



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

Context and School Overview

Chalton Lower School is a welcoming, small school with approximately 69 pupils aged 4 to 9 years. We know our children well and are committed to providing the support they need to make the best possible progress and achieve their full potential. We deliver a broad, balanced and engaging curriculum through high-quality teaching. We identify pupils' needs at the earliest opportunity and provide appropriate support through a range of tailored interventions, working closely with parents and carers throughout the process. We also work in partnership with a variety of external professionals to ensure every pupil receives the support they need to thrive. Our Special Educational Needs and Disabilities Co-Ordinator (SENCO) 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, we identify pupils with Special Educational Needs and/or Disabilities (SEND) in a range of ways, including:

- Liaison with your child's previous nursery, school or other educational setting.
- Attainment that is below age-related expectations or slower than expected progress.
- Concerns raised by parents or carers.
- Concerns identified by the class teacher, for example where a child's learning, behaviour, communication, emotional wellbeing or self-esteem is affecting their progress.
- Information and advice received from external professionals, such as an Educational Psychologist or Speech and Language Therapist.
- A medical diagnosis or identified health need.

We believe that identifying needs as early as possible enables us to provide the most appropriate support to help every child achieve their full potential.

How can I raise concerns if I need to?

We encourage parents and carers to speak to us if they have any concerns about their child's learning or development. Your first point of contact should be your child's class teacher. If further discussion is needed, you can arrange to speak with our SENCO. We will listen to your concerns, discuss any next steps and work in partnership with you to ensure your child receives appropriate support. If you wish to make a formal complaint, you can do so by following the school's Complaints Policy, which is available on our website.

How will the school support my child?

Our SENCO oversees the provision, support and progress of pupils with SEND across the school. Your child's class teacher is responsible for planning and delivering high-quality teaching and ensuring that appropriate support is in place to help your child make progress across all areas of learning. Where appropriate, a Teaching Assistant may work with your child individually or as part of a small group to provide targeted support. Where additional provision is required, your child will have an Individual Education Plan (IEP). The IEP will identify agreed targets and support strategies based on the views of the pupil, parents or carers and school staff. Parents and carers will receive a copy of the IEP and will be invited to review and agree the targets. The IEP will be reviewed at the end of each term to monitor progress, celebrate achievements and identify next steps. Parents and carers will receive a copy of each review, and the class teacher will continue to monitor and oversee progress throughout the year.

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

We believe that working in partnership with parents and carers is key to supporting every child's progress.

- Your child's class teacher will meet with you at least once each term to discuss your child's progress and the support they are receiving.
- Your child's progress will also be discussed during parents' evenings.
- A copy of your child's Individual Education Plan (IEP) review will be shared with you at the end of each term.
- If you have any additional questions or would like further information, you are welcome to contact the SENCO.

How are the governors involved and what are their responsibilities?

The Governing Body has a responsibility to ensure that the school meets its statutory duties in relation to SEND. The SENCO provides the Governing Body with a termly report on the provision and progress of pupils with SEND. These reports do not identify individual pupils, and confidentiality is maintained at all times. The school has a designated Governor for SEND who meets regularly with the SENCO to monitor the effectiveness of SEND provision. The school's SEND Policy is reviewed annually by the Governing Body. Governors work with school leaders to ensure that the SEND budget is used effectively so that pupils receive the appropriate support to enable them to make good progress and achieve their full potential.

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

- High-quality teaching is differentiated to ensure that all pupils can access the curriculum and achieve their potential.
- Class teachers carefully plan lessons to meet the individual needs of all pupils, adapting learning and activities where appropriate to support your child's progress.
- Support staff, under the direction of the class teacher provide additional support and adapt learning where necessary to meet individual needs.
- A range of teaching strategies, resources and interventions may be used to support your child both within the classroom and through individual or small-group activities.
- Teaching and learning is regularly reviewed and adapted, where necessary, to ensure your child's needs continue to be met and that they are able to make good progress.

