



Chestnut Lane School

Special Educational Needs and Disability (SEND) Annual Information Report 2025

This information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities.
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCo) and the SEN information report.

All mainstream schools and maintained nursery schools are required by law to make their Special Educational Needs Report readily available.

The Buckinghamshire SEND Local Offer provides information and advice on Special Education Needs & Disability provision, both inside and outside the Local Authority. If you wish to contact Buckinghamshire Council about the Local Offer please call 01296 383 293 or visit the website: <https://familyinfo.buckinghamshire.gov.uk/send/>

Name of SENCo: Miss Amba Flitney

Contact email: senco@chestnutlane.bucks.sch.uk

Contact Phone Number: 01494 727415

Name of SEND Governor: Mrs Ann Rowland

School Provision Offer link: <https://chestnutlane.bucks.sch.uk/parents/policies>

Annual Report Period: September 2024 – July 2025

Whole School Approach to Teaching and Learning:

- ✓ High Quality Teaching and Learning – All teachers are responsible for the learning and progress of every child in their class, including those with SEND.
- ✓ An inclusive, differentiated and personalised approach to enable all learners, including those with SEND, to engage with all aspects of school life.
- ✓ Keeping expectations high and achievable.
- ✓ Making reasonable adjustments where necessary.
- ✓ Refer to Teaching, Learning and Curriculum Policy.

Our Graduated Response for Learners:

- ✓ We follow the SEND Code of Practice: 0 – 25 years (DfE 2015) graduated response.
- ✓ Continual monitoring of the quality of teaching.
- ✓ Identifying and tracking the progress of children/young people that require support to catch up.

- ✓ Identification of children/young people requiring SEND Support and initiation of 'assess, plan, do, review' cycle.
- ✓ Consideration of application for Education, Health and Care Plan.
- ✓ All children/young people identified as requiring SEND Support, or with an Education, Health and Care Plan are on our SEN register.
- ✓ Aim to ensure all children and young people receive an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential.
- ✓ This process will help inform if any amendments or additions need to be made.

How we identify children/young people that need additional or different provision:

- ✓ Observations of the child, including analysis of incidents and learning behaviours.
- ✓ Information from previous setting and/or information from outside experts.
- ✓ Concerns raised by the class teacher or parents – shared with SENCo.
- ✓ Ongoing curriculum assessments – clear targets set.
- ✓ Tracking progress using attainment data.
- ✓ Further assessments by specialists, including those from external agencies

We take a holistic approach by all aspects of a child's development and wellbeing. Our pastoral support arrangements for supporting the emotional and social development of all children/young people, including those with SEND, is set out in our School Provision Offer and Whole School Mental Health and Wellbeing Policy. Our measures to prevent bullying can be seen in our Anti-bullying Policy.

How we listened to the views of children/young people and their parents:

<u>What</u>	<u>Who</u>	<u>When</u>
Informal Discussions	All pupils	Daily
Parents' Consultations/Reports	All pupils	Termly
Home-School Liaison Book	Individual children	Daily
Assess, Plan, Do, Review meetings (Face-to-Face or Virtual)	Pupils on School SEN Register	Termly
SEND Survey	All parents of pupils on SEN Register	Annually
Annual Reviews	Pupils with EHC Plans	Annually
Parent / Headteacher Meetings	Individual children	When required
General SEND Meetings	Pupils on School SEN Register	When required

The Assess, Plan, Do, Review Cycle:

For children/young people on our SEN Register, an Assess, Plan, Do, Review cycle was established by the SENCo in partnership with the child/young person, their parents and the class teacher. Please see our SEND Policy for further details.

During the 2024/25 academic year, we provided everything on our School Provision Offer for children/young people on our SEN Register. Please refer to our School Provision Offer (linked above).

During the 2024/25 academic year, we had 18 children receiving SEN Support or with an Education, Health and Care Plan.

We monitored the quality of SEND provision by:

- Baseline and impact assessments for all interventions in place.
- Completing whole school impact maps every term and RAG-rating below, expected or better progress, per individual.
- Reviewing short-term outcomes on SEN Support Plans every term, identifying those which are achieved, partially achieved or not achieved.
- Using the above to make amendments to provision, as necessary.

