

Little Chalfont Primary School



Annual Special Educational Needs Information Report 2025-2026

Approved by: Mr R Hacking

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Last reviewed on: September 2025

Next review due by: September 2026

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1. SEND Information Report

This report works in conjunction with the school's SEND Policy and the Local Offer. For aims, objectives and ethos, please refer to the SEND Policy.

5.1 The kinds of SEND that are provided for:

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, Autistic Spectrum Condition (ASC) and Developmental Language Disorder (DLD).
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

5.2 Little Chalfont Primary School and Nursery's approach to teaching pupils with SEND

The teachers at Little Chalfont Primary School teach using high-quality teaching practices. School's pedagogy, in correlation to research developed by Ambition Institute and the Education Endowment Foundation, has been designed to ensure the needs of all learners are met, regardless of subject. The school pedagogy is:

- Provide resources containing only essential information.
- New learning is provided in appropriate volume to avoid overloading pupils' working memory.
- Guided practice and worked examples before independent practice.
- Pupils interact with new knowledge and apply it to contexts.
- Use hinge questions and mini-plenaries to check for misconceptions.
- Make connections to prior knowledge.
- Retrieval practice used as 'assessment as learning' – E.G. low-stakes quizzes or cumulative tests.

All children in the class are taught by the Class Teacher (CT) and supported by the Learning Support Assistant (LSA). All children are fully included in all aspects of school life. Where pupils have specific needs, plans are put in place to allow them to participate fully in activities both in and out of the classroom.

- Risk assessments are carried out and procedures put into place to enable all students to participate where possible
- Teaching staff use provision support plans and receive training for strategies to use in the classroom with pupils who have specific needs
- Students with particular learning needs may be supported in lessons by learning support assistants and may have access to specialist equipment
- Emotional and social development is supported through PSHE
- Social skills groups can be provided for pupils
- Referral for CAMHS is used where students are experiencing more complicated emotional issues

5.3 Identifying pupils with SEND and assessing their needs

Little Chalfont Primary School and Nursery assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and key stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

We also use the methods below to contribute towards the identification and assessment of pupils with SEND:

- Liaison with Early Years settings
- Liaison with feeder schools
- Concerns raised by parents
- Concerns raised by the class teacher
- Liaison with external agencies
- Medical diagnosis

1.4 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents. We will formally notify parents when it is decided that a pupil will receive SEND support.

Parents can discuss their child's progress formally with the class teacher at Parents' Consultation Evenings and informally throughout the year. Appointments can be made to discuss matters in more detail with the SENDCO and/or Senior Leadership Team via the school office email: office@littlechalfont.bucks.sch.uk.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

Buckinghamshire schools have a graduated approach to special educational needs and the children's support is provided through a three-tiered approach (outlined below). For more information about this approach, please visit the Buckinghamshire Family Information Service:

<https://www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/advice.page?id=PVe7znUmCHk>

TIER 1

Children identified as having SEND will have an education programme planned by their class teacher and it will be differentiated according to the pupil's individual needs. This may include support by the teacher or teaching assistant in class.



TIER 2

If a pupil has needs related to more specific areas of their education, such as literacy or numeracy skills, the pupil will be placed in a small focus group run by the teacher, learning support assistant or SENDCO and receive 'intervention' support. The interventions will be regularly reviewed to ascertain the effectiveness of the provision and to inform future planning. **This is known as the assess- plan-do-review cycle.**



TIER 3

Occasionally, a pupil may require more expert support from an outside agency, such as the Speech Therapy Service, an Educational Psychologist etc. In this instance, a referral will be made, with parental consent and forwarded to the appropriate agency. After a series of assessments, a programme of support will usually be provided for the school and parents/carers. If appropriate, specialist equipment may be given to the pupil.

Sometimes the child's needs can be met more effectively with a higher level of support and additional funding in this instance an application can be made for High Needs Block Funding or an assessment for an Education Health Care (EHC) Plan.

If a child has been identified as having a special need, they will be given an Individual SEND Provision Support Plan. Targets will be set according to their area of need. These will be monitored by the class teacher and the SENDCO. SEND Provision Support Plans are discussed with parents three times a year and a copy given to them.

The class teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant
- The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

All pupils are continuously monitored by the class teacher, using both formative and summative assessment tools (see LCPS assessment policy). Progress is measured against the objectives set out in the National Curriculum or P Scales; this is a government requirement.

