

Cudham CE Primary School

Special Educational Needs and Disabilities (SEND) Information Report

2020-2021



CUDHAM
CE Primary School



In accordance with section 65(3) of the Children and Families Act 2014

What are Special Educational Needs or Disabilities (SEND)?

Special Educational Needs and Disabilities (SEND) can affect a child or young person's ability to learn and their social, emotional and mental health.

We identify needs under main areas using observation and/or diagnoses. However, it is important to understand that each child is individual and the way in which their needs present and impact on their development and self-esteem will be unique.

How are children's views captured to inform SEND provision?

- Surveys – children are asked about how well they are supported and what could be better
- School Council – children with SEND are actively represented on our School Council
 - Meetings- children are invited to share their views and are supported to do so
 - Informal discussion – staff and children build open and trusting relationships

What are the main areas of need?

The UK Government has published a Special Educational Needs and Disabilities (SEND) Code of Practice (2015). This identifies 4 broad areas of need:

- **Communication & Interaction**
 - **Cognition & Learning**
- **Social, Emotional & Mental Health SEMH**
 - **Sensory & Physical Needs**

These allow schools to gain an overview of their pupils' range of needs.

As a mainstream school we regularly cater for:

- Specific Learning Difficulties (SpLD)
- Moderate Learning Difficulties (MLD)
- Speech, Language and Communication Needs (SLCN)
 - Autistic Spectrum Disorders (ASD)
- Social, Emotional and Mental Health difficulties (SEMH)
 - Vision Impairment (VI)
 - Hearing Impairment (HI)
 - Physical Disabilities (PD)

However, within these areas are a vast range of difficulties that are less easily defined and can present as barrier to learning and development. For example, any or a combination of the following areas may be affected:

- Behaviour or ability to socialise
- Ability to grasp concepts and retain information
 - Ability to understand things
 - Concentration levels
- Physical ability to perform tasks

Social, Emotional and Mental Health at Cudham

The social, emotional and mental health of the children at our school is of the utmost importance. We know that our children need to feel happy and safe to be confident learners, tackle challenges and achieve their full potential.

“Health is the basis for a good quality of life and mental health is of overriding importance in this”

(Article 24 of the United Nations’ Convention on the Rights of the Child)

We have a dedicated Mental Health Lead who works as part of the Inclusion Team to raise awareness with class-based initiatives and in developing provision that is tailored around the needs of our children.

We offer a range of open-ended approaches to support children with social, emotional and mental health needs. These include, mentoring, peer mentoring, nurture sessions, breakout spaces and forest school. The main focus is on promoting healthy relationships and offering a peaceful space and opportunity to enhance wellbeing.

We have supportive working relationships with the external agencies and charities such as MENCAP, The Maypole Project and Bromley Wellbeing who can offer support and guidance.



Call: [0203 770 8848](tel:02037708848)

E-mail: info@bromleyy.org



Helpline: [01689 889889](tel:01689889889)

Helpline: [Monday to Friday 9am to 5pm. Call: 020 8466 0790](tel:02084660790)



Incorporating Bromley Scope

How do we support children with Special Educational Needs or Disabilities (SEND)?

All class teachers are teachers of children who have additional needs. They have all had training in SEND and know many different ways to support children to access learning in class through quality their first teaching. The primary aim is for all children to access learning together and collaboration and opportunities for debate and discussion are promoted. Daily planning takes into account individual children's needs and requirements. Differentiation is approached in a range of ways to support access and ensure that all children can experience success and challenge in their learning. Typically in a lesson there would be different levels of work, scaffolding or support materials for different abilities. On occasions, tasks may be individually differentiated. There may also be a teaching assistant working with your child either individually or as part of a group. How often your child has this support and the form it takes can vary greatly. Additional adults are used flexibly with the long term goal of developing independent learning skills. If your child presents to us with a need we have not encountered before, we will seek advice and training. However, we also value your knowledge and experience as parents to help us support your child.

Some of the ways that we have supported children with Special Educational Needs and Disabilities this year....

- Access to specialist resources
- Speech and Language support
 - Activity breaks
 - Social skills groups
- Additional phonics/reading
- Additional number/maths
- Handwriting focus groups
 - Nurture sessions
 - Dough Disco
- Lunchtime support groups
 - ELSA sessions
 - Forest School

How are the school's resources allocated and matched to children's special educational needs?

We ensure that children with SEND are provided for to the best of the school's ability with the funds available. Children with the most complex needs will require the most support.

How is the decision made about what type of support my child will receive?

The class teacher and Inclusion Manager will consider views from the child, parents/carers and other professionals as appropriate and discuss the child's needs and what support would be appropriate. Different children will require different levels of support in order to help them make progress and achieve their potential.

