



Chestnut Lane School

Special Educational Needs and Disability (SEND) Policy & School Provision Offer

September 2025

Definitions

We have agreed to the definition of special educational needs (SEN) stated in the Special Educational Needs and Disability Code of Practice: 0 – 25 years (DfE 2015),

A child or young person has SEN 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 or mainstream post-16 institutions.

Children must **not** be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

In accordance with the Special Educational Needs and Disability Code of Practice: 0 – 25 years (DfE 2015), four broad categories of need are identified as:

- Communication and Interaction
- Cognition and Learning
- Sensory and/or Physical Needs
- Social, Mental and Emotional Health

Special educational provision is described as:

Educational provision that is additional to or different from high quality teaching that is differentiated and personalised. High quality teaching will meet the individual needs of the majority of children and young people.

We have also agreed to the definition of disability as set out in the Equality Act (2010):

A person has a disability for the purposes of this Act if he/she has a physical or mental impairment which has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

Our key objectives for SEN

We endeavour to monitor all children who are not making adequate progress in the four broad areas specified in the SEND Code of Practice (DfE 2015), i.e. communication and interaction, cognition and learning, behaviour, social, emotional and mental health difficulties and sensory and/or physical needs.

We work closely with all parents to listen to their views so as to build on children's previous experiences, knowledge, understanding and skills so that they develop in all aspects of the curriculum. Parent/carer involvement and support is vital to the success of the education of the children and especially those with SEN. Parents are encouraged to discuss any issues and concerns with the class teacher and Special Educational Needs Co-ordinator (SENCo). The head teacher and SEN governor can also be contacted through the school office.

We believe that **all** practitioners are teachers of children with SEN and so all staff differentiate according to the needs of the children in their care.

Monitoring the progress of all children is an ongoing process which enables early identification of any children who may require additional or different provision to be made.

Children with SEN are fully integrated into the life of the school and the curriculum, recognising the strengths of every individual as well as any areas for development, and ensuring all contribute to the social and cultural activities of the school. We believe in equal opportunities and work to meet the physical, emotional and intellectual needs of all our children. This policy should therefore be read alongside our policies for equal opportunities and accessibility.

Co-ordination of SEN Provision

SENCo Role

The Special Educational Needs Co-ordinator (SENCo) for our school is Miss Amba Flitney, who started the role in September 2024 after being Assistant SENCo at Chestnut Lane for 2 years. Miss Amba Flitney completed the National Award for Special Educational Needs Coordination in April 2025.

The SENCo is responsible for:

- Overseeing the day-to-day operation of the school's SEN policy,
- Co-ordinating provision for children with SEN,
- Liaising with the relevant Designated Teacher where a looked after pupil has SEN,
- Advising on the graduated approach to providing SEN support,
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively,
- Liaising with parents of pupils with SEN,
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies,
- Being a key point of contact with external agencies, especially the local authority and its support services,
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned,
- Working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements,
- Ensuring that the school keeps the records of all pupils with SEN up to date.

Class teacher Role

All members of staff are responsible for children with SEN. Class teachers are responsible for identifying the needs of the children within their own class and reporting these to the SENCo. They meet regularly with parents/carers to share concerns and discuss ways to support children. Class teachers set appropriate targets for the children in their care and manage the strategies and interventions used within their own classrooms. They work closely with support staff and aim to meet the needs of all the children within their class.

Governor Role

The governor with responsibility for SEN is Mrs Ann Rowland.

The governing body should:

- Ensure that necessary provision is made for children who have SEN,
- Ensure that the needs of children with SEN are made known to all who are likely to teach them,
- Ensure that teachers are aware of the importance of identifying, and providing for, those children with SEN,
- Consult the local authority and the governing bodies of other schools, when necessary or desirable, in the interests of co-ordinated special educational provision in the area as a whole,
- Ensure that children with SEN join in with all pupils in the activities of the school, so far as is reasonably practical and compatible with their learning needs,
- Ensure the effective use of resources,
- Have regard to the SEND Code of Practice: 0 – 25 years (DfE 2015) when carrying out its duties to children with SEN,
- Ensure that parents are notified of the decision of any extra provision being made for their child.

Governors are involved in developing and monitoring the policy. They are kept up to date and knowledgeable about the provision, deployment of funding, equipment and personnel resources. SEN provision is an integral part of the School Development Plan.

