



Cutnall Green C of E Primary School Special Educational Needs (SEN) Information Report

September 2026

An extraordinary education for every pupil



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Purpose of the SEN Information Report

All schools are required as part of the Children and Families Act (2015) to publish a Special Educational Needs (SEN) Information Report.

The purpose of the SEN Information Report is to provide information to our current and prospective families, the Local Authority and Government agencies.

The SEN Information Report provides details about how Cutnall Green CofE Primary School implements The Rivers C.of E. Academy Trust's SEND Policy.

This report will be updated at least annually and include the required information as set out in the DfE SEND Code of Practice 0-25 Years (2015), Children and Families Act (2014) and The Special Educational Needs and Disability Regulations (2014).

Cutnall Green CofE Primary School Information

Cutnall Green CofE Primary School is currently one of 16 settings within The Rivers C.of E. Academy Trust. Cutnall Green CofE Primary School is proud to be part of an innovative and inclusive trust with a vision to provide an extraordinary education for all pupils, including those with SEN.

Cutnall Green CofE Primary School has four classes, including a preschool on site. We are proud of our inclusive approach, which was recognised in our most recent Ofsted inspection, where we were graded Expected in all areas. Currently, we have 136 pupils on roll. Of these, 20 pupils receive SEN Support, and 5 pupils have an Education, Health and Care Plan (EHCP).

Meet the SENCO



The SENCO at Cutnall Green CofE Primary School is Mrs Waldron. Mrs Waldron is currently on maternity leave, and her post is being filled by Mrs Docker (Headteacher).

Mrs Waldron has been a dedicated part of the team at Cutnall Green CofE Primary School for seven years and currently works as both an experienced class teacher and the school's SENCo. She holds a first-class degree in Early Years Education and completed her teacher training through The Rivers CofE Academy. She has been SENCo for almost three years, supporting pupils with a range of additional needs and working closely with staff, families, and external agencies.

Identifying Children with SEN

Early identification of pupils with SEND is a priority at Cutnall Green CofE Primary School.

Children may be identified as having SEND through a variety of approaches, often using a combination of the following:

- Liaison with previous schools or pre-school settings to ensure a smooth transition and early understanding of needs
- Children performing significantly below age-related expectations
- Concerns raised by parents/carers, teachers, or the pupils themselves
- Liaison with external agencies such as Educational Psychologists, Speech and Language Therapists, Occupational Therapists, the Learning Support Team, Complex Communication Needs Team, and other professionals
- Use of assessment tools to identify and monitor difficulties, including standardised assessments

We work closely with families throughout this process to ensure that any additional needs are identified early and supported effectively.

Consulting with Families and Young People

At Cutnall Green CofE Primary School, we place a strong emphasis on working in partnership with families and ensuring that the voices of children and young people are central to all SEND processes. We believe that collaboration between school, home, and the pupil is key to achieving the best outcomes.

Parents/carers of all children on the SEND register (SEN Support and Education, Health and Care Plans) are invited to meet with the class teacher and/or SENCo at least three times a year to review progress, discuss provision, and agree next steps. During these meetings, Individual Learning Plan (IEP) targets are shared, reviewed, and updated each term to ensure they remain relevant and supportive of the child's needs.

Children are also encouraged to contribute to their targets and reviews, sharing their views about what helps them to learn and any challenges they may face. Pupil voice is gathered in a variety of ways, including discussions with staff and, where appropriate, representation through the school council.

We maintain open communication with families and encourage ongoing dialogue, ensuring that parents/carers feel supported, informed, and involved in their child's SEND provision at all times.

Assessing and Reviewing Progress

At our school, the progress of pupils with SEND is closely monitored to ensure that provision remains relevant and effective. We follow the graduated approach outlined in the *Assess–Plan–Do–Review* cycle to ensure a continuous and structured process for assessing and reviewing progress.

