

Cuddington Primary School's SEN Information to be read alongside school's SEND policy 2025-2026

Principles and Objectives of Cuddington Primary School.

How does Cuddington Primary School know if my child needs extra help?

At Cuddington Primary School, all children have access to a broad curriculum covering all the statutory subjects. Learning is planned through a variety of themes or topics to engage all learners in our care. It is the class teachers' responsibility to regularly assess each child against learning objectives and make decisions about future learning. If a child is unable to achieve certain objectives, then the objectives are reshaped and reasonable adjustments made to support the child further – if this does not appear to be helping, then the class teacher will speak with the school's SENDCo about advice on what to do next.

On entry to Reception, all children are screened using our WellComm screening tool – this is a way of assessing children's language development

Communication and Interaction	Cognition and Learning	Social, Mental and Emotional Health	Sensory and/or Physical
- Teaching and Learning strategies in place and adjustments made to meet the needs of all children - Not making expected progress in EYFS Assessments - Speech and Language possible involvement/assessment	- Teaching and Learning strategies in place and adjustments made to meet the needs of all children - Not making expected progress in EYFS assessments - Not making expected attainment in Phonics Test (end of Year 1) - Not making expected progress in any year group based on attainment information - Regular assessments against their learning objectives, which will inform future learning	- Teaching and Learning strategies in place and adjustments made to meet the needs of all children - A child finds it difficult to adhere to Behaviour Policy that is in place - Action for Inclusion meetings held between LEA/School SENDCo and Pre-School Leaders - Observations by teachers on social/emotional skills - Key Workers in place if necessary	- Teaching and Learning strategies in place and adjustments made to meet the needs of ALL children - Outside agency involvement - Close liaison with EYFS/Nurseries to ensure needs of child are met - Action for Inclusion meetings held between LEA/School SENDCo and Pre-School Leaders

What should I do if I think my child may have a special educational need or disability?

Through regular professional dialogue amongst staff at Cuddington, if we feel a child may have a special educational need, then we will contact parents straight away. However, if a parent feels their child has a special educational need, then they need to speak with their child's class teacher immediately to talk through any concerns, who in turn will discuss with our SENDCo.

There are 4 main areas to help us identify what specific Special Educational Need your child may have;

Cognition and Learning



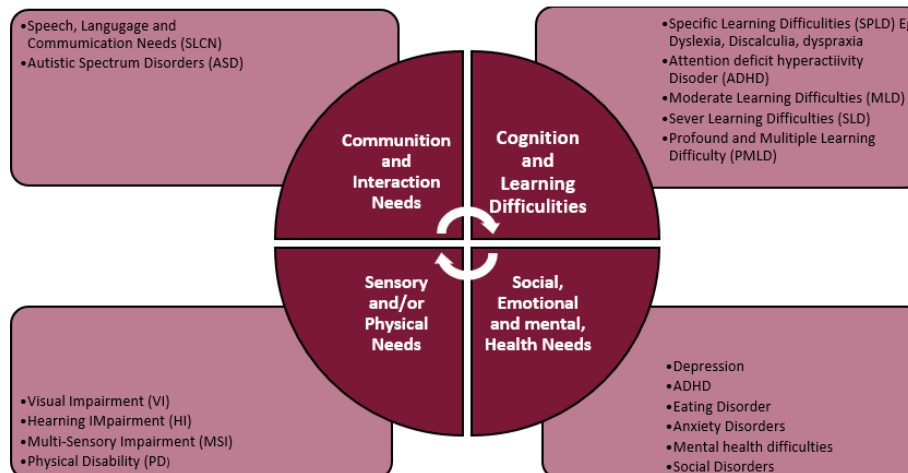
Social, Emotional and Mental Health



Communication and Interaction



Sensory and/or Physical



How will Cuddington Primary School support my child?

At Cuddington, there is a culture of '*no child is left behind.*' Therefore, school staff will work closely with any child who has a Special Educational Need to find out what the child 'can do' and build on this from whatever their starting points are. It is the expectation that our teaching and learning policy is at the heart of all planning and regular reviewing of individuals. Class teachers are responsible for this and to deploy any Teaching Assistant support appropriate to the needs of the child. School staff including the SENDCo work closely with external agencies to follow specific advice about ensuring future progress. It is crucial that there is developing and strong relationships with parents where school, parents and child work together to provide positive outcomes. At Cuddington we work closely as a team and if staff have a concern about a child, we follow the school's graduated approach. We begin to follow the Graduated Response approach of 'Assess, Plan, Do and Review' with first concerns.