Role of 1:1 SEN Learning Support Assistant (LSA)

SEN LSAs are responsible for:

- Supporting the named child (or children) as directed by the class teacher and SENCo.
- Adapting and developing, under own initiative, learning and teaching aids that fulfil the learning objectives.
- Constructively helping children to participate in activities by adapting and/or interpreting lessons and instructions accordingly.
- Guiding and assisting the development of children's social behaviour, attitudes and skills as appropriate.
- To prepare classroom and associated areas for use, including preparing materials, and setting out equipment and apparatus.
- Liaising with other members of staff, multi-professional services and parents as directed by the class teacher and SENCo.
- Attending relevant course and training days to develop experience and broaden awareness, expertise and skills.
- Ensuring Health and Safety regulations are complied with at all times, following risk assessments for individual pupils.

Admission arrangements

We welcome all children to our school and endeavour to ensure that appropriate provision is made to cater for their needs. All children with SEN play a full part in the daily life of the school and are encouraged to join in all activities. If additional provision is necessary the parents/carers are always informed. Places for children with or without a special educational need are allocated in line with the local authority's admissions policy. Pupils with Education, Health and Care plans, are admitted into school and fully integrated unless it would be unsuitable to the child's age, ability, aptitude or special educational needs, or incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

Special Facilities

Chestnut Lane School is fully accessible to wheelchair users and there is a well-equipped SEN teaching base. Access to a quiet work space, for small group or one-to-one work, is also available. Please refer to our Accessibility Policy and Plan for any further information.

Access to a broad curriculum/Inclusion

We strive to create a sense of community and belonging for all our children. We have an inclusive ethos with high expectations and suitable targets, a broad and balanced curriculum for all children, including the Early Years Foundation Stage (EYFS) statutory framework, National Curriculum and participation in extra curricular activities, clubs and school trips. We also have systems for early identification of barriers to learning and participation. Progress is continually monitored using a range of assessments including: observations, level descriptions and standardised tests. All information gained is used to support planning in order to aid progress. Class teachers differentiate their planning according to the needs identified.

Allocation of resources

The SENCo works with the headteacher to ensure funding and resources are appropriately allocated for groups and for individuals. A proportion of the school's budget is allocated for resources, which may include identified materials for use to support children who need additional or different activities. The provision of additional support is made as appropriate from the delegated SEN budget.

The Identification Process at Chestnut Lane School

A variety of different sources of information are taken into consideration when identifying whether a child has a special educational need. The views of the child, and all involved with them (parents, school staff, outside agencies) are equally important.

At Chestnut Lane School we follow a clear procedure when identifying children with SEN.

Observations of the child (at home and/or at school), a child's own views, information from the previous setting and/or information from outside experts have raised concerns about the child's needs.



Initial concerns regarding a child's progress or specific difficulties are raised by the class teacher **or** parents/carers. These concerns are shared with class teacher, SENCo **and** parents/carers.



Assessments are carried out and clear targets set with parent and pupil involvement. Appropriate interventions are put into place, carried out for approx. 6-8 weeks and reviewed to establish whether any progress has been made. SENCo is consulted to discuss further action and progress is discussed with parents/carers.



If some progress is apparent interventions may be maintained, or alternative strategies tried.

If no progress has been shown advice and support from outside agencies may be requested by the SENCo to assess the child further.

Once special educational needs have been identified, SEN support is delivered following the graduated approach, as outlined below.

The Graduated Response

At Chestnut Lane School we follow the SEND Code of Practice: 0 – 25 years (DfE 2015) graduated response.

SEN support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach, summarised as the **ASSESS – PLAN – DO – REVIEW** cycle.

Assess – In identifying a child as needing *SEN Support* thorough assessments are carried out, with input from the child, parents, school and outside agencies (where appropriate). This will include the individual's development in comparison to their peers and national data. A clear analysis of the child's needs and barriers to learning will be built.

Plan - The teacher and the SENCo agree in consultation with the parent and the child the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

Do – The class teacher remains responsible for working with the child on a daily basis. The impact of planned interventions is closely monitored and links to classroom teaching are made. The SENCo supports the class teacher with further assessment of the child's strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review - The impact and quality of the support and interventions is evaluated, along with the views of the child and their parents, support is then revised in light of the child's progress and development. Parents are given clear information about the impact of the support through regular meetings with the class teacher and SENCo. Where a child has been given an Education, Health and Care plan (or previously a statutory assessment/statement) the local authority must review the plan, as a minimum every twelve months, through an Annual Review meeting. Parents, the child concerned, school staff and outside agencies involved with the child are invited to attend these reviews.

