

Chalford Hill Primary School

Information report for Special Educational Needs and Disability (SEND)



Date of Policy: October 2026
Next Review Date: October 2027

Our SEND provision is underpinned by our commitment to ensuring every child can REACH their potential:

Chalford Hill Primary School is a place where happy, confident people REACH for their dreams.

- Respect:** We respect ourselves, others and everything around us by making good choices.
- Effort:** We take part and try our best in: school; our community and the wider world.
- Achieve:** We ask questions and work hard to achieve our goals and reach our potential.
- Challenge:** We look for ways to solve problems and improve, even when we find things hard.
- High Five:** We celebrate ourselves and each other; building positive relationships.

Education Framework

The following table demonstrates how we put support in place for all pupils with and without SEND (including the areas of need below).

- Cognition and learning needs including Specific learning difficulties
- Communication and interaction needs including Autism spectrum
- Physical and sensory needs
- Social, emotional and mental health needs

Universal support is available to all children whether they have a special educational need or not. It is inclusive high quality first teaching and is delivered by the class teacher every day.

Targeted support is provided for children with an identified gap in their learning and may be offered to a range of different pupils over their school life (SEND and non-SEND). This support is designed to boost progress and allow pupils to participate in learning at age-related expectations. Most of the time this is shared support in a group, both in class and withdrawn.

Specialist support is offered to pupils who have special educational needs and is delivered by trained staff, supported by the SENDCO or other outside agencies. This is more personalised support and is often 1 to 1 support.

Not all of the support listed below will be provided at the same time and will change depending on the needs of the pupils.

Area of Need	Universal	Targeted	Specialist
<i>Cognition and Learning</i>	Differentiated curriculum planning, activities, delivery and outcome In-class TA support In-class targeted teacher support – targeted children seated together Increased visual aids / modelling etc Visual timetables Illustrated/ ACE dictionaries Use of writing frames 5-a-day approach Access to ICT Team teaching / modelling Revision classes Talk for Writing Monitor home reading Individual targets Communication Friendly spaces Task presentation/structure Maths toolkits (resources) Peer tutoring/support Self-assessment Sounds Write phonic teaching (YR to Y3) Sounds and syllables spelling scheme (Y3-Y6) Use of manipulatives in maths and practice, apply, challenge approach	Catch-up sessions to teach an identified gap in learning In class support from TA Peer support or mentoring Reduced or individualised timetables Additional resources or simplified task Additional Guided reading sessions Additional 1 to 1 reading daily Additional or differentiated reading comprehension Differentiated writing frames, cloze activities Task planners 1 to 1 or small group target work for maths or English Word banks for spelling, word choices Coloured books/coloured paper/overlays Sounds Write phonic teaching to fill gaps (throughout the school) Use of iPads for recording information and creating Mind Maps Mind Maps Visual prompts/lists/instructions	Small group or 1:1 literacy/ numeracy support Reading interventions – Dancing Bears, Fast Track, precision teaching, Toe by Toe, Sounds Write, Nessy (online) Spelling interventions - Sounds Write, Precision Teaching, Word Wasp, Nessy (online) Additional maths fluency sessions Exam access arrangements for Y6 Advice from EP / Advisory Teaching Service Phonic or word mats Sound Buttons to record sentences and reduce load on working memory/ Use of word processing software Pre- and post-teaching experiences Use of iPads for recording information and creating Mind Maps Use of alternative ways to record work – dictation, scribe, use of laptop
<i>Communication and Interaction</i>	Differentiated curriculum planning, activities, delivery and outcome	In class support with focus on supporting speech and language Use of ICT to support recording work	Small group or 1:1 support for language Social skills group Speech and Language support / advice

