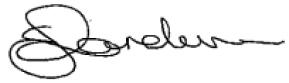
Chestnut Park
Primary School

SEND Information Report	
Academy Name	Chestnut Park Primary School
Last Reviewed	September 2026
Review Frequency	Annually
Review Date	September 2027
Signed - Headteacher	
Signed: Chair of Governors	

SEND Information Report

What is SEND
SEND stands for Special Educational Needs and Disability At Chestnut Park Primary School, we have aligned our provision with the definitions stated in the SEN Code of Practice (2014): • *A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.* • *A child of compulsory school age or a young person has a learning difficulty or disability if he or she: has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.* (SEN Code of Practice 2014)
What types 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 disorder, Asperger's Syndrome, speech and language difficulties • 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 • Moderate/severe/profound and multiple learning difficulties

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How does the school make sure the admission process is fair for pupils with SEND or a disability

- Applicants in receipt of a Statement of Educational Needs or Education, Health and Care Plan should contact their SEN Officer to apply for schools.
- Where a school is named in a child's Statement of Special Educational Needs or Education, Health and Care Plan, the Admission Authority for the school is legally required to admit the child to the school. Such children will therefore be allocated places at the named school before the oversubscription criteria is applied.

How we identify pupils with SEND and assess their needs

We will 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 SEN.

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.

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Consulting and involving pupils and parents

We will have an early discussion with the pupil (where appropriate) 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 SEN support.

How we assess and review pupils' progress towards outcomes.

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

The class teacher will work with the SENCO 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 or 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.

The Graduated Response

The school's system for observing and assessing the progress of individual children will provide *information about areas where a child is not progressing satisfactorily. Under these* circumstances, teachers may need to consult the SENDCo to consider how a child could be further supported. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject.

In order to help children with special educational needs, Chestnut Park Primary School will adopt a graduated response. This may see us using specialist expertise, if as a school, we feel that our interventions are still not having an impact on the individual.

Pupils are only identified as SEND if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching. They may be considered for identification if they:

- Make little or no progress, even when teaching approaches are targeted, particularly if a child's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment.
- Present persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school.
- Have sensory or physical problems and continue to make little or no progress, despite the provision of specialist equipment.
- Have communication and / or interaction difficulties, and continue to make little or no progress.
- Class teachers will often be the first to identify problems using classroom observation and informal assessment.
- Parents voicing concern may highlight a particular need.
- Outside agencies may bring a child's difficulties to the school's notice.
- Appropriate standardised tests may indicate where there are SEND.

If the school decides to identify the child as SEND, the school will record the steps taken to meet the needs of individual children on a suitable plan. If we refer a child for statutory assessment/Education Health and Care Plan (EHCP), we will provide the LA with a record of our work with the child to date. Following a statutory assessment by the LA which deems that the child meets the requirements then an 'EHCP' will be developed. These plans will detail interventions that are additional to those provided as part of the school's differentiated curriculum and the child will be given individual learning targets which will be applied within the classroom. These targets will be

monitored by the class teacher and teaching assistants within the class and reviewed formally with the SENDCo, parents and young person.

In consultation with the parent, a pupil will be added to the school's SEND register if they have an individual Learning Plan (ILP) and/or Statement/EHC Plan. These children have a written plan created by the class teacher in consultation with the pupil and parents and Teaching Assistant where appropriate.

Pupils will be taken off the SEND register if they no longer meet concerns identified prior to placing on the SEND register. Should a child no longer require an individual plan, then parents will be informed.

The four-part cycle

The four-part cycle:

- **Assess:** We will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of parents/carers and the pupil. In some cases we will draw on assessments and guidance from other education professionals e.g. Educational Psychologists (EP) and from health and social services.

- **Plan:** Where SEND Support is required the teacher and SENDCo will put together a plan outlining the adjustments, interventions and support which will be put in place for the pupil as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Targets for the pupil will be shared with her/him using child friendly language and with parents/carers. All staff who work with the pupil will be made aware of the plan.

- **Do:** The class teacher is responsible for working with the pupil on a daily basis. She/he will also liaise closely with Teaching Assistants or specialists who provide support set out in the plan and monitor the progress being made. The SENDCo will provide support, guidance and advice for the teacher.