Nature of Provision

In school we deliver support for a wide variety of needs and have staff that are trained and experienced in providing a range of provisions. Some strategies are delivered within the classroom as part of daily quality first, inclusive teaching. Small group interventions are often effectively used to meet pupils' needs. These can be used to provide children with frequent opportunities to develop skills from daily lessons, or can provide a more specialist focus.

Should individual children have a specific difficulty, and therefore have a specialist programme devised for them, such as Speech and Language Therapy tasks, or an Occupational Therapy programme, these can be followed up as part of in-school provision.

Please see our School Provision Offer for further details (Appendix 1).

Training

Our school has a commitment to providing professional development for all staff in areas related to SEN. Both class teachers and support staff participate in up-to-date training. We work closely with outside agencies to develop our knowledge in-school, and often obtain advice and support from experts. The governor with responsibility for SEN also attends regular training.

Working with outside agencies

In addition to providing staff training and giving support and advice, a variety of outside services are involved in working closely with the school to meet the needs of individual children. These include: Educational Psychologists, Specialist Teaching Service, Occupational Therapists, Speech and Language Therapists and CAMHS: Child and Adolescent Mental Health Services. Once in-school strategies and interventions have been implemented and reviewed, it is sometimes necessary for the school and parents/carers to make referrals to outside agencies. Before observing or assessing children in school the professionals would always obtain parental permission. Any involvement in school from outside experts is closely timetabled to ensure children still have access to a broad and balanced curriculum.

Engagement with outside agencies often requires an increase in documentation requested from the school. Due to the time this paperwork takes to complete, the cut-off date for accepting requests, from parents/carers or external professionals, for new documentation (including referral forms, questionnaires or additional SEN school reports/information) is the end of May each academic year.

Transition between settings (Preschools & Junior Schools)

We have developed effective working relationships with our feeder junior schools and meet regularly with them to discuss the needs of the children who will be making the transition from Year 2 to Year 3. In the Summer term a specific meeting is arranged to discuss children with SEN. The SENCo/head teacher of the junior school is also invited to attend annual reviews of the children who will be making the transition. Up-to-date records and evidence is also provided to the junior schools.

As part of our practise for all children visits to preschools are made before the child starts at Chestnut Lane School. This is an opportunity for Early Years staff to meet with preschool staff to discuss children's needs or raise concerns.

Advice and Support

Advice and support concerning a variety of different areas of SEN can be obtained from the following outside services.

- Bucks SEND IAS Service (formerly Parent Partnership): 01296 383754
<https://www.buckscc.gov.uk/services/education/bucks-send-ias-service/>
- Speech & Language Therapy – Oakridge Centre High Wycombe: 01494 426981
- Paediatric Occupational Therapy – Amersham Health Centre: 01494 722111
- CAMHS: Child and Adolescent Mental Health Services: 01494 535727

Procedure for concerns regarding provision for pupils with SEN

At Chestnut Lane School we endeavour to do our best for all children but if there are concerns we encourage those concerned to approach their child's class teacher **and** SENCo in the first instance. The headteacher and SEN governor can also be contacted.

Support, advice and information can be obtained from the Bucks SEND IAS Service (listed above).

Chestnut Lane School has a complaints procedure which can be found on the school's website.

Safeguarding

Please refer to the school's Child Protection Policy which is on our school website.

Bullying

Please refer to the school's Anti-Bullying Policy and Whole School Behaviour Policy on our school website.

Medical Conditions

Please refer to the school's Supporting Pupils with Medical Needs Policy which is on our school website.

Storing and managing information

Chestnut Lane School has privacy notices outlining when and how we store information about pupils. We follow the local authority guidelines in association with the IMRS Toolkit for Schools regarding retention of data.

This policy 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 (SENcos) and the SEN information report.

Policy to be reviewed: September 2026



Chestnut Lane School - Provision Offer for SEND

Please note that any additional resources provided for children (such as, sensory resources/aids, wobble cushions, fiddle toys, chew toys, pencil grips etc) will be provided by the school in the first instance. Resources provided from home should only be used in school if agreed with school staff in advance.

