

LITTLE CHALFONT PRIMARY SCHOOL



SEND Policy

September 2025

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Special Educational Needs Policy

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 years (July 2014) and has been written with reference to the following guidance and documents.

- Equality Act 2010: Advice for schools
- SEND Code of Practice 0-25 years
- Statutory Guidance on Supporting pupils with medical conditions
- The National Curriculum in England Key Stage 1 and 2 framework documents
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards

This policy has been created by the school SENDCO in liaison with the Headteacher, SEND Governor, staff and parents of pupils with SEND.

SECTION 1

SENDCO: Mrs T. Abadee

SLT Advocate: Mr R. Hacking

General Statement

At Little Chalfont Primary School, we aim to meet the needs of all pupils recognising their individuality, regardless of ability so that each child is encouraged in academic, social and physical growth. We recognise the right of all children to a broad, balanced, relevant and challenging curriculum which is appropriate to their abilities, talents and personal qualities. Each teacher is a teacher of every child including those with SEND.

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.

At any point in their school life, a child may have Special Educational Needs.

SECTION 2: THE SCHOOL AIMS

Aims

At Little Chalfont Primary School, we are **Ready, Respectful and Resilient** in all aspects of school life, including this SEND Information Report:

- Ready** to provide a high quality and challenging education for all pupils
to consider that every pupil is entitled to reach the highest level of personal achievement
- Respectful** to include and embrace diversity and equal opportunities for all children regardless of age, gender, ethnicity, religion, disability, attainment or background
- Resilient** to adapt, deliver and evaluate the use of broad and balanced educational opportunities to meet the differing needs of the pupils attending

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Objective

The school will achieve these aims through the following means:

- By ensuring implementation of government and LA SEND recommendations
- By ensuring the school's policy is implemented consistently by all staff
- By identifying barriers to learning and participation, and provide appropriately to meet a diversity of needs
- By ensuring all pupils have access to a spiral curriculum
- By recognising, valuing and celebrating pupils' achievements, however small
- By working in partnership with parents/carers in supporting their child's education
- By guiding and supporting all school staff, governors and parents in SEND issues
- By meeting the individual needs of all children
- By providing appropriate resources, both human and material, and to ensure their maximum and proper use
- By involving the child in the process of identification, assessment and provision
- By involving parents at an early stage, to develop a home school partnership working together for the benefit of the child

SECTION 3: IDENTIFYING SPECIAL EDUCATIONAL NEEDS

At Little Chalfont Primary School, a child is identified as having special educational needs if their progress, attainment or development is not in line with age-appropriate expectations, despite the following:

- Access to quality first teaching, from both class and specialist teachers, as per the school's pedagogy and the pupil's entitlement to a broad and balanced curriculum
- Adaptive adjustments being made to the curriculum to facilitate learning
- Participation in evidence-based interventions

Categories of SEND

The SEND Code of Practice 0-25 (July 2014) outlines 4 broad categories of need:

1. Communication and interaction

- Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.
- Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

2. Cognition and learning

- Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
- Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

3. Social, emotional and mental health difficulties

- Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
- Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools – see the References section under Chapter 6 for a link.

4. Sensory and/or physical needs

- Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health.
- Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

(Extract taken from 0-25 Special Educational Needs and Disabilities Code of Practice; July 2014)

At Little Chalfont Primary School, we believe that the purpose of identification is to facilitate the appropriate planning of support, not to fit a pupil into a category. We consider the needs of the whole child, not just those relating to special educational needs.

Learning Needs which are not 'special educational' in nature

The following needs are not regarded within Little Chalfont Primary School as being SEND, but may impact a pupil's progress and attainment:

- Disability
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)

- Being in receipt of a Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman

SECTION 4: A GRADUATED APPROACH TO SEND SUPPORT

At Little Chalfont Primary School, children are identified on our SEND register following consultation between the school SENDCO, staff and parents/carers. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants (TAs) or specialist staff. High quality teaching, which is differentiated for individual pupils, is the first step in the school's response to pupils who have, or may have, SEND. At Little Chalfont Primary School, we believe that additional intervention and support cannot compensate for a lack of good quality teaching, something which is monitored carefully through internal observations by the Senior Leadership Team (SLT).

In deciding to make special educational provisions for a child, the school SENDCO and relevant teachers will consider the information and data gathered about a child's progress, referring to wider school and national figures as well as published expectations of progress.