- **Review:** The plan including the impact of the support and interventions will be reviewed each term by the teacher, SENDCo, parent/carer and the pupil. This will inform the planning of next steps for a further period or where successful the removal of the pupil from SEND Support.

This four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress is known as the graduated approach. It draws on more detailed approaches and more specialist expertise in successive cycles

How we will support pupils moving between phases.

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.

We recognise that 'moving on' can be difficult for a child with SEND and take steps to ensure that any transition is a smooth as possible.

Starting school

- Children starting school for the first time will have the opportunity to visit Chestnut Park Primary School in small groups with their families.
- Teachers may also take the opportunity to visit children in their Nursery setting in the summer term.
- We will hold a variety of transition events for children and parents to attend.
- The local authority may provide time for a link meeting for children with SEND. This involves teachers, and the SENCO meeting with the current Nursery and parents to plan in detail the child's transition to school.
- When pupils with SEND join our school from a nursery placement, we hold a School Entry Plan meeting with nursery leaders, parents and any professionals involved. This meeting agrees a list of actions to smooth the transition which may include adaptations to the settling in period. Extra visits can be arranged as necessary.
- During the first term of school, a School Entry Plan review meeting is held with parents, school and nursery staff to review how the transition is going.

When moving years in school:

- We encourage all new children to visit the school prior to starting with us.
- Information about your child will be shared with their new teachers.
- For children with special educational needs or a disability we may facilitate a phased transition to help your child to adapt to their new surroundings. We would also visit them in their current setting if appropriate.
- If your child would be helped by a personalised plan for moving to another year, we will put this in place.

- We liaise closely with staff when receiving and transferring children to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.

If your child is moving to another school:

- Pupils transferring from one school to another are supported.
- If a pupil receives high needs Top up funding, we invite the SENCo from his/her next school to the annual review.
- All records about your child are passed on as soon as possible.
- Transition visits are arranged as appropriate and pupils with SEND will usually be offered extra transition sessions.
- We use transition books and social stories to help explain and prepare children for any major transition.
- Transition meetings will be held for those children with special educational needs or a disability during the summer term of Year 6 in preparation for them leaving us for secondary school. The SENCo from the child's new school will be invited to this meeting.

What is 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 SEN. This will be differentiated for individual pupils.
- The school will provide the following provision for pupils with SEND:

Area of SEND	Universal / Wave 1	SEND Support / Wave 2	High Needs / Wave 3
Cognition and Learning	**Quality first teaching strategies:** • differentiated curriculum. • planning and tasks (including homework) • multi-sensory teaching methods - clear and simple instructions (especially new learning) • visual aids, • Catch up interventions e.g. pre-/post teaching, Numicon, phonics groups, additional reading	• Targeted Maths and English interventions • precision teaching • daily reading • alternative forms of recording, e.g. iPads, laptop • talking tins • Individual provision map • Coloured textbooks and worksheets/overlays • SENCO recommendations given -	• Individualised timetable • Provision and curriculum is highly specialised and personalised • 1:1 support • Learning Support Services • Outside agencies

	• SENCO observation in class	Spelling intervention.	
Communication and interaction	**Quality First Teaching Strategies:** • Classroom routines to promote good listening • curriculum and learning environment structured and adapted • visual supports used to reinforce language • Knowledge organisers - fact file sheets • sensory breaks • ear defenders	• additional learning • resources social skills • groups sensory group • speech and language plans Talk boost positive handling plan – lego Therapy	• Individualised timetable Provision and curriculum is highly specialised and personalised • 1:1 support - Learning Support • Services • Speech and Language Therapist • Occupational Therapist Autism and Communication Advisor PECs
Social and Emotional	**Quality First Teaching Strategies:** • Zones of Regulation • inclusive learning environment • calm, consistent learning environment with clear expectations and secure explicit boundaries - whole school behaviour policy • Jigsaw - Self-esteem building approaches	• LSA support • social skills group • sensory group • Time to talk Positive handling plan Thrive	• • • • Educational Psychologist • enrichment programme Individual Behaviour Plan – specialist support from Multi-agencies CAMHS
Physical and Sensory	**Quality First Teaching Strategies:** • • reasonable adjustments - sound systems • - radio aids	• Appropriate adjustments are made to the learning environment	• • Hearing support • Visual support Use of specialist equipment • Medical plan