Insight targets are reviewed every term, beginning with a thorough *Assess* stage where teachers, alongside parents and where appropriate the pupil, consider current attainment, needs, and any relevant assessments. This is followed by the *Plan* stage, where clear, achievable targets and appropriate support strategies are agreed. During the *Do* stage, class teachers implement the planned interventions and support within the classroom, with ongoing monitoring. Finally, in the *Review* stage, progress towards targets is evaluated, and next steps are identified, ensuring that provision remains responsive and effective.

Class teachers work collaboratively with parents throughout this cycle to update and refine targets. This ensures that each pupil's targets are current, achievable, and clearly linked to their next steps in learning and development. Parents are invited to meet with class teachers to discuss their child's progress, celebrate achievements, and consider strategies to support learning at home and in school.

In addition, we draw on specialist expertise to support assessment and review. We work closely with Speech and Language Therapy (SALT) and an Educational Psychologist to provide targeted guidance, assess pupils' needs, and ensure that provision is appropriately planned and effective.

Supporting Transition

At Cutnall Green CofE Primary School, we recognise that transitions are not a single event but an ongoing process. We strongly believe in supporting pupils and families at every stage to ensure these changes are as smooth and positive as possible for all pupils.

Transitions Between Year Groups and Key Stages

- We support transitions between year groups and key stages by ensuring clear communication between staff, including the sharing of detailed information about pupils' needs, strategies, and successful approaches. Children are given opportunities to meet their new teacher and become familiar with their new classroom during transition days.

Starting in Early Years

- For pupils starting in Early Years, we offer home visits to help build positive relationships with families and gain a deeper understanding of each child's individual needs before they begin school.

Transition to Middle or Secondary School

- When children move to middle or secondary school, we follow a structured transition process throughout the academic year:
- **Autumn Term:** Families are supported with the secondary school application process, including key dates such as the opening of applications in September, opportunities to attend open evenings, and the October application deadline.
- **Spring Term:** Parents/carers are informed of school allocations. The SENCo and teachers liaise with new settings to discuss pupils' needs and any adaptations required. Additional visits and tailored support are planned where needed.
- **Summer Term:** All pupils take part in transition visits, with additional visits arranged for pupils with SEND or those who may benefit from extra support. Transition events for pupils and parents are also provided. The SENCo and teachers share key information with new settings, including pupil passports and relevant SEND documentation, and attend meetings to ensure a smooth and supportive transition.

Additional Transition Support

- We also work alongside WEST to provide transition workshops for pupils in Years 4, as well as for their parents/carers, to help prepare them for the next stage of their education.

Mid-Year Transfers

- Where pupils transfer to or from other settings during the school year, we liaise closely with the previous or new school to ensure that information is shared effectively and support is in place from the outset.

Teaching Pupils with Special Educational Needs

Universal +

All children, including those with SEND, receive high-quality, inclusive teaching in the classroom. This means lessons are carefully planned and adapted to meet diverse learning

needs, with teachers using a range of strategies and resources to support every child's progress.

Targeted Intervention

For children who need additional help beyond universal teaching, targeted interventions are provided. These small-group or one-to-one sessions focus on specific areas of need, such as literacy, numeracy, speech and language, or social skills, to help pupils catch up and make accelerated progress.

Specialist Enhance Provision

Some children require more intensive, personalised support which may involve specialist staff or external professionals. This includes tailored programmes, specialist assessments, and multi-agency collaboration to address complex or significant needs and ensure the right provision is in place.

Adaptations to the Curriculum

At Cutnall Green CofE Primary School, we carefully adapt our curriculum so that every pupil can access learning and achieve success. We use a wide range of strategies to meet individual needs. For instance, some pupils use iPads with audio-to-text software to support recording their ideas in writing, helping to reduce barriers linked to handwriting or spelling.

We deliver high-quality phonics teaching alongside regular assessment to ensure pupils develop secure early reading and spelling skills. Where appropriate, pupils may be allocated additional time in tests, enabling them to demonstrate their understanding more fully.