Outside Agency Involvement

In some cases, the school may feel it is appropriate to seek advice from outside agencies, in deciding about the nature of a child's special educational needs. Little Chalfont Primary School is able to access the following agencies via parental permission to referral:

- Educational Psychology Service (EPS) (Limited access)
- Speech and Language Therapy (S&L)
- Occupational Therapy (O/T)
- Child and Adolescent Mental Health Service (CAMHS)
- Specialist Teaching Service (STS) (Limited access)
- Pupil Referral Unit (PRU)

Feedback from outside agencies is also used as an indicator of special educational needs and the types of provisions which a child with SEND may benefit from.

Assess-Plan-Do-Review

Once a child has been identified on the school SEND register as 'SEND Support', in line with the SEND Code of Practice 0-25 years (July 2014), the school follows a cycle of 'assess-plan-do-review':

1. Assess

As outlined above, formative assessments about a child are made and compared against school and national data to decide whether their inclusion on the SEND register is valid. In making this decision, the 'assessment' of their suitability has been made.

Academically, if a child is working below 40% in any core subject, they are classed as requiring targeted support, and subsequently will require a provision map and to be placed onto the SEND register. Any child

scoring between 41%-60% will be logged on the class's school profile and the SENDCo's SEND Concern List. Pupils scoring 60% and above are working at age related expectation or above.

2. Plan

An individual provision support plan is created by the pupil's class teacher, in conjunction with the school SENDCO and outside agencies (where appropriate). This individual provision support plan is shared with the child's parents/carers **and child, where appropriate**, via a SEND Parent Meeting. The individual provision support plan clearly identifies the different provisions, which are to be made available to the child, along with the necessary resources and a SMART target, which acts as the assessment tool for that intervention or provision.

In sharing this document with parents/carers, they will have an opportunity to comment upon its content and for adjustments to be made. Parents/carers are always provided with a copy.

3. Do

Following agreement on the content of the provision map, pupils will have between 6 – 12 weeks to work on the targets set out within, with access to the necessary resources (materials, LSA support etc.).

4. Review

On a termly basis, individual provision plans are reviewed and evaluated by class teachers, in conjunction with parents, to establish the progress the child has made. The SMART targets are used as the assessment tool of this evaluation, which regularly includes a baseline score (Intervention type dependent).

At this point, class teachers also construct the next individual provision plan for a child, adjusting provision and SMART targets as necessary, based on the evaluated performance.

Within these meetings, in the case of children who have access to regular outside agency support, every effort is made to ensure the presence of the specialists involved, to further inform both teachers and parents about the progress a child is making. As appropriate, and following discussion, further adjustments may be made to a child's individual provision plan, to reflect the input of outside agency specialists and parental views. In addition, with children in upper Key Stage Two, we ask their views.

If, having followed this cycle, it is felt that a child requires more support than can be provided from the school's own resources (see Appendix A: Local Offer).

SECTION 5: CRITERIA FOR EXITING THE SEND REGISTER

Following the individual provision plan cycle, it may be felt that a child's special education needs are able to be met through high-quality teaching alone. At this point, the decision may be made, in conjunction with parental agreement, to remove the child from the SEND register. This decision will then be monitored.

SECTION 6: SUPPORTING PUPILS AND FAMILIES

Relevant information and support for pupils and families can be found through the following ways:

- By reference to Buckinghamshire Local Authority's Local Offer
<https://www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/localoffer.page?familychannel=5>
- By accessing the school's SEND Information Report/Local Offer
<https://www.littlechalfontprimaryschool.co.uk/send-information/>
- By accessing the school's admission procedures
<http://www.littlechalfontprimaryschool.co.uk/admissions/>
- By accessing the school's policy on managing the medical conditions of pupils
<https://www.littlechalfontprimaryschool.co.uk/send-information/>

SECTION 7: SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case, the school complies with its duties under the Equality Act 2010.

Some children may also have SEND and may have an Education, Health and Care (EHC) Plan, which brings together health and social needs, as well as their special educational provision and the SEND Code of Practice 0-25 years (July 2014) is followed.

Within school, children with significant medical needs all have Individual Medical Healthcare Plans, which are made available to staff.

SECTION 8: MONITORING AND EVALUATION OF SEND

The school regularly monitors and evaluates the provision made for its pupils with SEND through the following ways:

- Annual review of, and amendment to, the school SEND policy
- Termly reviews of pupil progress via the individual provision planning meetings
- Annual review of pupil EHC Plans
- Reviews of quality first teaching via lesson observations
- SEND Governor liaison with SENDCO and feedback to Full Governing Body
- Training of staff in preparation for and in response to the individual needs of children

SECTION 9: TRAINING AND RESOURCES

Within Buckinghamshire Local Authority, a school's SEND is funded via the notional budget, which is calculated based upon postcode area and deprivation and attainment factors.