We will also provide a broad range of interventions to include:

- Word Aware
- Fred's fluency
- Time to talk
- Talk Boost
- Wellcomm
- Additional Maths support
- Thrive
- Phonics Catch up
- Spelling interventions.
- Emotion and wellbeing coaching
- PiXL

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How adaptions are made to the curriculum and the learning environment of pupils with SEN

The environment

- The school site is wheelchair accessible.
- There are two disabled toilets, which are large enough to accommodate changing and personal hygiene care and one has shower facilities.
- Our classrooms environments and corridors are low sensory so that they are 'autism friendly'.

The curriculum

- Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.
- Support staff will support with your child's learning in the classroom.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs. You can find our accessibility plan available via the school website –

Please see our **Accessibility Plan** for more details.

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What additional support for learning is available for pupils with SEN

All pupils access the full curriculum, with differentiation and support in class. Class teachers consider the language they use, and provide visual and multi-sensory support in all areas of learning. The curriculum is creative and includes outside trips to support the learning experience.

All children have targets that are set by class teachers based on their individual learning needs.

Some children with SEND may need additional, and more specific SMART targets to meet their needs and therefore an Individual Provision Map (IPM) will be in place. Support and intervention at our school includes: Class teacher input, via excellent targeted classroom teaching (Quality First Teaching).

Class teachers are responsible for:

- planning appropriate work / activities for their pupils
- ensuring that support is available for all children (inclusive 'quality first' teaching)
- differentiating the curriculum to take account of different learning styles, interests, abilities
- ensuring that all children can be included in tasks / activities
- monitoring individual progress
- have the highest possible expectations for your child and all pupils in their class and celebrating achievement
- identifying those children who require additional or different support in order to make progress
- setting and agreeing SMART targets with parents and pupils

Specific Group Work;

Interventions which may be run in the classroom or a group room and run by a teacher or a Learning Support Assistant (LSA).

- using different learning materials in the classroom
- making reasonable adjustments within the physical environment
- making reasonable adjustments to routines
- support staff in the classroom
- a more focused level of support in a small group withdrawn from the class

- focused work to be completed at home.

Individual support (SEND Support)

This means a pupil has been identified by the SENCo as needing some extra specialist support in school from a professional outside the school. This may be from Local Authority support services, such as the Autism and Social Communication Team, Learning Support Team, Education Psychology Service etc.

What could happen:

- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and you to understand your child's particular needs better and be able to support them more effectively in school.
- The specialist professional will work with the school and your child to understand their needs and make recommendations as to the ways your child is given support.

Specified Individual support (EHCP)

This type of support is available for children whose learning needs are severe, complex and lifelong. This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching. Usually your child will also need specialist support in school from a professional from outside the school.

What could happen:

- The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find more detail about this in the Local Authority Local Offer on the North Somerset County Council website at: Education, Health and Care Hub (n-somerset.gov.uk)

After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support at High Needs level.

- After the reports have all been sent in, the Local Authority will decide if your child's needs are severe, complex and lifelong. If the needs are they will write an Educational Health and Care Plan (high needs). If they are not, they will ask the school to continue with the support at SEND Support and set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The Educational Health and Care Plan will outline the provision your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short-term goals for your child.
- The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups which include your child.

What expertise and training do staff have to support pupils with SEN, including how specialist expertise will be secured

The SENCo supports the teachers in planning for children with SEND.

- The School Development Plan includes identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.
- We have LSA's trained in specific interventions that targets phonics, reading and spelling, spelling detectives and Talk boost.
- LSA's are trained in reading interventions that target particular year groups.
- We use RWI for phonics and precision teaching to target key spellings.
- To assist children with speech and language needs we use word aware, talk boost and advice from specialist speech and language therapists.
- Staff working with our children with autistic spectrum conditions (ASC) have received training and are supported by the Autism and Communication team.
- Staff have received training on working with children with Down Syndrome and are supported by Ups and Downs.
- Staff have received training on Communication and Language to enable better communication with children with limited speech or language.
- Our SENCo has received training on attachment and trauma, Foetal Alcohol Spectrum and Lego Therapy.