Teachers carefully plan lessons with a strong focus on explicitly teaching vocabulary, so pupils can confidently understand and use subject-specific language. Our curriculum is designed with cognitive load in mind, with learning broken down into clear, manageable steps and taught explicitly to support pupils in processing new information.

Teaching follows a structured, episodic approach using the "I do, we do, you do" model: teachers first demonstrate the learning, then practise it collaboratively with pupils, before pupils apply their understanding independently.

These approaches ensure that all children are able to engage with the curriculum and make strong progress.

Adaptations to the Learning Environment

Our learning environment is thoughtfully adapted to support all pupils, including those with Special Educational Needs (SEN). Each morning, pupils are welcomed at the classroom door by their teacher, helping to establish a positive start to the day and foster strong relationships.

Classrooms are organised to promote clarity and consistency, with clearly labelled resources, established routines, and reduced visual clutter. Timers and countdowns are used to support smooth transitions, while manipulatives and concrete resources are available to aid understanding. A range of visual supports, including visual aids, dual coding and word mats, are used across all classrooms to help pupils process and retain key information.

Visual timetables and task management boards support pupils in organising their learning and understanding the structure of the day, helping to reduce anxiety and encourage independence. Each classroom also includes a calm corner, providing a quiet space where pupils can regulate their emotions. Pupils are explicitly taught calming and self-regulation strategies so they can manage their feelings and return to learning effectively.

To further support focus and wellbeing, sensory circuits and movement breaks are built into the school day. Flexible seating options, such as wobble cushions and chair bands, are available for pupils who benefit from movement while learning. Word mats and other scaffolding resources are also used to support pupils in their work.

These approaches create a supportive, predictable and inclusive environment where all pupils feel safe, engaged and ready to learn.

Staff Development

Our school is committed to ensuring that all staff are equipped with the knowledge and skills to support pupils with SEND effectively. We provide ongoing professional development that covers a wide range of areas, including academic, social, emotional, and sensory needs.

Training undertaken by staff includes:

- Emotional literacy training for staff and a whole-school emotional literacy workshop
- ELSA (Emotional Literacy Support Assistant) practitioner training and nurture team support
- Speech and Language training from the NHS SALT team
- Occupational Therapy support and training on Sensory Circuit breaks
- Maths Targeted Intervention training

- Adverse Childhood Experiences (ACEs) training
- WEST (Wellbeing Emotional Support Team) training for staff
- RWInc Development days
- Universal+ Training: Implementing Quality First Teaching (QFT) effectively with a focus on specific strategies
- Annual Learning Plan meetings: Writing SMART targets
- Emotional Regulation staff training delivered by Kate Collett (SEND Specialist)
- Zones of Regulation training delivered by an Educational Psychologist
- Supporting Children with Social Communication Difficulties: whole-setting practical workshop delivered by Worcestershire Speech and Language Team



Engagement in Activities

School Activities

We adopt a proactive and inclusive approach to ensure that pupils with SEND can fully engage in all aspects of school life alongside their peers. All activities, including classroom learning, playtimes, educational visits, enrichment opportunities, and wider school events, are carefully planned with appropriate adaptations and scaffolding. This enables pupils to participate in shared experiences while working towards their individual outcomes. Teaching staff, supported by additional adults where appropriate, provide targeted and responsive support that promotes both engagement and independence. A range of evidence based strategies, such as visual supports, structured tasks, pre-teaching of key concepts, and collaborative approaches, are consistently embedded across school activities to support understanding and participation.

At Cutnall Green CofE Primary School, there is a strong emphasis on developing social communication skills, emotional wellbeing, and positive relationships. Pupils with SEND are supported to engage in group work, play-based learning, and structured social opportunities, with adults facilitating interaction and modelling language where appropriate. Pupil voice is actively encouraged, ensuring that children feel valued and included within the school community.

My Extraordinary Experiences (MEE)

The My Extraordinary Experiences (MEE) initiative launched in September 2025 as a commitment from The Rivers C.of E. Trust to deliver an extraordinary education for all pupils.

