

Cudham CE Primary School

Special Educational Needs and Disabilities (SEND) Information

Report 2026-2027

(Last updated September 2026)



CUDHAM
CE Primary School



Our Vision *"Together, we Aim, Believe and Achieve"* is underpinned by our core intent: we do all we can to ensure the success of our pupils academically, spiritually and morally. We celebrate individuals, embrace differences and welcome staff and children of all cultures and of all religions (or none) as part of our inclusive culture. Children flourish within our nurturing Christian family and each child is valued, supported and challenged in order that they thrive and succeed.

The Report follows The Special Educational Needs and Disability Regulations 2014 Schedule 1 Regulation 51. Cudham CE Primary School adheres to the SEN Code of Practice 2014 and recognises the four primary areas of SEND:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional, mental health
4. Sensory and/or physical

The range of support deployed will be tailored to individual need, following thorough assessment by internal or external agencies. It is designed to promote pupils towards becoming independent and resilient learners and should not be seen in isolation.

This report has been co-produced with key stake holders, including pupils, parents/ carers, staff and governors.

Information and Guidance

Who should I contact to discuss the concerns or needs of my child?

Class teacher

Your child's class teacher should always be the first point of contact if you wish to discuss your child's learning. He/she will know your child best and is responsible for planning, assessing and reviewing your child's learning and progress.

He / she is responsible for:

- Adapting and refining the curriculum to respond to strengths and needs of all pupils. Checking on the progress of your child and identifying, planning and delivering any additional support.
- Contributing to devising personalised learning plans to prioritise and focus on the next steps required for your child to improve learning.
- Applying the school's SEND policy.

If you have concerns about your child, you should speak to your child's class teacher first. You may then be directed to the SENDCo.

Special Educational Needs Coordinator (SENDCo)

She is responsible for:

- Coordinating provision for children with SEND and developing the school's SEND policy.
- Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.
- Ensuring that parents of children with SEND are:
 - Involved in supporting their child's learning and access
 - Kept informed about the range and level of support offered to their child
 - Included in reviewing how their child is doing
 - Consulted about planning successful movement (transition) to a new class or school
- Liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome any difficulties.

She is responsible for:

- The day-to-day management of all aspects of the school, including the provision made for pupils with SEND

They are responsible for:

- Supporting the school to evaluate and develop quality and impact of provision for pupils with SEND across the school.

Miss Jenna Titmus

Email: jenna.titmus@cudham.bromley.sch.uk

Head teacher: Mrs Lisa Askew
admin@cudham.bromley.sch.uk

ACC member:

Assessment, Planning and Review

How can I find out about how well my child is doing?

In the first instance, additional provision will usually be managed and delivered by the class teacher through their quality first teaching and in-class provision. If appropriate, additional support will be put into place and reasonable adjustments made. This may take the form of additional or modified resources, targeted group support or paired/individual support within clearly defined areas. The aim of the support will always be to accelerate progress and overcome barriers to learning.

Ongoing monitoring takes place by class teachers, the SENDCo and Head teacher to identify pupils who are not making progress. Additional support is documented in termly class provision maps which outline support above and beyond high quality teaching. Some children's individual support is recorded on an Individual Plan. In consultation with the SENDCo and parents, short term targets are agreed which prioritise key areas of learning or behaviour against which progress can be measured. Where external agencies are involved, their advice and recommendations are included. Actions agreed consider each pupil's strengths as well as their difficulties. In some cases, Individual Support Assistant (ISA) may be allocated. This support is deployed to ensure your child can engage in lessons and wider school activities and to facilitate independent learning to support transition to adulthood.

Formal parents evening meetings are held termly with parents and where relevant, the SENDCo. When appropriate, pupils are invited to review meetings and their contribution is valued. The impact of support offered is considered along with the progress towards targets set. Support arrangements are then updated and revised accordingly. If not involved already, this might include referral to external agencies.

While the needs of most pupils will be met from within the school's own resources, some children will have a higher level of need. The additional funding to support children is then requested from the Local Authority High Needs Block. To receive additional funding, the school needs to provide a costed provision map, demonstrating how advice and recommendations from external agencies have been implemented, the outcomes of support and indicating how additional funding will be used to support the pupil in achieving desired outcomes. Where additional funding is required, a Funded Inclusion Plan (FIP) might be requested from the LEA in order to further support children with more severe and complex needs.

Where pupils require support from a range of agencies in addition to education, or require education in a specialist setting, an Education, Health and Care Plan will be considered by the Local Authority.

Tests and Examinations: Access Arrangements

For some pupils, additional arrangements and adjustments can be made to enable them to fully access a range of tests. This might include additional time, rest breaks, a reader, a prompter, or the use of a scribe or word processor. The SENDCo will inform you about eligibility and applications for these arrangements.

Curriculum and Teaching Methods (including groupings and interventions)

How will teaching be adapted to meet the needs of my child?

Teachers are well skilled at adapting teaching to meet the diverse range of needs in each class. Daily planning considers individual pupil's needs and requirements, and adaptive teaching is used where appropriate.

