



SEND information report

January 2026

What kinds of SEND are provided for at Cookham Rise?

Cookham Rise is an inclusive, mainstream school. We tailor our teaching and environment to meet the needs of all our children. Pupils are admitted to Cookham Rise from the age of 4. We are an inclusive school which aims to help every child make progress to the best of their ability. We aim to help our children become successful, motivated citizens who are equipped to face the challenges of the future.

What is in place for identifying pupils with SEN and assessing their needs?

Children are identified as having special educational needs through a variety of ways, including the following:

- Child performing significantly below age related expectations
- Concerns raised by teacher
- Concerns raised by parent
- Consultations between class teachers and members of the leadership team at PPMs (Pupil Progress Meetings)
- Liaison with external agencies
- Liaison with previous school or setting.

For further information, please see the Special Educational Needs Policy which can be found on the school's website.

What is the name and contact details of the SENDCO at Cookham Rise?

Mrs Sara O'Mahony, Deputy Head/SENDCO

Tel: 01628 520961

What arrangements do Cookham Rise have in place for consulting parents of children with SEN and involving them in their education?

Formal parent's evenings are scheduled for all children in the Autumn and Spring terms. In the Summer term, parents are offered the opportunity to come and meet with staff if they wish. Additionally, many of our parents meet with staff in addition to formal parents evenings.

We encourage an open door policy with parents. Staff will share information with parents as needed which is often at the end of the day in the playground or by making a telephone call.

All parents are connected to their child's online learning platform (Seesaw) where work completed can be shared and celebrated. Parents can also communicate directly with the class teacher through this platform.

IEPs (Individual Education Plans) are shared with parents so there is a mutual understanding of the key objectives and we value parental input.

If a child is receiving any extra provision which is over and above normal class provision, parents will be informed of this. Some children will receive additional support who are not on our SEND register as this may be part of our ordinarily available provision.

Where outside agencies are involved, parents are asked to contribute to reports and professional reports are shared with parents.

Parents may be invited to meet with professionals from outside agencies.

Parents are invited to contribute and be present at annual review meetings for children with EHCP's (Education and Health Care plans)

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

In the first instance, please talk to your child's class teacher. If you still have concerns, you can contact the SENDCO via the school office. Cookham Rise has an open door policy where parental views are valued. As a school, we pride ourselves on building positive and open relationships with parents.

What arrangements are there for assessing and reviewing pupils' progress towards outcomes?

We measure all children's progress in learning against national age related expectations. Expectations change as children progress through the year groups. All children are assessed at regular intervals to support future learning. This may be in the form of a formal test, teacher observations and the completion of day-to-day class work.

A range of formative and summative assessments are completed throughout the school year. Teachers use assessments to guide learning for all children and plan any additional provision a child may benefit from. Additional provisions are discussed at pupil progress meetings and will include provision being given, by who, frequency of provision, the success criteria and any outcomes.

Additional provision may be for a range of needs, not just SEND needs. Provision is needs led rather than diagnosis led. Additional provision is monitored by the Headteacher, SENDCO and class teacher and evaluated at least three points in the year. Every year the provision information is passed on to the next class teacher so they are fully aware of any additional support pupils may have received.

Teaching staff also use assessments conducted by outside agencies to plan provision and are then monitored by external agencies e.g. SALT provision

Pupil Progress Meetings are held termly between the class teacher, Headteacher and SENDCO.

Parents are invited to curriculum evenings that are scheduled to help and support parents with their child's learning as well as their emotional needs e.g. RWI evening for reception parents, Five to thrive training for parents led by the Wellbeing team. These will be advertised in the school newsletter.

How are the Governors involved and what are their responsibilities?

The school SENDCO supplies a report for Governors and presents this at Governing body meetings. This report informs them about the progress of children with special educational needs or disabilities. This report does not refer to individual children and confidentiality is maintained at all times. Gaynor Sprules is the current Governor responsible for special educational needs. Gaynor meets with the SENDCO to discuss special educational needs and raise questions of how children are supported and their progress. The Governors review school policies on a regular basis and have the opportunity to raise

questions at Governing Body meetings.

How will the school support pupils moving between phases of education?

The school believes in ensuring that children feel confident and secure when moving from one phase to another. There are transition days scheduled in the school calendar which take place in the Summer term. Our school ELSA (Emotional Literacy Support Assistant) provides transition workshops for children who are identified as being vulnerable or having additional emotional needs. Additional transition arrangements are sometimes put in place and provided by external agencies e.g. Number 22 counselling, the SHINE outreach team.

Close relationships with Nursery and Secondary School settings help to ensure that children's transition to and from us are handled smoothly. Additional visit days are arranged with schools if appropriate. SEND information is shared between settings and the SENDCO will visit settings to meet with staff if appropriate. Extra transition arrangements will be put in place when needed.

Does Cookham Rise have an approach to teaching pupils with SEND?