Communication and Interaction <i>Including ASD & SCLN</i>	Cognition and Learning <i>Including Dyslexia, Dyscalculia (SpLD); MLD, SLD, PLMD</i>	Sensory and/or Physical <i>Visual Impairment; Hearing Impairment; Multi-Sensory Impairment: Physical Disability</i>	Social, Mental and Emotional Health <i>Including ADHD</i>
Universal Provision <i>provision for all</i>	Universal Provision <i>provision for all</i>	Universal Provision <i>provision for all</i>	Universal Provision <i>provision for all</i>
- Flexible teaching arrangements - Structured school and classroom routines - Warning of change - Differentiated curriculum delivery e.g. simplified language - Increased visual aids/modelling etc. - Visual timetables in classrooms - Use of symbols & visual aids - Small world play and Role Play - Repetition/clarification of instructions - Opportunities to work with younger/older pupils - Assemblies with appropriate signs and visual aids used - Role play situations/Drama 'Show and tell' / speaking opportunities	- Differentiated tasks - Differentiated delivery e.g. simplified language, slower lesson pace, supportive sheet for recording - Repetition/clarification of instructions - Differentiated output or outcome e.g. use of ICT, fewer sentences - Increased visual aids/modelling etc. - Visual timetables in classrooms - Alphabet, word and number charts, mats, banks etc. - Use of puzzles and games - Illustrated dictionaries - Use of writing frames - Ensuring appropriate reading material available - Weekly spelling lists (phonics led) – speed reads - Structured Synthetic phonics approach using School Scheme - Multi-sensory phonics approach - Pastel backgrounds on Interactive Whiteboards and classroom displays - Individual whiteboards	- Accessibility plan - Flexible seating arrangements - Handwriting/fine motor control programme - Specialist resources – pencil grips, triangular pencils, variety of types of scissors e.g. easigrip/sprung scissors - Multi-sensory equipment - Construction activities - Tools and Materials e.g. brushes/pencils, collage - Range of equipment & opportunities for balancing, exploring etc. - Brain gym exercises - Sand and water play - Provision of left handed equipment - Written signs for class labels in classes - Seating arrangements (r-handed, l-handed etc)	- Whole school behaviour policy - School Rules - Positive behaviour strategies such as Good to be me - Structured school and classroom routines - Positive reward systems - Consistent and progressive sanction system for when rules broken – whole class charters - Pupil Voice - Teaching listening through circle time games - Use of puzzles and games - Involvement in after school clubs - Individual jobs and responsibility - Support of lunchtime supervisors at lunchtime - Mental Wellbeing PHSE curriculum lessons & wellbeing sessions - Playground friends and buddies available - VAK – variety of teaching styles used to suit pupils - Visual timetables in classrooms - Use of symbols & visual aids - Use of first hand experiences to stimulate learning - Zones of Regulation - Wellbeing library of age-appropriate books

Communication and Interaction <i>Including ASD & SCLN</i>	Cognition and Learning <i>Including Dyslexia, Dyscalculia (SpLD); MLD, SLD, PLMD</i>	Sensory and/or Physical <i>Visual Impairment; Hearing Impairment; Multi-Sensory Impairment; Physical Disability</i>	Social, Mental and Emotional Health <i>Including ADHD</i>
Targeted Provision <i>Provision for needs that are additional and different</i>	Targeted Provision <i>Provision for needs that are additional and different</i>	Targeted Provision <i>Provision for needs that are additional and different</i>	Targeted Provision <i>Provision for needs that are additional and different</i>
○ Speech and Language intervention groups ○ Additional personalised support (outlined on pupil progress update sheets) ○ In-class LSA support ○ Counting down/visual timers ○ Home/school liaison book ○ Speech & Language Link Programmes ○ Developing Baseline Communication skills programme ○ Access to sensory resources ○ Proprioception activities & resources, e.g. wobble cushions	○ Additional personalised support (outlined on pupil progress update sheets) ○ In-class LSA support ○ Differentiated resources ○ Multi-sensory letter work & spelling programmes through differentiated and progressive phonics scheme ○ Group use of ICT programmes – on Chromebooks ○ Small group literacy-based interventions (inc. phonics, reading, spelling, sentence structures, handwriting) ○ Small group maths interventions ○ Support for reading comprehension (e.g. cloze procedure, comprehension exercises, word mats) through small group shared reading and 1:1 reader opportunities ○ Multi-sensory synthetic systematic phonics programme – school scheme ○ Working Memory Group ○ Precision monitoring ○ Aurally Coded Dictionaries ○ Pastel paper	○ Additional personalised support (outlined on pupil progress update sheets) ○ In-class LSA support ○ Fine Motor skills interventions ○ Gross Motor skills interventions ○ Differentiated PE resources ○ Inclusive Sports events ○ Handwriting interventions ○ Rainbow Road ○ 1:1 support for maintenance of hearing aids ○ Speech and Language support ○ Proprioception activities & resources, e.g. wobble cushions	○ Additional personalised support (outlined on pupil progress update sheets) ○ In-class LSA support ○ Alternative lunch-time provision ○ Age-appropriate books & activities to support social understanding ○ Developing Baseline Communication Skills programme ○ Social skills intervention groups ○ Nurture Groups ○ Understanding & managing emotions interventions ○ Blob Tree resources ○ Movement breaks ○ Activities to support self-regulation, e.g. time outside, calm corners ○ Proprioception activities & resources, e.g. wobble cushions ○ Bereavement support