How does the school ensure that children who need extra help are identified?

Children are identified as having special educational needs through a variety of ways. These include:

- Child is performing below age-expected levels
 - Concerns raised by teacher
 - Concerns raised by parent/carer
- Lack of progress – as discussed at termly progress meetings held with senior leaders
- Liaison with external agencies e.g. paediatrician, educational psychology service
 - Liaison with previous school/setting

What should a parent do if they think their child may have special educational needs?

In the first instance – talk to your child’s class teacher. If you still have concerns you can contact the school Inclusion Manager (Miss S Kilbey) via the school office or by emailing [admin@cudham.bromley.sch.uk](mailto:admin@ cudham.bromley.sch.uk)

How does the school keep track of how well children are doing?

Every class teacher keeps a record of all the interventions supporting the children in their class. Teachers assess children on an ongoing basis so that the effectiveness of any intervention can be measured. Your child’s class teacher will discuss any provision in place for your child at parent’s evening and in less formal meetings. Review meetings for children with an Education, Health and Care Plan are held at least yearly.

Parents/carers, school staff and relevant outside agencies can be invited to this meeting. The impact of support offered and progress towards desired outcomes is considered.

The class teacher is available to meet with parents/carers at least termly at parent’s evening to discuss your child’s needs, support and progress. For further information parents/carers can contact the Inclusion Manager.

What if the provision isn’t helping?

Not everything is suited to everyone. We will look at different approaches to try and find one that works best for your child. We will also continue to work with outside agencies for advice and support.

How are children included in activities outside the classroom including trips?

Cudham offers a range of clubs and activities. All children, regardless of their ability level are encouraged to take advantage of these activities. Every effort will be made to reduce barriers to participation. Children may also have the opportunity to attend enrichment events both on and off the school site. Where necessary risk assessments will be undertaken and reasonable adjustments made to enable inclusion.

How accessible is the school environment?

We have an accessibility plan in place and where feasible, make reasonable adjustments to improve the accessibility to our environment to meet individual needs. Our policy adheres to the Equality Act 2010.

How are children supported when transitioning from one setting to another?

When moving to another school:

We will contact the SENCo at the new school and share information about special arrangements and support that has been in place to help your child achieve in their learning. We will pass on any records.

When moving classes in school:

An information sharing meeting will take place between the existing and new teacher. In some cases, the Inclusion Manager will arrange a transition meeting where the parent/carer may attend. Opportunities to visit the new class, meet the new teacher, explore new areas of the school and framing with social stories may be used where necessary.

Transition from year 6 to secondary school:

The Inclusion Manager will liaise with relevant staff from secondary schools to discuss the specific needs of children with additional needs and the nature and level of support which has had the most impact (usually via the primary/secondary transition day). In some cases multi-agency meetings may be arranged to create more detailed transition plans.

How the Advisory Council is involved and what are their responsibilities?

The Inclusion Manager or Head of School regularly reports to the Advisory Council to inform them about the progress of children with SEND. No individual children are referred to in this report. One of the Advisory Council members is responsible for Special Educational Needs and meets regularly with the Inclusion Manager or Head of School. The Advisory Council supports the school with the overall aim of making sure that all children receive the support they need to make progress.

What if I am unhappy with my child's provision and want to make a complaint?

The first point of contact would be your child's class teacher. From there our Inclusion Manager may be notified and included in the discussions. If you have spoken to your child's class teacher and the Inclusion Manager and you still feel unhappy, you can contact the Head teacher. Please see our Complaints Policy for details on how to escalate a concern.

How have we worked with parents/carers to co-produce this SEND Information Report?

This report has been co-produced with key stakeholders including pupils, parents/carers, staff and Advisory Council members. We liaise with parents/carers on a regular basis both formally and informally. Parents/carers are invited to read our SEND report during our parent's evenings and make suggestions about areas that could be further developed.

Other support organisations:

Bromley Parent Voice

<https://www.bromleyparentvoice.org.uk/>



Bromley Parent Voice

Information, Advice and Support Service (IASS)

Free independent advice relating to SEND

https://www.bromley.gov.uk/info/8/special_educational_needs/64/information_advice_and_support_service_iass



The Local Authority Local Offer

Local Authorities are required to publish and keep under review information about services that are available for children and young people with Special Educational Needs and Disabilities aged 0-25. This is called the Local Offer. The intention of the Local Offer is to be a valuable resource in sharing the local services and provision available to families.

You can access the Bromley Local Offer at the following web address:

<https://www.bromley.gov.uk/LocalOffer>