**Communication and
Interaction**

Cognition and Learning

**Social, Mental and
Emotional Health**

Sensory and/or Physical

• I will be contacted by the Class Teacher if there are any concerns about my child • An Action Plan will be put in place by the school • Assessments will be carried out • External agency support may be sought eg; Autism Team, Speech and Language • Children with clearly identified difficulties may have the option of accessing our Internal teaching provision for numeracy and literacy	• I will be contacted by the Class Teacher and be informed that my child is receiving additional support to ensure expected progress is made • I will be kept up to date with the impact of these interventions • I will be informed three times a year about my child's progress (if they are on SEN Support List) • Children with clearly identified difficulties may have the option of accessing our Internal teaching provision for numeracy and literacy	• I will be contacted by the class teacher if concerns regarding social, emotional, behavioural difficulties are raised • A personalised behavior plan will be put in place if necessary • The school's Family Support worker will work as a liaison between home and school • The school's ELSA will support their child through Zones of Regulation • School staff may seek external support to help individual children	• I will be contacted by the Class Teacher if concerns regarding my child's physical or sensory difficulties are identified • I will be very clear about what the school are putting in place to support my child's needs • The school's SENDCo and 1 other teacher has accessed SPOTTs training (sensory training) to support individual children
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Who else could work with my child to help them make progress?

Class Teacher, Teaching Assistants, Special Educational Needs Disability Co-ordinator (SENDCo) and a Family Support Worker are all professionals who are based at Cuddington Primary School and will work to ensure any child with SEND makes progress relative to their primary need.

There may be referrals into external agencies dependent on need, but this will only be completed with parental permission

How will the curriculum be matched to my child's needs?

Work will be planned against what each child can do and therefore future learning will build on this. One of the most important aspects of children's learning is to access such learning with a developing level of independence.

Communication and Interaction	Cognition and Learning	Social, Mental and Emotional Health	Sensory and/or Physical
• Flexible teaching arrangements • Structured school and classroom routines • Adapted curriculum delivery eg simplified language, minimal use of language, visual prompts • Differentiated outcomes e.g. cartoon strip instead of written prose • Increased visual aids/modelling • Visual timetables/Now and Next • Use of symbols	• Adapted curriculum planning and work • Adapted homework • Adapted delivery e.g. simplified language, slower lesson pace • Differentiated outcomes e.g. cartoon strip, use of ICT • Increased visual aids • Visual timetables • Illustrated dictionaries • Use of writing frames • ICT as alternate means of accessing curriculum • Recording/voice assistive technology	• Whole school/class behaviour policy with graduated approach • Whole school/class reward systems • Whole school/class rules/expectations • Flexible boundaries through the school's behavior policy • Access to 'Zones of Regulation' to help children regulate	• Flexible teaching arrangements eg seating, pupil is able to physically access lesson and move freely • Teacher aware of implications of sensory and physical impairment e.g. not covering mouth up to hearing impaired child, light implications for visually impaired and lip readers • Availability of resources e.g. writing slopes, matt laminates, pencil grips

How will I know if my child is doing well and how will Cuddington support me in helping my child?

You will know through a variety of sources:

- Dialogue with your child's class teacher, TAs responsible for scaffolding any learning and conversations with your child.
- For any child receiving SEND support there is a planned parent meeting each term to know if their child is "on track" to make expected progress. Parents will receive a One Page Profile and a Plan Do Assess Review document each term to outline the targets set for each child receiving SEND support and identifying any additional interventions that are being put in place.
- Seeing how your child accesses any homework.

Your child's class teacher will help you support your child by informing you of "how we do it in school" to ensure a consistent approach to the quality of their provision.

What support will there be for my child's overall well-being?

If a child's well-being is positive then any child will have the capacity to learn. Cuddington prides itself on ensuring we care for each child in our school no matter what their need is.

Close monitoring of SEND children ensures that no child "falls through the net". If we were in any doubt that well-being was being compromised, then we would contact parents immediately and agree on next steps to take together to support our most vulnerable children.

