



Chalton Lower School **Special Educational Needs and Disabilities (SEND) Information Report**

Context and School Overview

Chalton Lower School is a small school of around 65 pupils aged 4-9 years. We know our pupils well and strive to support all of the children to enable them to make the best possible progress and achieve well. We offer a broad and balanced curriculum with high quality teaching. We identify the needs of the pupils as early as possible and then offer support through a range of provision alongside working with parents/carers. We work alongside a range of professionals to ensure that the pupils receive the support they need. Our Special Educational Needs and Disabilities Co-Ordinator and Headteacher is Miss Natalie Bill. She can be contacted via the school office on 01525 872354 or email: chalton@chaltonlower.co.uk.

How does the school know if children need extra help and what should I do if I think my child has special educational needs or a disability?

At Chalton Lower School children are identified as having SEND through a variety of different ways including the following:

- Liaison with the child's previous nursery or school.
- Performing below age expected levels.
- Concerns raised by the parents/carers.
- Concerns raised by the class teacher for example if a child's behaviour or self-esteem is affecting performance in the classroom.
- Liaison with external agencies e.g. an Educational Psychologist or Speech and Language Therapist.
- A health diagnosis.

How can I raise concerns if I need to?

Please talk to us. Contact your child's class teacher first. Then, if necessary, contact the SENCO (Special Educational Needs Co-Ordinator.) We will discuss your concerns and work together to support both you and your child. If applicable, you can raise a complaint by following our school complaints policy. This can be found on our school website.

How will the school support my child?

Our SENCO will oversee the support and progress of any child requiring additional support. The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made. There may be a Teaching Assistant working with your child either individually or as part of a group if this is seen as necessary by the class teacher. Each pupil with SEND will have an Individual Education Plan. (IEP) The plan will include areas identified by both the school, parents/carers and pupil. A copy of the IEP will be given to the parents/carers to sign and agree. An end of term review will be completed each term and will be provided to parents/carers. The class teacher will oversee the IEP and ensure that progress is made in every area.

Who will explain the support that is given to my child?

- The class teacher will meet with parents/carers at least on a termly basis.
- Progress will also be discussed at parent's evening.
- A review will be shared with parents/carers at the end of each term.
- Further information is available from the SENCO.

How are the governors involved and what are their responsibilities?

The SENCO reports to the Governors every term on the progress of the children with SEND. The report shared does not refer to individual pupils and confidentiality is maintained at all times. One of the Governors is responsible for SEND and will meet with the SENCO



regularly. The SEND policy is reviewed annually. The Governors agree priorities for spending within the SEND budget to ensure the pupils receive the support they need in order to make progress.

How will the curriculum be matched to my child's needs?

- All work is differentiated so that all pupils are able to access the curriculum. Typically within a lesson there may be three levels of work set for the class.
- Class 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, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.
- 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.

How will I know how my child is doing and how will you help me to support my child's learning?

- We offer an 'open door' policy where you are welcome at any time to meet with either the class teacher or the SENCO to discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.
- If your child has SEND, then they will have an Individual Education Plan (IEP) which includes their targets. The targets set are SMART (Specific, Measurable, Achievable, Realistic, Time Scaled) targets with the expectations that the child will achieve the target by the time it is reviewed.
- The class teachers continually assess each child and note areas where they are improving and where further support is required. As a school we track the progress from entry into the Early Years Foundation Stage through to the end of Year 4.
- Children who are not making expected progress are identified at progress meetings with the class teacher and the headteacher. At this meeting the needs of the pupils will be discussed and further support identified to aid their progression.
- When a child's plan is reviewed, comments will be made against each target to show what progress has been made. If the target had not been met, the reasons for this will be discussed, then the target may be adapted into smaller steps, or a different approach may be tried.

How will the school include the views of the pupil?

We value all the children and encourage them to express their opinion on school life. Each class has a worry monster where pupils can raise concerns. These are checked regularly by the class teacher. All children feel confident in approaching members of staff with their concerns. The School Council represent the children and issues can be raised through speaking with them. Children who have SEND will discuss their targets and progress with their class teacher/teaching assistant.

How will the school prepare and support my child when joining the school and transferring to a new school?

- We encourage all new children to visit the school prior to starting and they will be shown around the school.
- We will liaise with the feeder nursery/school.
- When preparing to leave for middle school or a special school, transition arrangements are in place to support the process, with additional visits identified.



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

How accessible is the school environment?

- There is a disabled parking bay at the front of the school which is accessed through the main gate.
- Access to the school is through the car park. The reception is next to the parking bay. Please ring the bell and wait for assistance if needed. Access to the school is through the gates where the building is on one level.
- We have a disabled toilet to the rear of the school and in the EYFS classroom.
- There is level access to the rear of the school leading to the disabled toilet, hall, Year 3 and 4 class and offices.
- The EYFS and Year 1/2 classrooms both have ramp access.
- Chalton Lower School will do everything possible to ensure that access is as comfortable as possible. If you require assistance or would like to discuss access to the building, please contact the school.

How do you promote inclusion and address discrimination?

Pupils with SEND are encouraged to participate in all school activities. We will work closely with parents/carers to ensure that all children are able to take part in activities. We do not tolerate discrimination of any kind and will address these situations promptly. We will help the children to understand social diversity. All pupils undertake class responsibilities. Access to school clubs is provided as far as possible and support is provided by the activity leader. School trips are accompanied by a high ratio of adults to children and parents/carers are invited to join the activity.

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

- Our SENCO is fully qualified and trained.
- All staff are provided with regular training and updates on appropriate provision.
- As a school we work closely with external agencies that we feel are relevant to individual children's needs within our school. These include: The Behaviour Intervention Team, Health including GP's, The School Nurse, Educational Psychologists, The Hearing Impairment Team, Speech and Language, Occupational Therapists and Social Care.

Helpful Website Links

Central Bedfordshire SEND Local Offer:

<https://localoffer.centralbedfordshire.gov.uk/kb5/centralbedfordshire/directory/home.page>

Snap Parent/Carer Forum Central Bedfordshire: <http://www.snappcf.org.uk/>

Downs Syndrome Association: <https://www.downs-syndrome.org.uk/>

Autism Bedfordshire: <https://www.autismbedfordshire.net/>

Relate: <https://www.relate.org.uk/>

Families United Network: <https://familiesunitednetwork.org.uk/>

This SEND Information Report was completed in September 2025 by Miss Natalie Bill - Headteacher and SENCO.