For pupils accessing additional intervention, progress is measured against specific targets. This is reviewed termly. The progress of pupils with an EHCP is reviewed formally at an Annual Review with all adults involved with the pupil's education, the pupil and the parent/carers. The SENDCO will also review the progress of cohorts of pupils with SEND to inform staff training needs.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We will also provide the following interventions:

Communication and Interaction	Cognition and Learning	Social, Emotional Mental Health	Sensory and/or Physical
Colour Semantics Chattermonkeys Language Steps Developing Language and Communication Skills through Effective Small Group Work - Speech and Language Link Developing Oral Language	See and Learn TRUGS Vocabulary Ninja Precision Monitoring 60-second Reads Fluency Bee Makaton Precision Monitoring Bucket Time Times Table Rockstars	ELSA Lego Therapy Forest School Therapy Zones of Regulation	Rainbow Road Fine and Gross Motor Skills Ready, Steady, Write

5.7 Adaptations to the curriculum and learning environment

In order to cater for the individual needs of every pupil, lessons are adapted using a variety of methods. Please see our accessibility policy for more information <https://www.littlechalfontprimaryschool.co.uk/policies-1>.

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

Explain your school's approach here. You should describe the additional provision you offer. We have 13 teaching assistants, many of which are trained to deliver interventions such as those mentioned in 5.6. Teaching assistants will support pupils on a 1:1 basis when the needs of the pupil require additional support through funding. Teaching assistants will support pupils in small groups when those pupils have been identified through our tracking software, Target Tracker as requiring additional support to meet specific objectives.

We work with the following agencies to provide support for pupils with SEND:

- SALT (speech and language therapist)
- Occupational Therapy (OT)
- Child and Adolescent Mental Health Service (CAMHS)
- Specialist Teaching Service HI Team
- Specialist Teaching Service VI Team
- Specialist Teaching Service Downs Syndrome Team
- Educational Psychologist
- Bucks SEND Team

5.9 Expertise and training of staff

In order for pupils to succeed, staff must have received suitable training to address every need within their classroom. Our SENDCO has many years of experience in teaching and leading curriculum alongside a wealth of experience working with pupils with a wealth of different SEND needs. She is allocated two afternoons to manage SEND provision. We have a team of 11 teaching assistants, including one Emotional Literacy Support Assistant (ELSA) who liaises with the SENDCO and school teaching staff to identify, and support, children with social, emotional and mental health needs. In the last academic year, staff have been trained in Making Sense of Autism, how to support children with ADHD, the new DfE guidance for PSHE teaching and learning, Speech and Language Link, alongside many statutory training sessions.

We use specialist staff for Design and Technology and French.

5.10 Securing equipment and facilities

Little Chalfont Primary School is a secure site, which can only be accessed through a security gate. All external doors on site are within fire regulations and our internal doors require either staff badges or keys to open and lock. For more information regarding premises and safeguarding, please visit:

<https://www.littlechalfontprimaryschool.co.uk/policies-1>

5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEND or EHC plans

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. All pupils are encouraged to go on our residential trip(s). All pupils are encouraged to take part in sports day/school plays/special workshops, etc. No pupil is ever excluded from taking part in these activities because of their SEND or disability.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are also encouraged to be part of our extra-curricular clubs, such as the Chess Club, Computer Club, football, cheerleading etc. to promote teamwork/building friendships etc.

We have a zero-tolerance approach to bullying.

5.15 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the Head Teacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEND

At times it may be necessary to consult with outside agencies to receive more specialised expertise. These may include:

- Child Protection and Safeguarding:
<https://www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/service.page?id=ohzMEotA-qA>
- Education Safeguarding Advisory Service:
<https://www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/service.page?id=eEWWvGK7V1Y>
- Educational Psychologist:
<https://www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/service.page?id=51jAHu4FZKI>
- CAMHS (Child and Adolescent Mental Health Team) :
<https://www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/service.page?id=6peSu41Jd5Q>
- Social Services: <http://www.buckscc.gov.uk/social-care/children-and-families/>
- Speech Therapy Team:
https://www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/service.page?id=jxmoD84_7Jc
- School nurse: <https://www.buckshealthcare.nhs.uk/cyp/school-nursing/>
- Health Visiting Service: <https://www.buckshealthcare.nhs.uk/cyp/health-visiting/>
- Occupational Therapy Team: <https://www.buckshealthcare.nhs.uk/cyp/occupational-therapy/>
- Specialist Teaching Service:
<https://www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/service.page?id=pAenpCfDzIE>
- SENDIAS (Buckinghamshire's Special Educational Needs and Disability Information, Advice and Support Service): <https://www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/service.page?id=FT8eL4fIH8>

5.17 Contact details for raising concerns

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling, please contact the school office and arrange a meeting with the SENDCO and/or headteacher.

School Email: office@littlechalfont.bucks.sch.uk

School Telephone: 01494 762109

5.18 The local authority local offer

Our local authority local offer can be found on our website, via the following link:

<https://www.littlechalfontprimaryschool.co.uk/send-information>

6. Monitoring arrangements

This policy and information report will be reviewed by Terri Abadee (SENDCo) every year. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

7. Links with other policies and documents

This report links to our policies on:

SEND

Accessibility plan

Behaviour

Equality information and objectives

Supporting pupils with medical conditions

Safeguarding

Premises