A Family Support Worker has been in place since September 2022 and it is their shared responsibility to ensure that the emotional, social needs of any child/family in the school are being met.

What specialist services and expertise are available at or accessed by the school?

The school's SENDCo will liaise with a variety of external agencies to meet the needs of children in school:

- Educational Psychologist
- Speech and Language Therapist
- Specialists from the Autism Team
- Paediatrician
- Occupational Therapist
- Physiotherapist
- CAMHs

Communication and Interaction	Cognition and Learning	Social, Mental and Emotional Health	Sensory and/or Physical
• A trained TA to deliver Speech and Language Interventions to all children requiring additional support • The specialist advice of a Speech and Language Therapist who works with children receiving an EHCP • The expert knowledge and advice of the Autism Team • The SENDCo is the Lead professional for the school for the Autism Team	• All staff are trained in Dyslexia Friendly Teaching • Whole school staff are trained in using Numicon • The SENDCo has established TAs with lead responsibility for Key areas	• The head teacher works with other professionals to lead a Behaviour Traige system across all Northwich Schools • Outreach support via the Local Authority's SEND Team • Family Support Worker	• The SENDCo has a close working relationship with Physiotherapists and Occupational Therapists who will offer advice and support for individual children.

What training is available for Staff at Cuddington Primary School?

The school's SENDCo has completed her postgraduate degree for the NASENDCO at Chester University in December 2024, which ensures the school is completely up to date with new legislation and current practices.

Training is based on staff needs to support the children in their care. Usually, a professional conversation with the school's SENDCo, helps class teachers to make decisions around the learning of their SEND children. The most recent training Cuddington School Staff have had includes:

- WellComm training
- Dyslexia Training
- Elklan Training

ALL school staff are trained in Safeguarding and the expectations around who to speak to if they have any concerns around child safety.

Communication and Interaction	Cognition and Learning	Social, Mental and Emotional Health	Sensory and/or Physical
• Regular involvement and training from Autism Team • SENDCo Lead professional meetings for all staff • SENDCo and school completing “Writing” training/workshops	• Dyslexia friendly Training • Talk for Writing • Numicon training • Teaching and Learning teacher training	• “Managing Children with Challenging Behaviour” staff training.	• Positive handling training • First Aid training for key Staff • Diabetic training • Epipen Training

How will my child be included in activities outside of the classroom, including school trips?

SEND children are included in ALL mainstream activities. There are occasions when off-site trips need to be carefully thought out to meet the needs of SEND children, but each SEND child accesses what any other child at Cuddington does – including residential visits.

The school effectively uses our resources of TAs to help support and enable children to access school trips, visits and residential. We believe these are a valuable and essential part of the curriculum and ALL children will be fully included.

In exceptional circumstances, possibly in medical cases, a parent may be asked to attend a residential to ensure a child is able to access safely the residential or visit.

How accessible is the school environment?

The recent new building work has ensured that our school is up to the required standard for children with SEND needs. There are accessible ramps and wide doors with disabled toilets in specific areas of the building. We have an Accessibility Policy available on our website

Communication and Interaction	Cognition and Learning	Social, Mental and Emotional Health	Sensory and/or Physical
• Key word lists are present in all classrooms • Headphones and listening centres	• Lap tops are linked to teachers • Coloured screens on white boards • Visual reminders • Word banks • Now and next boards	• Behaviour Policy clearly displayed • Class rules/ expectations are displayed • Visual reward charts in place	• Doorways wide enough • Access for wheelchairs to all parts of the school

How will Cuddington prepare my child to join our School or transfer to a new school?

Children with SEND who join our school are encouraged to visit us over a few mornings or afternoons to build up relationships with friends and school staff. It is also a good opportunity for school staff to ensure that the needs of any new child with SEND are met as soon as the child starts. This is also the case if the child were to move to a different setting. A careful, needs based approach is critical in the smooth and effective transition.

There is also the transition between classes, where class teachers share all their knowledge of the child along with their child profiles. Child profiles would also be sent electronically to the receiving setting. We would ask to see a "Child Profile" (or the equivalent if the child was moving from a different authority).

Notes/information is shared between services/outside agencies to ensure the highest standard of provision is in place. SENDCo works very closely with external professionals e.g. OTs to ensure environment is fully prepared for child's transition.