The Headteacher, Deputy Head and SENDCO organise and plan the amount of additional in-class and external support required by pupils at SEND Support and with an EHC Plan.

In order to maintain and develop the quality of teaching and provision and to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development, which is identified

through the school's performance management system, the School Development Plan and the nature of individual pupil's needs. Staff attending any courses are expected to disseminate and share their knowledge with other staff within the school.

In addition, all teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCO to explain the systems and structures in place around the school's SEND provision and practice and discuss the needs of individual pupils.

The school SENDCO is responsible for regularly attending Local Authority SENDCO Liaison Meetings in order to keep up-to-date with local and national updates in SEND.

SECTION 10: ROLES AND RESPONSIBILITIES

SEND Governor

The Governing Body has a governor with responsibility for SEND. It is their responsibility to ensure that:

- the governing body has due regard for the SEND Code of Practice 0-25 years (July 2014) when carrying out duties towards all children with SEND
- that the Governing Body ensures that the necessary provisions are made for pupils with SEND
- in cooperation with the Headteacher and SENDCO, the Governing Body should determine the school's general policy and approach to provision for children with SEND
- the Governing Body ensures that all teachers are aware of the importance of identifying and providing for those children with SEND
- the Governing Body reports annually to parents on the success of the school's policy for pupils with SEND
- a current update of SEND is reported at Governing Body meetings
- pupils with SEND are included as far as possible into activities of the school and with other children
- the Governing Body consults with the LA and the Governing Bodies of other schools, when appropriate, in the interests of coordinated SEND provision in the area

SEND Learning Support Assistants

SEND Learning Support Assistants in school have a wide range of responsibilities in school, which include:

- working in class to support pupils at SEND Support and those with EHC Plans
- withdrawing pupils from their classes to work either individually or in small groups with LSAs, support teachers or outside agency staff
- to attend SEND meetings, contributing as appropriate and feeding back to parents/carers
- to attend, implement and review materials and expertise discussed and circulated during regular LSA training
- to help log a pupil's progress towards their provision map SMART targets, in conjunction with the class teacher, tracking outside agency involvement as necessary

Safeguarding

At Little Chalfont Primary School, the safeguarding team from September 2023 will be as follows:

Mr R. Hacking (Headteacher)

Mrs S. West (Assistant Headteacher)

Mrs T. Abadee (SENCO)

SECTION 11: STORING AND MANAGING INFORMATION

All SEND information about pupils, school systems, and action plans, are held centrally on a secure Google Drive. Electronic documents for former pupils are kept in conjunction with the SEND Code of Practice (2014).

SECTION 12: REVIEWING THE POLICY

The SEND policy is reviewed annually. In the light of any findings, the policy will be advised and amended accordingly.

SECTION 13: ACCESSIBILITY

The DDA, as amended by the SEND and Disability Act 2001, placed a duty on all schools and Local Authorities to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. Schools are required to produce accessibility plans for their individual school, which must be in writing. For further information about accessibility at Little Chalfont Primary School, please see the school's Accessibility Plan.

SECTION 14: COMPLAINTS

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

SECTION 15: BULLYING

Please visit the below link to view the school's policy on bullying: Behaviour (July 2024) and Anti-Bullying Policy (November 2023)

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

This policy was originally approved by the Governing Body of Little Chalfont Primary School at its meeting held on 23rd September 2024. The policy is shared with staff annually and reviewed by governors every three years in the Summer term.

Updates adopted by the Governing Body of Little Chalfont Primary School, at its meeting held on 15th October 2025.

Signed.....

Date.....

Lead Governor (SEND)

Next review: September 2026



Little Chalfont Primary School Special Educational Needs - THE LOCAL OFFER

At Little Chalfont Primary School, we strive to support ALL our pupils to enable them to achieve their full potential during their time at the school. In order to do this, many steps are taken to support them through their learning journey.

All pupils have access to excellent quality teaching which is vital. However, for some children there are occasions when further additional support may be needed to help them achieve their targets.

The Special Needs Co-ordinator (SENDCO) is: Mrs Abadee who is supported by Mr Rob Hacking, Headteacher.