	outcome e.g. simplified language, key words Increased visual aids / modelling Visual timetables Use of symbols Structured school and class routines Environmental clues e.g. location systems Clarification of task/instructions Practical resources to aid learning Use of ICT to support recording work iPads with a range of applications Peer tutoring/support Self-assessment Growth Mindset Maths Mastery approach	Visual Timetables Task planners Instructions given in small steps Talk Boost intervention for Y1/Y2 Pre and post teaching of vocabulary Coloured background/overlay Use of visual aids Enhanced communication between home and school	Makaton Visual organiser Wigit – Communication in Print Advice from EP / Advisory Teaching Service Pre and post language and vocabulary sessions Vocabulary banks Advice from Advisory teacher for the hearing impaired Advice from Speech and Language therapist Language for Thinking intervention Why-Because cards Social Stories Cartoon Comic Strips (ATS resource to support pupils with ASD)
<i>Emotional, Behavioural and Social</i>	Whole school behaviour policy Whole school rules (REACH Golden Rules) Whole school reward and sanctions systems (House points) REACH – school motto (Respect, Effort, Achieve, Challenge, Hi-Five) Circle Time PSHE focused work Peer mediation JIGSAW (PSHE scheme of work) Allocated carpet places to aid concentration and listening Social groups for topic and outdoor learning	In class support for supporting behaviour targets, access, safety Additional TA for small group and 1 to 1 Social skills group Social stories Lunchtime club Carpet tiles and weighted cushion Think Yourself Great Socially Speaking Guided Reflection time Philosophy for Children (P4C)	Small group or 1:1 support for social skills Individual support or mentoring Individual reward system Social skills training Anger management Peer mentoring Advice from EP / Specialist teacher Time-out CYPs (Children and Young people's services) Social Stories Team Teach approach Therapeutic approaches Philosophy for Children (P4C) ELSA support TEAA time (Trusted Emotionally Available Adult)

	Regular outdoor learning activities through Outdoor Schools Residential/trips Lunchtime/after school clubs Bubble Boxes (to share news/concerns with a trusted adult) Growth Mindset Playground Buddies Philosophy for Children (P4C)		
<i>Sensory and Physical</i>	Flexible teaching arrangements Staff aware of implications of physical impairment Deaf-friendly initiative Writing slopes Pencil grips Quick physical breaks Improved accessibility of building Training for identified needs Sensory/Calm area in each classroom (sensory/figit toys, soft cushions, timers)	Additional keyboard skills training Additional fine motor skills practice Triangular pencils and pencil grips In class support for supporting access, safety Advice from school nurse and other health care professionals Care Plans to ensure shared information Adapted or additional PE Wobble cushions and kick bands Peanut ball Adapted handwriting paper Fizzy Reading Rulers/ Coloured overlays Movement breaks Sensory circuits	Individual support in class during appropriate subjects e.g. Science, PE and lunch time Physiotherapy programme Occupational therapy programme Access to electronic devices – laptop, iPad Use of appropriate resources e.g. adapted toilet Advice from Advisory teachers Advice from EP / Specialist teacher Nessy Fingers typing program Fizzy – coordination intervention Advice from Occupational Therapist 1 to 1 TA to scribe Perceptual-motor handwriting programme – Write from the Start

A child that needs targeted or personalised support that cannot be met by the school's designated budget (£6000 per child per year) may need to have an Education Health and Care Plan (EHC). This is explained fully in the SEND Code of Practice and the school SEND Policy. An EHC plan may come with top up funding (additional funding from the Local Authority).

Frequently asked questions

Question	Answer
How does Chalford Hill know/identify pupils with special educational needs?	Chalford Hill follows the Local Authority Graduated Pathway and use the Assess, Plan, Do, Review cycle approach Chalford Hill Primary School is committed to early identification of special educational need. A range of evidence is collected through the usual assessment and monitoring arrangements: if this suggests that the learner is not making the expected progress and that they have significantly greater difficulty in learning than the majority of others the same age, the teachers will decide whether additional and / or different provision is necessary. It may be necessary to do additional assessments or screening in relation to the identified area of need. Teachers or parents may raise concerns about a Specific Learning Difficulty (SpLD) such as dyslexia. The class teacher will discuss this concern with the SENDCO (Jamie Powell) and if appropriate an online screening assessment may be undertaken. We also use information provided by parents and previous settings such as a pre-school setting.
What should parents/carers do if they think their child has SEND?	Contact the class teacher, who will know your child very well. Explain to them why you are concerned. The class teacher may then discuss your child's needs with the SENDCO (Jamie Powell) and will keep you informed.
What are the arrangements for the admission of disabled pupils?	We welcome all children to join our school, including those with special educational needs, subject to our normal admission arrangements. Our school buildings, due to age and design are not ideal for children with profound physical disabilities. However, we would make every effort to accommodate such children if the need arose. The head teacher is responsible for the admission arrangements, which accord with those laid down by the local authority. The school acknowledges in full its responsibility to admit pupils with already identified special educational needs, (with appropriate support where necessary) as well as identifying and providing for those not previously identified as having SEND. The school liaises with local Early Years providers and ensures that the induction process is planned to meet the needs of all the children.