Cookham Rise has an inclusive approach to the teaching all pupils, with targeted support given where needed. Additional staff members (HLTAs/TAs/ELSA) are used to support children's learning. These adults will be deployed by the class teacher where needs arise. If your child has an Education Health Care Plan, then they may have an adult supporting them regularly. A range of strategies are used depending on the needs of the individual. Teachers plan lessons with objectives that meet the differing needs of the children in the class, recognizing that not all children learn in the same way. Teachers may adapt the classroom to support a child in their learning e.g. use of visual timetable or use of technology. Children are given frequent opportunities to talk about their learning with adults or peers so they receive prompt and helpful feedback to help them progress further.

Does Cookham Rise adapt the curriculum and learning environment for children with SEND?

Class work is scaffolded at an appropriate level so that all children are able to access it according to their specific needs. Reasonable adjustments are made according to the needs of the individual child.

What are the expertise and training of staff to support pupils with SEND? How is special expertise secured by Cookham Rise?

The school SENDCO holds a Postgraduate Certificate in Special Educational Needs and has close links to a variety of advisors within the borough (please see SEND Policy for a list of the external agencies available). The school SENDCO is part of a support network with peers from other Schools across the borough. If any members of staff feel that there is an area where they need more training, the SENDCO can coordinate this using the links mentioned above. Staff training is held during inset time. The SHINE team (ASD) and SALT Team (Speech and Language) from the borough alongside other experts, train teachers and TAs who deliver provisions where areas of need are identified. Most recently, staff were involved in training with the OPAL (Outdoor play and learning) with the focus on inclusive playtimes (Autumn 2024), training on barriers to learning and dyslexia with a member of the Specialist teaching services (Summer 25), Interoception training for TAs (Summer 25), Five to Thrive training with the Wellbeing team (Autumn 25).

Is there a clear way of evaluating the effectiveness of the provision made for pupils with SEN?

Additional provision is reviewed regularly in order to monitor the effectiveness of provision. Baseline assessments are completed (where applicable) at the beginning of a provision in order to assess the effectiveness of the provision and the progress made by each pupil receiving additional support.

How are pupils with SEN enabled to engage in activities available with those in the school who do not have SEND?

Each class teacher provides an inclusive environment for all children to learn in. Work is scaffolded so that each child can access it at the level of their ability and need. Every child is supported to take part in everything we have to offer e.g. Theatre trip to Matilda. Cookham Rise currently has 16 children on the SEND register, just under 8% of our school cohort.

Is there any support available at Cookham Rise for improving emotional and social development?

We have a caring, understanding ethos and are an inclusive school where all staff place emotional well-being and nurture at the heart of the work we do. Cookham Rise has a trained ELSA who provides emotional support to individuals as well as groups. We are also able to access support provided by the borough Welfare Team and the Early Help hub for both children and adults. If a child is identified with an emotional and/or social need, they can be referred to our ELSA. Parents of children who are receiving ELSA support are informed of any ELSA work in place and invited to contribute their thoughts.

Year 6 have again taken part in the Emotional Wellbeing Champions scheme run by the local authority for the 2025-26 academic year. Children are arranging events for the rest of the school population to raise awareness of emotional needs and strategies children can use to support.

The staff teaching team are working closely with the Psychology team this year to take part in 'Listening spaces.' This enables teachers to discuss worries and concerns they may have about children in their care and gain advice from the service. We have also worked with the Wellbeing team on the 'Five to thrive' model.

Views of children are listened to during our Pupil Parliament Meetings and the School Council also meet regularly. A Circle of friends program is run by our school ELSA which supports groups of children in forming healthy relationships.

Our lifeskills curriculum includes learning about healthy relationships and keeping healthy.

How does the school involve other bodies in meeting pupils' SEN and supporting their families?

Class teachers and/or parents with concerns can speak to the school SENDCO about a child's needs. If further support is needed and current provisions are not helping to improve a child's progress, then external agency advice can be applied for through the SENDCO or parents can self-refer to a number of additional services. Where outside support is being used, parents are included in meetings e.g. Educational Psychologist. Please see SEND Policy for more information.

Who can I contact for further information or to discuss a concern?

Your first point of contact would be with your child's class teacher to share your concerns. You could also arrange to meet with the SENDCO or another senior member of staff by making an appointment via the school office. Additionally, our website signposts to the local offer where details of a range of professional services can be found.

Does the school have a local offer?

Yes, please see our SEND page on the school website for more information.

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The needs of children on the register fall into one or more of the following categories:-

ASD	Autistic Spectrum Disorder
BESD	Behaviour, Emotional and Social Difficulties
CP	Child Protection
EAL	English as an Additional Language
MLD	Moderate Learning Difficulties
OTH	Other Difficulties
PD	Physical Difficulties
SPLD	Specific Learning Difficulties
SLCD	Speech, Language and Communication Difficulties