The SENDCO is responsible for the operation of the Special Educational Needs Policy and coordination of specific provision made to support individual children with SEND. The SENDCO liaises with staff to monitor the pupil's progress and plans further interventions where progress is slower than expected. Where more specialised advice is needed, the SENDCO is in regular contact with a wide range of external agencies.

The type of SEND provision that Little Chalfont Primary School provides is based on individual needs or a pupil's educational health care plan, where their needs can be met within our mainstream setting.

Further Information

Pupil Premium

Pupil Premium funding is allocated to schools to work with pupils who have been registered for free meals at any point in the last six years. Schools also receive funding for children who have been looked after continuously for more than six months and children of service personnel. Schools are held accountable for the decisions they make on Pupil Premium through the performance tables which show the performance of disadvantaged pupils compared with their peers. Ofsted inspectors focus on the attainment of pupil groups, in particular those who attract Pupil Premium.

Children and Families Act and SEND Code of Practice

The Children and Families Act underpins wide-ranging reforms to improve services for vulnerable children and support families so that all children can succeed, no matter what their background. The SEND Code of Practice sets out how this is to be achieved for children with Special Educational Needs and Disabilities (the full code is available at: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>). It extends from birth to 25 years, giving children and their parents/carers greater control and choice in decisions and ensuring needs are properly met.

This includes:

- Education Health Care Plans (EHCPs). These are individualised plans for those children requiring more support than is ordinarily available. They bring together all the services that support a child and his/her family and they detail the specialist provision put in place to achieve both shorter term and longer-term objectives. It has the child and her/his wellbeing as its core tenet. Further information is available at: <https://www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/advice.page?id=D12uzsNgJhs>
- Requiring local authorities to publish a 'local offer' of support. Buckinghamshire's Local Offer is available at: <https://www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/localoffer.page?familychannel=5>

The Local Offer

The Local Offer outlines which services are available to support disabled children, children with SEND and their families. This information sets out what is normally available in schools to help children with lower-level SEND as well as the options available to support families who need additional help to care for their children. A number of questions were devised in consultation with parents/staff and other agencies which reflect their concerns and interests.

Below are Little Chalfont Primary School's responses to those questions:

1. How does Little Chalfont Primary School know if a pupil needs extra help?

We know if a pupil needs extra help through/ when:

- Liaison meetings with Early Years settings
- Liaison meetings with feeder schools
- Child performing below age expectations or not making expected progress relevant to their starting points
- Progress is limited, despite Quality First Teaching and Intervention
- Concerns raised by parents
- Concerns raised by the class teacher
- Liaison meetings with external agencies
- Medical diagnosis

2. What should I do if I think my child may have special educational needs?

- The class teacher is the initial point of contact for responding to parental concerns
- If following discussions with the class teacher, you still have concerns then contact the Headteacher or the SENDCO.

3. How will I know that Little Chalfont Primary School will support my child?

- The teachers at Little Chalfont Primary School teach using school's pedagogy/high-quality teaching practices, in conjunction with Ambition Institute and the Education Endowment Foundation, to meet the needs of all pupils:
 - 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.
- Each pupil's education programme will be planned by the class teacher and will be differentiated according to the pupil's individual needs. This may include support by the teacher or teaching assistant in class.
- If a pupil has needs related to more specific areas of their education, such as English or Maths fluency, the pupil will be placed in a small focus group run by the teacher or SENDCO and receive 'intervention' support. The interventions will be regularly reviewed to ascertain the effectiveness of the provision and to inform future planning. Please speak to the Headteacher or the SENDCO, if you have any queries related to these interventions.
- 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.
- Sometimes children's needs can be best met with a higher level of support and additional funding and an application can be made for High Needs Block Funding or an assessment for an Education Health Care Plan.

4. How will the curriculum match my Child's needs?

- As stated above, school's pedagogy ensures that the needs of all pupils are met through universal, high quality teaching. These are detailed above.
- Learning Support Assistants (LSAs) may be allocated to work with the pupil on a 1:1 basis or small focus group to target more specific needs.
- If a child has been identified as having a special need, they will be given a SEND 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.
- If appropriate, specialist equipment may be given to the pupil e.g. writing slopes, enlarged worksheets, pencil grips or easy to use scissors.

5. How will I know how my child is doing?

- You will be able to discuss your child's progress termly at Parent's Evenings or SEND Parents Meetings, and informally, with the class teacher, SENDCO or SLT, throughout the year. Meetings with the class teacher can be organised through the school office, if you wish to raise an initial concern. Appointments can be made to speak in more detail to the class teacher or SENDCO by visiting/phoning/e-mailing the school office.