How will the school support children with SEND?	Chalford Hill follows the Local Authority Graduated Pathway and use the Assess, Plan, Do, Review cycle approach Your child's class teacher and the SENDCO will oversee and plan your child's education programme. The table above shows current support that may be provided. Provision is made for individual children depending on their needs. We feel that it is important to liaise with the pupil and parents/carers to make sure the interventions and support provided is effective. Provision is reviewed at least 3 times a year and usually more often.
Which other services are used to provide for and support pupils?	Children with an EHC plan will have the provision detailed in the plan and the plan will also identify who will provide the support. We may need expert advice from outside agencies like: Educational Psychologists, Occupational Therapists, Speech and Language Therapists, physiotherapists, Doctors, School Nurse, Advisory Teaching service, Child and Adolescent Mental Health Services (CAMHS). We will always ask for permission from the parent/carer before discussing individual pupils by name.
How are the school's resources allocated and matched to children's special educational needs?	The local authority provides funding for schools to meet the needs of all children with SEND. We allocate support according to need. Additional interventions are funded to support children's progress. If your child has an Education Health and Care plan, we will ensure that the provision specified is in place.
Who will be working with your child? What role will the child's teacher play?	All teachers are teachers of children with SEND. All teachers plan to include everyone in their lessons and work is provided at the appropriate levels for children to access their learning and make good progress. The class teacher has the responsibility to teach and assess all pupils in their class. They liaise closely with support staff and SENDCO to ensure provision is matched correctly to each pupil with SEND. A child with SEND may be supported in class by a teaching assistant, have small group work or 1 to 1 support.

How does the school ensure that the information about a child's SEND or EHC plan is shared and understood?	The SENDCO, class teacher, teaching assistant and parents of a child with SEND meet at least 2 times a year to review progress and set new outcomes. After this meeting, the review and targets are written up and given to all attendees. The SENDCO will also meet with any other members of staff that might come into contact with the pupil to share relevant information. Any outside agency involved with the pupil will also be sent the paperwork and often attend the meetings.
How will I know how my child is doing and how will you help me to support my child's learning?	Your child's class teacher will keep in contact with you regularly. Parents are welcome to speak to their child's class teacher or the SENDCO at any time. There are some times of the day that are very busy, so it is best to book an appointment at a mutually convenient time. Parents of children with SEND will be invited to/ updated about plan reviews at least three times a year. These meetings/ updates are important and parents should try to attend or read information carefully. Meetings are used to review progress and to set new targets for the next term with suitable interventions and will be attended by the class teacher/ SENDCO.
How will my child be involved in this process?	If your child has an Education, Health and Care plan (EHCP), an annual review is held according to the guidance in the Code of Practice. Pupils are involved as much as possible in reviewing their progress and setting new targets. This depends on their needs and is always age appropriate. We often use a My Profile to do this.
What expertise do the school and staff have in relation to SEND?	The SENDCO attends local SENDCO cluster meetings and meets with other SENDCOs regularly. She attends many training events to support children with varying needs. Training has included: Attachment and Trauma disorders; Sounds Write (phonics) training; 'Introduction to Team Teach training, Neurodiversity conference, Philosophy for Children, Metacognition and 5-a-day approach. All staff have regular meetings and training from the SENDCO to support the needs of pupils in their class. We regularly seek advice from outside agencies like the Educational Psychology Service, Advisory Teaching service, Speech and Language therapists, Occupational Therapists and Health care professionals to support and train class teachers and TAs working with individual pupils.