Support Staff Deployment:

Support staff were deployed in a number of roles:

- ✓ Support in Classroom
- ✓ 1:1 Provision
- ✓ Small group intervention
- ✓ Playground support
- ✓ Lunchtime support
- ✓ First Aid
- ✓ Support for medical needs

Distribution of Funds for SEND:

SEND funding was allocated in the following ways:

- ✓ Support staff
- ✓ External services (See School Provision Offer)
- ✓ Teaching and Learning resources
- ✓ Sensory resources
- ✓ Wellbeing provision
- ✓ Staff training & CPD

Continuing Development of Staff Skills:

Individuals' CPD this year:

<u>Area of Knowledge/Skill</u>	<u>Role of Staff undertaking CPD</u>
Morphology Training	SENCo
Deaf Awareness Training	Class Teachers and LSAs
Makaton Level 1 & 2	Class Teacher
SEND Inclusion Conference	SENCo
New to SEND Leadership	SENCo
Bereavement Training	Class Teacher
Precision Monitoring	LSAs
Dyslexia	SENCo
Elklin Speech and Language	LSAs
Supporting Executive Function in the classroom	SENCo
Leading a Neurodiverse classroom	SENCo
Supporting Emotional Regulation	SENCo
Creating Sensory Friendly Environments	SENCo
Impact of Anxiety	SENCo
Introduction to Down syndrome	SENCo
Postgraduate National Award for SEND	SENCo

Miss Amba Flitney took over as SENCo in September 2024 (previously Assistant SENCo) and she successfully completed The National Award for SEN Coordination in April 2025.

Whole Staff / Group Training this year:

<u>Area of Knowledge/Skill</u>	<u>Roles of Staff undertaking CPD</u>	<u>Training Delivered By</u>
SEND updates	All staff – teachers & LSAs	SENCo/Head
Sensory Circuits	SEN LSAs	SENCo
Trauma & Attachment	All staff - teachers & LSAs	The Virtual School
Speech and Language	All staff - teachers & LSAs	Private Speech Therapist

Partnerships with other schools and how we manage transitions:

This year, 10 children requiring SEN Support or an Education, Health and Care Plan joined us from other schools or made a successful move to other schools.

We have worked with a number of schools in the area in the following ways:

We ensured that the transition into our Nursery was smooth by offering home visits, seeking and reviewing information from parents/guardians, arranging pre-admission conversations, and communicating with any setting (key workers & SENCos) that the child attends, including pre-school visits. Arranging stay and play sessions with parents/guardians at the start of school year, and staggered starts.

We supported the transition from our Nursery, and other local nurseries, into our Reception class by seeking and reviewing information from parents/guardians, arranging pre-admission conversations, and communicating with any setting (key workers & SENCos) that the child attends, including pre-school visits. Arranging stay and play sessions to allow the children to meet their new teacher and peers, and staggered starts at the beginning of the school year.

We helped children to make the move from the Early Years Foundation Stage to KS1 by organising specific days and times for the children to spend time in their new classrooms, with their new teacher. We also explored different relationship building activities, and gave children the opportunity to ask questions. Liaison between class teachers took place, to share strategies and handover information and resources.

We had effective communication with our main feeder junior school, and we liaised with them to ensure the children had a smooth transition. Our children attended the Bucks transition day, and we arranged additional opportunities for small groups of children to visit to ensure they were familiar with their new classroom and key areas in the school before they started in September. Liaison with other schools took place as well to share strategies and hand over information for some of our pupils who are attending other schools.

Ongoing development:

We work hard to ensure that any areas of support for our learners that can be improved are identified and that strategies are put in place to make those improvements. We do this through our School Development Plan.

Since May 2025, we started a project run by Elklan Training Limited, and we are going to be working towards becoming a Communication Friendly School. Some of our staff members are completing a Speech and Language Course via online webinars and access to e-learning. As a whole school, we are going to be completing training sessions during staff meetings and we will be evaluating and implementing different strategies as a whole-school approach.

Our complaints procedure:

Anyone wishing to make a complaint with regard to SEN support and provision should refer to our school website where you will find our complaints procedure.

This year we received 0 complaints with regard to SEN support and provision.

Other relevant information and documents:

The Designated Safeguarding Lead in our school is Mrs Gemma Rehal (Headteacher).

The Designated Teacher for looked after and previously looked after children in our school is Mrs Gemma Rehal (Headteacher).

Our Accessibility Plan can be found on our website.

Our SEND Policy and School Provision Offer can be accessed on our website.

Details about our curriculum, including how it is made accessible to children with SEND, can be viewed within our Teaching, Learning & Curriculum Policy on our school website.

Details of how we keep children safe can be found in our Child Protection Policy which can be viewed on the school website.