What resources are available to match my child's needs?

The following is a list of some of the many resources available to our children at Cuddington for the 4 areas of need.

Communication and Interaction	Cognition and Learning	Social, Mental and Emotional Health	Sensory and/or Physical
• In class support to aid delivery of targets • Speech and Language support/interventions – group/1:1 • Social skills groups • SEND Lunchtime Games • Alternative methods of communication – signing • Additional planning for transition • Access arrangements for ALL assessments • Use of ICT – Writing with	• In class TA literacy and maths support • Catch up Programmes • Intervention groups – to ensure expected progress is made • Differentiated resources – word banks, spelling lists etc • 1:1 precision teaching • Talk for Writing • 1:1 Maths Interventions/Tutoring	• Social skills groups • 1:1 Social stories • Monitoring at break/lunch times – SEND Lunchtime Games • TA support at lunchtimes • Access arrangements in place for assessments • 1:1 Behaviour Programme – Anger management techniques etc. • Individual Behaviour Plans • Additional planning for Transition • Zones of Regulation	• Co-ordination groups are taught • Handwriting/Fine motor programmes • Visual/Auditory Perception/Memory group activities • 1:1 support in class to facilitate access to curriculum • Exam Access arrangements • TA to monitor safety and give discreet support to enable child to be as independent as possible. • Sloping writing boards • Enlarged paper resources

symbols etc • Visual timetable • Now and Next Boards • Social stories • Colourful Semantics	• Access arrangements for ALL assessments • Additional planning for transition • Coloured visual aids/interactive boards linked to laptops/background suited to cohort	• Behaviour Support Team if necessary	• Specialist seating/chairs, ICT etc • Additional planning for transition
<u>How is the decision made around what provision my child needs?</u> Decisions around specific provision are based purely on learning, medical and sensory needs. School staff need a full understanding of a child’s strengths and what they “can do” before any differing provision decisions are made. These decisions will be made alongside parental views. The primary aim is for a child to access the curriculum as independently as possible and to develop key self- help strategies for learning/socialising. If a child is not making the expected progress the situation is reviewed and additional support considered. If a child is finding it difficult to behave appropriately then after observations/strategies, additional support is considered by all involved – parents/pupils/staff. If your child has clearly identified Special Educational needs they may be invited to join the Internal Teaching provision for Numeracy and Literacy lessons. Parents will be fully involved in this decision.			
<u>How are parents of SEND children involved in our school?</u> In exactly the same way as all parents. We have an “open door” policy for any parents who want to share positive comments and celebrations along with any questions or concerns they may have. For working parents, we have a home communications book for our SEN children so we know what may have happened at home and parents are informed about what is happening at school. <u>What are the arrangements for supporting children and young people who are looked after by the Local Authority and have SEN?</u> Over a third of looked after children have an identified special educational need. Cuddington recognises that for Looked after children, many of whom may have difficult circumstances to overcome, it is imperative that their needs are quickly and efficiently assessed and provided for so that the effects of any instability on their education is reduced to a minimum. At Cuddington we liaise closely with the relevant professionals, listen to both the pupil and their carers wishes and support the Local Authority in implementing the right support.			
<u>How will Cuddington consult with my child in their provision of SEND?</u> SEND children are consulted each day about their provision through positive feedback from school staff and how each child needs to improve further. Feedback is unique to each SEND child dependent on their stage in learning and the language they are able to access. Each child with an identified SEND holds a One Page Profile and a Plan, Do, Assess, Review document. ALL information about the child is held in this document – educational, health, well-being, external agency involvement. As part of this document, the class teacher writes targets for the child and shares these targets with the parent and child.			

Who can I contact for further information?

If you are a parent who has a child with SEN then please contact your child's class teacher in the first instance.

Mrs. Jenny Ducker is the school's SENDCo (**ducker@cuddington.cheshire.sch.uk**); in her absence please contact Mrs. Sarah Potter, Head of School (**head@cuddington.cheshire.sch.uk**)

Mrs. Sarah Potter is the Designated Safeguarding Lead. If you would like to contact her, then please do so via the school office.

Alternatively, call the school office **01270 360030** to make an appointment with any of the above staff.

If you have a complaint relating to your child with SEND, then please follow our Complaints Policy on the school's website.