	All staff have had training on how to teach and support pupils with SEND; keeping and updating case studies, supporting mental health and well-being.
How will my child be included in activities outside the classroom including school trips?	At Chalford Hill, we believe it is important for children to be included in all available activities. We will work hard to ensure that all children have access to trips and will carry out an individual risk assessment to ensure inclusion is possible. All clubs are open to children with additional needs and we try to ensure they are accessible to everyone.
What support will there be for my child's overall well being?	We have regular Personal, Social, Health Education (PSHE) sessions in class for all pupils to share experiences and concerns. All teaching staff are trained in Philosophy for children (P4C). Each class is using a Personal, Social, Health Education scheme of work called Jigsaw. We use My Happy Mind in every class to support Mental Health and Well-being We regularly run small groups to support social and emotional needs. Children have access to adult guided reflection time when they struggle to keep the Golden Rules. Some children may need mentoring from an adult in school or from outside agencies. We are able to use support from a school counsellor and play therapist for children who might need this support. Pupils with a medical need may have an individual Care Plan that includes all the information that staff need to support the child. Medication can be given to pupils with the permission of a parent or carer. The school nurse will provide training for staff when needed.
How will I, as a parent, be supported?	School will keep in regular contact with all parents and you are able to ask for a meeting at any time. SEND Information, Advice and Support Service (sendiassglos.org.uk) is the county provided support service for parents of children with SEND. All outside agencies working with your child will send information to you. Depending on your needs we can help you to find support groups and help-lines that can give you qualified support. The county has a Local Offer (glosfamiliesdirectory.org.uk) that lists support groups, activities and advice for pupils and parents.
How accessible is Chalford Hill Primary School?	We make every reasonable adjustment possible. The whole school site is across several levels and two sites, should the need arise we would move a

	class in order that all pupils are able to access their classroom. We have an accessible toilet. We have a Soundfield system to aid clarity of the teacher's voice. For more details see the school Accessibility Plan.
How will Chalford Hill Primary School prepare and support my child to join the school and then transfer to a new school?	When your child joins the school, you will be shown round by the head teacher or a member of leadership team as well as current Year 6 pupils. This will be a chance for you to ask any questions that you may have. There are visits to Pre-Schools in order that Chalford Hill staff can liaise with the Pre-School staff about each child's individual needs. All pupils have visits to the school before starting and we are aware that some children with SEND may need more visits. Pre-schools write a transition record and we also ask parents to provide as much information about their child as possible to help the teacher prepare for new pupils. Year 6 staff and SENDCO liaise with the receiving schools. Extra transition visits are arranged as necessary. We have close links with the SENDCOs at the local secondary schools and discuss individuals and their needs before they transfer.
What special arrangements are made for exams?	Most tests in school are made under relaxed conditions and a child is given support similar to that they would receive every day in class. Some children need an adult to read questions, scribe or transcribe for them and some children need additional time. For the SATs in Year 6, we have to follow the rules and guidance from the government regards access arrangements- available on the Gov.uk website and available from school by request.
Where can I find the SEND policy?	The SEND policy is available on the school website or directly from the school.
What does the SEND governor do?	The SEND governor takes an interest in the SEND action plan and will discuss changes in SEND nationally, locally and within the school with the SENDCO. They visit the school regularly and work to support the priorities in the SEND action plan. The SEND governor will monitor the progress of SEND pupils as a whole and will discuss needs and trends with the SENDCO and the head.

Who can you contact for more information?	If your child is already at the school, your first point of contact should you want to discuss something about your child is your child's class teacher. You may also like to contact the SENDCO, head teacher or deputy head if you still have any concerns. If parents of children with SEND feel that the school has not responded satisfactorily to their concerns, they may wish to escalate them. The school has a complaints policy for this purpose. Chalford Hill Primary School policies If you have questions or want to discuss any of this document please contact the SENDCO, Jamie Powell or the head teacher, David Poad. If you would like to visit Chalford Hill please phone to arrange this.
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This document is updated annually.

Glossary of Interventions

Dancing Bears and Fast Track – phonetic reading programmes that combine flashcards, blending and segmenting, single word reading and longer sentences. Research has shown that it makes a significant difference to reading progress when delivered every day.

Apples and Pears – A phonetic spelling programme written and researched by the authors of Dancing Bears.

Social Stories – is a set of stories that are written to help children to understand the social skills needed in different situations and contexts. Written by Carol Gray. **Outdoor Schools** – is the opportunity to use school grounds and the wider area for as wide a range of teaching, learning and play opportunities as possible; enabling young people to re-engage with their local natural environments for the mutual benefit of both.