The MEE app helps teachers at Cutnall Green CofE Primary School to ensure that every pupil has access to a rich variety of experiences that build confidence, character, and curiosity.

All pupils can access the bespoke MEE app as an area to log enrichment activities, reflect on their growth, and earn digital badges for their achievements.

This is an exciting development this academic year and we would love for you to learn more using this link: [Rivers MEE Explained](#)

Emotional and Social Development

We place a strong emphasis on supporting the emotional and social development of pupils with SEND, recognising that wellbeing is fundamental to learning and participation. Pupils are supported to develop self-awareness, confidence, resilience, and positive relationships with peers and adults across the school.

A range of strategies are employed to support pupils' emotional and social growth. These include small group and one to one interventions, social skills programmes, circle time, and peer mentoring opportunities. Structured activities and play-based learning are used to model and reinforce social communication, turn-taking, cooperation, and conflict-resolution skills. Visual supports, clear routines, and personalised strategies are provided to help pupils manage emotions, develop self-regulation, and feel secure within the school environment.

Staff have received training in emotional literacy and the school has undertaken a whole-school emotional literacy workshop to ensure consistency and effectiveness in supporting pupils' wellbeing. We also have a trained ELSA (Emotional Literacy Support Assistant) practitioner and a dedicated nurture team who provide targeted support for pupils with specific social or emotional needs.

Staff work closely with pupils, families, and external agencies where appropriate, to provide individualised support. Regular check-ins, wellbeing assessments, and social-emotional learning activities ensure pupils receive consistent guidance and encouragement.

Evaluating the Effectiveness of Provision

The SENCo, leadership team and Trust work together to evaluate the effectiveness of SEND provision. Pupils with SEND have targeted plans that outline strategies and outcomes, which are reviewed termly with parents. The SENCo monitors these plans and the impact of interventions to ensure they are effective and meet pupils' needs. Regular pupil progress meetings also track the progress of pupils with SEND, allowing staff to review

the impact of provision and make any necessary adjustments. This ongoing monitoring ensures that support remains effective and responsive.

Engaging with External Agencies

To secure further specialist expertise, Cutnall Green CofE Primary School will often consult and liaise with external agencies including:

Advisory Services (LA/Other)	NHS Services	Social Care
- Educational Psychologist - Specialist Advisory Teachers - Sensory Support Team (VI and HI Teachers) - Complex Communication and Autism Team (CCAT) - Learning Support Services (LSS)	- Speech and Language Therapy - Occupational Therapy - Physiotherapy - School Health Nurse - Hospital Consultants/Pediatricians - Child and Adolescent Mental Health Services (CAMHS)	- Social Workers - Early Help - MST

When a pupil is identified as a Child who is Looked After (CLA/LAC) by the local authority and has a Special Educational Need, the SENCO will provide a high level of input into Personal Education Plan (PEP) meetings and may be a point of contact for alongside the Designated Teacher for Looked After Children.

Local Offer Contribution

Our school may serve pupils from a number of different local authorities. Each local authority has a Local Offer for SEND which can be accessed online using the links below:

Birmingham	Birmingham City Council Local Offer Information
Dudley	Dudley Council Local Offer Information
Sandwell	Sandwell Metropolitan Borough Council Local Offer Information
Walsall	Walsall Council Local Offer Information
Wolverhampton	City of Wolverhampton Council Local Offer Information
Worcestershire	Worcestershire County Council Local Offer Information

Raising a Concern

Should a parent or carer have a concern about the special educational provision made for their child, they should in the first instance discuss this with the class teacher.

If the matter is not resolved satisfactorily, parents or carers have recourse to the following options:

- Discuss the concern with the school SENCO – Mrs Paige Waldron
- Discuss the concern with the school Headteacher – Mrs Charlotte Docker

Should the concern still not be resolved, The Rivers C.of E. Academy Trust Complaints Policy is published on the school website and can be followed.