- We have Staff trained in the Thrive approach to support emotional literacy and social skills.
- Staff have received training on Forest School in order to offer Forest School on the school site
- A number of our staff have received additional medical training relating to specific conditions such as epilepsy and diabetes.

How we support pupils with Medical Conditions and Well-Being.

We are a fully inclusive school with a caring, supportive and understanding ethos. We welcome and celebrate diversity and take a proactive approach to supporting children medical conditions and mental well-being.

- Members of the senior leadership team and classroom teachers are on the playgrounds in the mornings to greet and welcome children each morning.
- The classroom entrances are staffed with adults who greet and welcome children and their families each morning. This ensures a smooth transition between home and school each day.
- We have designated first aiders and a procedure for administrating prescribed medications.
- We have access to the School Nursing Service and CAMHS
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class therefore this should be your first point of contact. The class teachers will liaise with the SENDCo/Senior Leadership Team if more support is required.
- A key task for each class's LSA is to support the social and emotional needs of the pupils in their class alongside the class teacher.
- LSAs know the children well and develop trusting relationships with them.
- Pupil's view are sought, listened to and acted upon wherever possible.

We have a policy regarding the administration and management of medicines on school site Policy for Children with Medical Conditions

- Parents need to contact the school office if medication needs to be taken during the school day and the appropriate forms need to be completed.
- If a child's health care needs are longer term, a health care plan will need to be put into place. This will be done by the SENCo and the parents and your child's health care professional will need to sign the health care plan to ensure we are doing the best for your child.

Staff receive regular training regarding conditions and medication affecting individual children so that all staff can manage a medical situation should the need arise.

- If a child requires intimate or personal care, an appropriate plan will need to be put in place. This will be organised with the SEND Administrator and the parents.

Specialist Support available at Chestnut Park

Our SENCOs have many years' experience in the teaching of SEND children. They have completed/are completing their training for their NPQSEND qualifications. We work closely with the local authority and access and regularly accesses support from a range of professionals including:

- Education Psychologist
- Speech and Language Therapy
- Autism and Communication Service
- Physical Impairment and Medical Support Team (PIMST)
- Occupational Therapy
- Physiotherapy
- Hearing Sensory Support
- Visual Sensory Support
- Learning Support Service
- Child and Adult Mental Health Service (CAMHS)
- GP/Paediatrician

SENCOs Contact Details

SENDCO: Mrs Emmee Standeven/ Mrs Dixie Andrews
Email: estandeven@chestnutparkschool.org.uk
dandrews@chestnutparkschool.org.uk
Telephone: 01275 337440

How equipment and facilities to support children and young people with SEN will be secured

- The SEND budget is administered by the SENCo who is also Headteacher.
- Decisions about the budget are decided yearly, depending on current pupil needs.
- We ensure that all children with special educational needs are provided for to the best of the school's ability with the funds available.

How the effectiveness of the provision made for pupils with SEN is evaluated

The Headteacher/SENDCo regularly monitor and evaluate the quality of provision for all pupils.
The school aims to use interventions in school that have proven outcomes and are evidence based.

The impact of SEND provision on the progress and outcomes for children on the SEND register is measured through:

- analysis of pupil tracking data and test results at pupil progress meetings
- progress against national data and based on their age and starting points.
- interventions baseline and exit data
- progress against individual targets
- pupils' work and interviews

What do I do if I am not satisfied with a decision or what is happening?
• If you have any concerns or questions about your child's provision, the first person to speak with would be your childs class teacher. • If you have further questions, we would encourage you to speak with the SENDCO/Headteacher, who will be able to help you further. • In addition to the contacts within the school, there are a range of other agencies and support networks available including charities and local offer representatives. These include: SENDDIAS North Somerset Parents Carers Working Together North Somerset Local Offer • If you still feel the issues are unresolved, the Headteacher will be able to arrange a meeting with the Chair of Governors. Please contact the school for this to be arranged. If your concern is with the Local Authority, then please contact them directly and inform the school if appropriate.

Report Review
Report Review is due September 2027.