Talk for Writing – is a way to teach literacy that enables children to imitate the key language they need for a particular topic orally before they try reading and analysing it. Through fun activities that help them rehearse the tune of the language they need, followed by shared writing to show them how to craft their writing, children are helped to write in the same style.

Golden Rules – are five rules that all pupils are expected to keep in school 1. Be Gentle – Do not Hurt Anybody 2. Be Kind and Helpful – Do not hurt people's feelings 3. Be Hard Working – Do not waste your or other people's time 4. Be a good listener – Do not interrupt 5. Be Honest – Do not cover up the truth.

Nessy Fingers – is a computer based set of games to teach children to touch type.

Nessy - is an online spelling and reading resource of strategies, games, worksheets and phonics, covering ages 6-11. This award winning programme has been designed by teachers to help dyslexics but is used and enjoyed by all children.

Think Yourself Great – is an eleven week programme helping pupils to feel happier, learn better and make positive friendships.

Wigit (Communicate: In Print) - is an online publishing program for creating symbol-supported resources for printing. It is an excellent tool to create timetables and documents that can be accessed by children not yet able to read all the words needed or just to make reading more fun!

Precision teaching - Precision Teaching is a teaching method used to accelerate progress particularly in word reading and spelling skills although it is also used to increase children's proficiency in number facts. It enables children to learn facts or single words for reading/spelling by repetition.

Fizzy - Fizzy is the gross motor skills programme, focusing on three areas; balance, ball skills and co-ordination. Which all have three levels of development. It was developed by therapists in Kent Community NHS Trust.

Talk Boost - is a structured and robustly evidenced programme that can boost a child's communication by an average of 18 months after ten weeks of intervention.

Toe by Toe – is a highly structured multi-sensory reading manual. It builds the child's reading ability step by step and page by page and is delivered 1 to1.

Word Wasp – a manual for teaching the rules and structures of English reading and spelling

Write from the Start - perceptual-motor handwriting programme – a programme to develop fine motor and perceptual skills. It is a set of structured activities to develop the muscles of the hand and increase control.

Maths mastery approach - Teachers reinforce an expectation that all pupils are capable of achieving high standards in mathematics. The large majority of pupils progress through the curriculum content at the same pace. Differentiation is achieved by emphasising deep knowledge and through individual support and intervention. Teaching is underpinned by methodical curriculum design and supported by carefully crafted lessons and resources to foster deep conceptual and procedural knowledge.

Assessment for Learning - Assessment for learning (AFL) is an approach to teaching and learning that creates feedback which is then used to improve students' performance. Students become more involved in the learning process and from this gain confidence in what they are expected to learn and to what standard.

Growth Mindset - Those with a growth mindset see intelligence as fluid; something which will increase and flourish through hard work, good strategies and resilience.

REACH (Respect, Effort, Achieve, Challenge, Hi-Five) – Is the school moto that is used to encourage positive learning strategies and to reward pupils for approaching school life in a positive way.

Sounds Write - Sounds-Write is a phonics programme taught throughout Reception, Y1, Y2 and Y3. It is designed as a comprehensive teaching phonic programme for reading and spelling

Language for Thinking is a structured approach to develop children's verbal reasoning skills. Children look at simple pictures while an adult recounts a simple story. The adult then ask questions that carefully promote children's verbal reasoning and thinking skills.

Reflection Time – There is a daily session with a class teacher for children that are struggling to keep to the Golden Rules. The children will be given time to reflect and discuss their choices and to think about the choices they might make in the future.

Jigsaw – A whole school Personal, Social, Health and Economic (PSHE) scheme of learning.

Philosophy for Children (P4C) – in P4C the underlying principle is for children and young people to experience rational and reasonable dialogue about things that matter to them and their teachers. It can run from YR to Y6 and involves discussions about things that the children have expressed an interest in.

5-a-day- five teaching approaches that are likely to broadly support all pupils, while particularly supporting many pupils with SEND. This includes: Explicit Instruction, Cognitive and Metacognitive Strategies, Scaffolding, Flexible Grouping and Use of Technology