children within the centre will also have access to trips with their mainstream and centre class.
9	How accessible is the school environment?	• We have an Accessibility Plan in place, and all our staff are fully aware of the requirements of the Equality Act (2010), ensuring that policy and practice follow these requirements. • We are vigilant about making reasonable adjustments, where possible. Our policy and practice follow the equality Act 2010. • The school is a two-storey building, there is currently no step free access to the first floor, but the ground floor is fully accessible. There are ramps on some external doors that may have a slope. • There is a disabled toilet for children in wheelchairs. • There is an adjustable height changing bench for children with intimate care needs. • Some staff are trained in intimate care procedures. • We value and respect diversity in our school and do our very best to meet the needs of all our learners.
10	How will the school prepare and support my child to join the school, transfer to a school or the next stage of education and life?	Many strategies are in place to ensure that your child's transition to his/her new school is a success. • We have a robust induction programme for new pupils, in the summer term we run 'Cuddington Bear Club', a series of three sessions when new Reception children (including centre children) come to visit the school. Children who attend the Jubilee Centre will also be invited for 'Stay and Play' sessions to support their transition into the Jubilee Centre. • The reception team either completes home visits in July or organises 1:1 chats with the families of all new children to the school before they start school. • We use information from feeder settings to support children and families when they join our school. • We have excellent relationships with our main feeder secondary schools, and the Inclusion team organises several visits to schools during the summer term of year 6. The children are given further opportunities to visit their new school as often as they like before September. • Staff are encouraged to attend induction days with our more vulnerable and anxious children.

		• Secondary school staff visit our school to speak to staff and children during the summer term. Information and best practice are shared between the junior and secondary staff. • The Inclusion team runs a transition programme over several sessions for children with SEN in the summer term prior to transition in September. • Where a pupil has more specific needs, a separate meeting will be held between a member of the Inclusion team, the parents/carers and the secondary school SENCo at which detailed information will be shared. • We have external services, who come and run transition workshops with year 6 children to prepare them for secondary school.
11	How are the school's resources allocated and matched to children's special educational needs?	• Finances are monitored regularly by the principal, finance officers and by The Howard Partnership Trust. • We seek to ensure a value for money service, so all interventions are costed and evaluated. Our budget is allocated according to our Provision Management system. All interventions are costed and evaluated so that we can assess how effective they are. • Where specific resources are needed for children, we allocate funds from our SEN budget or from external specialist support services, such as PSS. • Children whose needs cannot be met through the school's own resources will go through a process to be assessed for an Education, Health and Care Plan (EHCP). Should an EHCP be granted by the local authority then additional resources and support may be provided.
12	How is the decision made about what type and how much support my child will receive?	• Quality first inclusive practice is clearly defined in our school, and we expect all staff to deliver this. Should our regular monitoring cycle show that additional support is needed, there will follow a discussion between the class teacher, Inclusion team, child (if appropriate) and the parents/ carers as to the nature of the additional support required. • Where the need for additional support is identified, a 'passport' is completed with the child's input. A Learning Plan is then set with outcomes and SMART actions stated. • All interventions are time bound and monitored for impact and outcomes. • The Inclusion team oversees all additional support and signposts teachers if necessary.
13	How are parents involved in the school? How can I be involved?	• We whole-heartedly believe that parents / carers know their children best and welcome dialogue between school and families to support the children's learning and needs. • We operate an open-door policy and make time to meet with parents / carers. There are always staff available at morning and afternoon drop off. • At the start of the school year, each class holds a coffee morning where parents are invited to meet their child's class teacher. Here the expectations for the year are set as well as the focuses around the curriculum. • Families are invited to contribute to our school in a variety of ways for example through questionnaires, comment boxes, evaluations, class helpers, assemblies, concerts, open evenings where the children's work is shared and school trips and activity days.

		• We have parent reps in each class and our 'PSA' are very active in contributing to school life. • Parents / carers are encouraged to help in the classrooms, activities and on trips. • Our governing body includes parent governors. • Parents attend Annual Reviews of their child's EHCP and meet to discuss the updated learning plans.
14	Who can I contact for further information?	• The school office • Your child's class teacher. • The Inclusion team, SLT or Principal if you need further information or are worried about any aspect of your child's education. • The local offer is published on the school's website. • Websites, such as the Surrey Parents Partnership, the National Autistic Society, The British Dyslexia Society, Surrey Children's Services and Surrey County Council are all very informative and can signpost the way to additional support for you as a family. • If you have any concerns about the provision made by the school for your child which you do not feel have been adequately addressed, please contact the principal, Miss Emma Dempster, or Sam Pinder, THPT Governance manager Sam.Pinder@thpt.org.uk