6. How will the school help me to support my child's learning?

- The class teacher may suggest ways you can support your child, either through conversation or via key information on the class pages of the school website.
- The Headteacher or the SENDCO may meet with you to discuss how to support your child with strategies to use if there are difficulties with a child's behaviour or emotional needs.
- If outside agencies or the Education Psychologist have been involved, suggestions and programmes of study are normally provided that can be used at school and at home.

7. What support will there be for my child's overall well-being?

School have an Emotional Literacy Support Assistant (ELSA), who works in conjunction with the school SENDCO to ensure children with Social, Emotional Mental Health Needs are identified and receive appropriate support. Alongside this, school has a wide variety of pastoral support for pupils who are encountering emotional difficulties.

These include:

- The headteacher is an Advanced Senior Mental Health Lead.
- Members of staff are readily available for pupils who wish to discuss issues and concerns.
- Regular assemblies about how to improve wellbeing.
- Quiet reading time can be available for pupils who find lunchtimes a challenge.
- If a child has a medical need, then a detailed Care Plan is compiled in consultation with parents/carers. These are discussed with all staff who are involved with the pupil.
- Staff receive EpiPen, asthma and epilepsy care training and updates.
- Where necessary, and in agreement with parents/carers, medicines are administered in school, but only where a signed medicine consent form is in place to ensure the safety of both child and staff member.
- All staff have First Aid in Schools or Paediatric First Aid training.

8. What specialist services and expertise are available at or accessed by the school?

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=51jAHu4FZKl>

- **CAMHS (Child and Adolescent Mental Health Team):** <https://www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/service.page?id=6peSu41Jd5Q>
- **Social Services:** <https://www.buckinghamshire.gov.uk/care-children-and-families/child-protection-and-safeguarding/>
- **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:** <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=FT8eL4fHa8>

9. What training have staff, supporting children with SEND, recently received?

Staff have received training sessions on a range of SEND topics including:

- Identifying and Assessing SEND Needs in the classroom.
- How to use evidence-based interventions across school.
- Using generative drawing to support reading.
- What is High-Quality Teaching and Support?
- The intervention process and the basics of the graduated approach.
- Supporting pupils with SEND in writing.
- Supporting pupils with SEND in maths.
- Supporting pupils with Autism
- Supporting pupils with Downs Syndrome

10. How will my child be included in activities outside the classroom, including school trips?

- Activities and school trips are available to all.
- Risk assessments and event specific plans are carried out and procedures are put in place to enable all pupils to participate.
- However, if it is deemed that an intensive 1:1 support is required, a parent or carer may be asked to accompany their child during the activity.

11. How accessible is the school environment?

We are happy to discuss individual access requirements. Facilities we have at present include:

- Level entrances to all parts of the school building, with the exception of the school office (which is accessible via nursery).
- A toilet adapted for disabled users.
- Wide doors in some parts of the building.

12. How will the school prepare and support my child when joining Little Chalfont Primary School or transferring to a new school?

Many strategies are in place to enable the pupil's transition to be as smooth as possible. These include:

- Discussion between the previous or receiving schools prior to the pupil joining/leaving.
- All pupils attend an induction session to familiarise themselves with their new class.
- Additional visits are arranged for pupils who need extra time in their new school.
- Where a pupil may have more specialised needs, a separate meeting may be arranged with the headteacher or SENDCO.

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

- The school's SEND budget is allocated each financial year. The money is used to provide additional support or resources depending on an individual's needs.
- Resources may include deployment of staff depending on individual circumstances.

14. How is the decision made about how much support my child will receive?

These decisions are made in consultation with the SENDCO, class teacher and the Headteacher, based on termly tracking of pupil progress and as a result of assessments undertaken by outside agencies. For children with an EHCP, the number of hours of support from specialist agencies is usually specified.

15. How will I be involved in discussions about, and planning for, my child's education?

All parents are encouraged to contribute to their child's education. This may be through:

- Discussions with the class teacher.
- Discussions with the SENDCO or headteacher.
- At SEND Provision Support Plan review meetings.

16. Who can I contact for further information?

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.

We hope the information set out in this document has answered any queries you may have, but please do not hesitate to contact the school if you have any further questions.

sendco@littlechalfont.bucks.sch.uk

Contact Telephone: 01494 762109

Local Offer Age Bands

Primary (4-11 years)

Nursery Class (3-4 years)

Needs Level

All needs met

SEND Provision Type

Universal service (No referral required)