A range of adaptations are considered to promote equality of access and ensure that all pupils can experience success and challenge in their learning. Grouping arrangements are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all.

Additional adults are used flexibly to help groups and individual pupils with a long-term goal of developing independent learning skills. Monitoring takes place to avoid pupils becoming over reliant and dependent on this adult support.

'Pupil voice' is sought at the assessment and review stage. For example, this may include pupils' direct and indirect involvement (where appropriate) in pupil progress meetings, Education Health Care Plan reviews, meetings with class teachers and parent- SENDCo meetings.

Interventions

How will my child's access to learning be supported?

Access to learning and the curriculum

Access to learning support staff:

- In all year groups
- Regular intervention programmes in addition to, and outside core curriculum class time
- In class support for groups and individual pupils

Strategies/programmes to support speech and language where appropriate:

- Year R monitoring & assessment
- Speech & Language therapy sessions in school
- Speech and Language Therapist advice disseminated and followed by teaching and support staff
- Specific differentiation or modification of resources e.g. use of Widget, visual prompts
- Pre/post teaching of specific vocabulary

Strategies to support/develop literacy including reading

- Additional phonic catch-up groups
- Synthetic phonics teaching and intervention
- Access to small group or individual intervention programmes run outside core curriculum time
- Literacy boost groups
- Multisensory teaching approaches
- Dyslexic friendly teaching strategies
- Daily 1:1 reading– for targeted pupils
- Small, supported groups within the literacy session
- Coloured books where appropriate/reading rulers/coloured overlays
- Assistive technology

Strategies to support/develop numeracy

- KS2 – daily flexible additional support groups (outside the maths lesson) for targeted pupils to address misconceptions and consolidate concepts.

• Use of multisensory resources/teaching approaches (Numicon, bead strings, Rekenrek etc.) • Coloured books where appropriate.
<u>Provision to facilitate/support access to the curriculum</u> • Additional support from Teaching Assistants (TAs) or Individual Support Assistants (ISAs) • ISA support to aid understanding and attention control for targeted pupils • Adaptation or modification of resources • Widget online symbols to support vocabulary. • Seating arrangements/environment considered in supporting pupils with attention difficulties or visual impairments. • Sensory circuits or sensory aids • Adaptation or modification of timetable where possible
<u>Strategies/support to develop independent learning</u> • Visual timetables – whole class and individual • Alternative recording methods • Individual, age-appropriate targets • Peer and self-assessment • Paired work • Scribing for pupils where necessary • Laptops • Assistive technology • Additional learning aid – pencil grips/wobble cushions/writing slopes/sensory aids/listening aids • Use of 'ready, steady, go' checklists/tasks checklists
Pastoral Support
<u>Strategies to support the development of pupils' social skills and enhance self-esteem</u> • Access to Listening Ear • Access to mentoring with key staff members • Circle time • Regular celebration of success opportunities
<u>Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents)</u> • Access to Listening Ear • Regular liaison with parents • Use of home/school contact book, where appropriate • Transition support • Play buddies • SENDCo Assistant
<u>Strategies to support / modify behaviour</u> • School sanctions and rewards as set out in the School Behaviour Policy • ISA monitoring and support for targeted pupils during lessons and at break time • Behaviour programmes/targets • Social stories • Co-operative Learning encouraged • Individual behaviour plans/risk assessments, where appropriate.
<u>Support/supervision at unstructured times of the day including personal care</u> • ISA monitoring for targeted pupils at break time • Break time and lunch times are supervised by Teachers and Teaching Assistants, who encourage positive relationships and games.
<u>Personal & medical care</u> • Identified staff trained in paediatric first aid available to pupils throughout the day • Care plans for pupils with medical needs or disabilities • Systems for the administration of medication • Regular training for staff regarding the administration of medication

<u>Planning, assessment, evaluation and next steps</u>	
• Regular parent evening meetings with parents • Termly Pupils progress reviews with Senior Leadership Team • Whole Class Provision maps – termly analysis & review • Tracking system – individual class & whole school analysis and review using Insight. • Data analysis – within school and by outside agencies • All lessons are differentiated and adapted to take account of individual needs	
<u>Increasing accessibility - getting about</u>	
<u>Access to strategies/programmes to support occupational /physiotherapy needs</u>	
• Advice from professionals disseminated and followed • Use of recommended equipment and resources • OT programmes provided by Bromley Healthcare OT Services are available and in use where appropriate	
<u>Access to modified equipment and IT</u>	
• Specialist equipment as required on an individual basis to access the curriculum • Individual net books used in all KS2 and KS1 classes • Software to support learning	
<u>Partnerships with External Agencies</u>	
<u>What support from outside does the school use to support my child?</u>	
The school works with several external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These include: • LBB Educational Psychology Service • LBB Sensory Support Service • LBB Speech & Language Therapy Service • LBB Occupational Therapy Service • LBB Child & Adolescent Mental Health Service (CAMHS) • Bromley Wellbeing • LBB School Nurse • LBB Community paediatrician • Bromley Children's Project • SEMH Outreach Service • LBB SENDAT • LBB Social Care • Bromley Parent Voice • Information, Advice and Support Service (IASS) • Specialist Support and Disability Panel	
<u>Liaison/Communication with Professionals/Parents, attendance at meetings and preparation of reports</u>	
• Regular meetings with SENDCo, as required • Referrals made to other agencies, as required • Sensory Support team, Educational Psychologist, School Nurse, Social Communication Advisor, Counsellor, Speech Therapist all attend school regularly to see specific pupils. • Reports are prepared for Review Meetings, outside agencies, referrals etc., as required.	
<u>Agency</u>	<u>Description of Support</u>
School may refer as required and implement recommendations following specialist assessment	
• Educational Psychology Service Our attached Educational Psychologist is: Tom Richardson	Assesses cognitive abilities and provides advice to school and parents. Provides assessment for pupils with additional needs when transferring to secondary school.
• <i>Inclusion Support Advisory Team (ISAT)</i>	<i>School can refer to the ISAT if they have concerns about a child identified with SEND who:</i> • <i>are not making progress</i> • <i>Have poor attendance</i> • <i>Have behavioural difficulties</i> • <i>Require additional Support or funding</i>