Communication and Interaction <i>Including ASD & SCLN</i>	Cognition and Learning <i>Including Dyslexia, Dyscalculia (SpLD); MLD, SLD, PLMD</i>	Sensory and/or Physical <i>Visual Impairment; Hearing Impairment; Multi-Sensory Impairment; Physical Disability</i>	Social, Mental and Emotional Health <i>Including ADHD</i>
Specialist Provision <i>Provision for specialist needs</i> ○ SEN Support Plan or EHCP ○ Personalised Engagement Curriculum and Assessment as required ○ Personalised timetable ○ Individual speech & language therapy plans if required ○ Intervention delivered by speech therapist or specialist LSA ○ Individual visual timetables / schedule ○ Visual supports e.g. Now/Next boards; Choice Boards; Task Boards ○ Individual ICT programmes ○ Individual work station as required ○ Social stories/Comic strip conversations ○ Outside agency advice & support ○ Individual risk assessments & PEEP as required ○ Daily diet of sensory activities ○ Sensory aids e.g. fiddle toys; weighted clothing; chew toys ○ Calm place / corner / room ○ Increased adult support ○ Additional planning and arrangements for transition ○ Home/school liaison book ○ Ear defenders	Specialist Provision <i>Provision for specialist needs</i> ○ SEN Support Plan or EHCP ○ Personalised Engagement Curriculum and Assessment as required ○ Pre-teaching of class learning ○ Reinforcement practice of class learning ○ Use of individual ICT programmes targeting learning ○ 1:1 support for literacy outside class ○ 1:1 support for maths outside class ○ List of current and future topic words ○ LSA support daily ○ Individual arrangements for statutory assessments as required ○ Additional planning and arrangements for transition ○ Outside agency advice & support ○ Tinted overlays/rulers as required ○ Sensory aids e.g. fiddle toys; weighted clothing; chew toys	Specialist Provision <i>Provision for specialist needs</i> ○ SEN Support Plan or EHCP ○ Personalised Engagement Curriculum and Assessment as required ○ Provision of specialist equipment – ICT, sloping board, grips, sticky mats, special cushion etc ○ Personalised handwriting/fine motor skills work ○ LSA support/monitoring at lunchtimes ○ Individual planning and arrangements for transition ○ Outside agency advice & support ○ Individual risk assessment & PEEP as required ○ Individual intimate care plan as required ○ Individual manual handling plan as required ○ Individual accessibility plan ○ Access to enlarged resources ○ Awareness of fatigue ○ Scribe provided – if required ○ Physio exercises ○ Classroom access – ramps/rails etc. ○ Sensory aids e.g. fiddle toys; weighted clothing; chew toys ○ Ear defenders ○ Stress toys ○ LSA support in PE/dance/games	Specialist Provision <i>Provision for specialist needs</i> ○ SEN Support Plan or EHCP ○ Personalised Engagement Curriculum and Assessment as required ○ Individual rewards/sanctions ○ Time out system and space ○ LSA support – communication of feelings ○ LSA support individual debriefing/pre-empting (ABC model) ○ Individual Behaviour Plan ○ Playtime monitoring ○ 1:1 strategies for managing emotions ○ Counselling from outside agency – if referral available ○ Individual seating or work station for aiding concentration for part of day ○ Home/school liaison book ○ Feedback to parents via 1:1 LSA ○ Additional planning and arrangements for transition ○ Individual risk assessments & PEEP as required ○ Planned used of physical intervention/ positive handling ○ CAMHS involvement and referral as required

Glossary of terms:

ADHD	Attention deficit hyperactivity disorder
ASD	Autism spectrum disorder
PLMD	Periodic limb movement disorder
SCLN	Speech communication and language needs
SLD	Specific learning difficulty