Sensory Support Service	Offers advice and strategies to support pupils with difficulties seeing and hearing.
Speech and Language Therapy	School may refer as required and implement recommendations following specialist assessment
School Nurse	
Occupational / physiotherapy	
Paediatric Services	
CAMHS (Child and Adolescent Mental Health Service)	
Educational Professional responsible for children who are looked after or have been adopted from care.	Oversees and monitors provision for children who are in the care of the Local Authority: The Headteacher for the Virtual School is: Sally Kelly Sally.Kelly@bromley.gov.uk. virtual.school@bromley.gov.uk Tel: 020 8461 7723 / 020 8313 404
Voluntary agencies - Bromley Parent Voice - MENCAP - Choice Support - Bromley Experts By Experience	www.bromleyparentvoice.org.uk info@bromleyparentvoice.org.uk Tel: 020 8466 0790 enquiries@bromleymencap.org Tel: 020 8464 2897 info@burgessautistictrust.org.uk Bromley Experts by Experience (X by X) is a user-led charity for Deaf and Disabled People and Carers in Bromley. info@xbyxbromley.com 0208 650 2102
Bromley Information Advice & Support Service (IASS) We offer impartial, confidential information advice and support for parents/carers of children with SEN. We offer independent, impartial, confidential advice for all parents/carers with the move from pre-school to primary school and from primary to secondary school. Information, Advice and Support Service 01689-881024/023 iass@bromley.gov.uk	

Transition

How will the school help my child move to a new year group or to a different school?

Children and young people with SEND can become particularly anxious about “moving on” so we seek to support successful transition by:

When moving to another school we will contact the School SENCo and share information about special arrangements and support that has been made to help your child achieve their learning goals. We will ensure that all records are passed on as soon as possible.

When moving classes in school - An information sharing meeting will take place with the new teacher and pupils visit the new teacher and classroom.

Pre-school to Reception Transition - The SENCO and/or class teacher will attend the Pre-school/Primary Transition day meeting to discuss specific need of your child and the nature and level of support which has had the most impact.

Year 6-7 transition - The SENCO and/or class teacher will attend the Primary/Secondary Transition day meeting to discuss specific need of your child and the nature and level of support which has had the most impact.

In some cases, additional multi-agency meetings may be arranged to create a more detailed “transition” plan which may include more visits to the new school and/or additional visits from the new school.

Staffing Expertise

How skilled are staff in meeting the needs of my child?

An ongoing programme of training is in place to ensure that teachers and support staff have appropriate skills and knowledge in areas that will improve their teaching and support of children with SEN. Recent training has covered:

- Dyslexia
- Instructional Coaching
- Autistic Spectrum Disorder
- Speech and Language
- Attachment
- Sensory Circuits

Our SENDCo actively engages with local opportunities to share best practice and keep abreast of current local and national initiatives and policy to support pupils with SEN.

The school also seeks advice and guidance from local special schools to review, evaluate and develop provision for pupils who have the most complex needs.

We also have staff with qualifications and/or specialised expertise in school including:

Speech and Language

Teaching and supporting learners with dyslexia

Speech and Language Narrative Therapy

National Award for SEN Coordination

Mental Health First Aiders

COMPLAINTS

All complaints regarding the Academy's SEND provision should be made in accordance with the Academy's complaints policy which is available on the Academy's website. All stage 1/ informal complaints of a SEND nature should be made to the SENDCo.

FURTHER INFORMATION about support and services for pupils and their families can be found:

The London Borough of Bromley Local Offer

<https://bromleysend.org>

The DfE Code of Practice

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

The academy processes personal data in accordance with the data protection principles embodied in the General Data Protection Regulations (GDPR). The academy complies with the requirements of the GDPR as detailed in the Trust data protection Policy.

All staff are aware of the principles of data protection and will not process personal data unless necessary. The academy safeguards the personal data it collects through the operation of the Trust's data protection policy and processes and the IT policy. In addition, the academy has taken steps to ensure that all its contracts that process data have the GDPR compliant provision