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

- We operate an open-door policy and encourage parents and carers to speak with their child's class teacher or the SENCO whenever they have questions or concerns about their child's progress. We are happy to offer advice and practical strategies to help support learning at home.
- If your child has SEND, they will have an Individual Education Plan (IEP) which sets out their individual targets and the support they will receive. Targets are agreed using the SMART approach (Specific, Measurable, Achievable, Relevant and Time-bound) and are reviewed regularly.
- Class teachers continually assess pupils' learning and monitor their progress, identifying strengths as well as any areas where additional support may be needed. Progress is tracked throughout each child's time at Chalton Lower School.
- Pupils who are not making expected progress are discussed during regular pupil progress meetings between the class teacher and Headteacher. These meetings help to identify any additional support or interventions that may be needed to enable pupils to make good progress.
- Individual Education Plans are reviewed at least termly. Progress towards each target is discussed with parents and carers, celebrating achievements and identifying next steps. Where targets have not yet been achieved, they may be broken down into smaller steps or alternative strategies, and support may be introduced to better meet the child's needs.

How will the school include the views of the pupil?

At Chalton Lower School, we value the views of all pupils and encourage them to share their opinions and contribute to school life.

- Every class has a 'Worry Monster' where pupils can share any worries or concerns. These are checked regularly by the class teacher so that any issues can be addressed promptly.
- Pupils are encouraged to speak to any member of staff if they have a concern or need support and we aim to ensure that all children feel listened to and valued.
- The School Council and Eco Council provide the children with opportunities to share ideas and contribute to decisions about school life.
- Pupils with SEND are encouraged to contribute to discussions about their learning, support and Individual Education Plan (IEP) targets in a way that is appropriate to their age and level of understanding. Their views are taken into account when planning and reviewing support.

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

We encourage all children and their families to visit the school before they start so that they can become familiar with the environment, staff and routines.

- We work closely with your child's previous nursery, school or educational setting to ensure a smooth transition and to gather information about their individual needs.
- When pupils transfer to middle school or another educational setting, we work closely with the receiving school to ensure that appropriate transition arrangements are in place. Additional visits and transition activities can be arranged where these are beneficial.
- We liaise with staff from both the current and receiving schools to ensure that all relevant information, records and support strategies are shared, helping to provide continuity and to meet your child's needs from the outset.

How accessible is the school environment?

- There is a designated disabled parking bay at the front of the school, accessed through the main gate. The main entrance and reception are located next to the parking area. Please ring the bell on arrival and a member of staff will be happy to assist you if required.
- Most areas of the school are on one level, with accessible routes available throughout the site.
- Accessible toilet facilities are available both at the rear of the school and within the Early Years Foundation Stage (EYFS) classroom.
- There is level access to the rear of the school, providing access to the hall, offices, Year 3/4 classroom and the accessible toilet.
- The EYFS and Year 1/2 classrooms both have ramped access.

We are committed to making our school as accessible and inclusive as possible. If you have any questions about access arrangements or would like to discuss your individual requirements, please contact the school and we will do our best to support you.

How do you promote inclusion and address discrimination?

At Chalton Lower School, we are committed to creating an inclusive environment where every child feels valued, respected and able to participate fully in school life. Pupils with SEND are encouraged and supported to take part in all aspects of school life, including lessons, clubs, educational visits and wider school activities. We work closely with parents and carers to identify and remove barriers to participation, making reasonable adjustments wherever possible to ensure that all children can access the opportunities available. We have high expectations for all pupils and encourage everyone to contribute to the life of the school, including taking on class responsibilities and leadership opportunities. We celebrate diversity and promote understanding, respect and inclusion through our curriculum,

assemblies and everyday school life, helping the pupils to develop an appreciation of different backgrounds, experiences and needs.

We do not tolerate discrimination, bullying or prejudice of any kind. Any incidents are taken seriously, addressed promptly and dealt with in line with our school policies. Where appropriate, additional support is provided by staff to enable pupils to access educational visits and other activities safely and successfully. Risk assessments are completed where necessary to ensure that all pupils can participate as fully as possible.

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

Our SENCO is a qualified teacher and holds the NASENCO SENCO qualification. She has responsibility for leading and coordinating SEND provision across the school. She regularly updates her knowledge and skills through professional development and training.

All staff receive ongoing training and professional development to ensure that they are equipped to meet the diverse needs of pupils and provide high-quality, inclusive teaching.

Where appropriate, we work in partnership with a range of external professionals and specialist services to ensure that pupils receive the support they need. These may include:

- Educational Psychologists
- Speech and Language Therapists
- The Autism Team
- The Virtual Schools Team
- Occupational Therapists
- The Behaviour Support Service (Jigsaw)
- The Occupational Therapy Team
- The School Nursing Service and other health professionals, including GPs where appropriate
- The Hearing Impairment Team
- Children's Social Care and other family support services

We seek advice from these services when appropriate and work collaboratively with families and professionals to plan, implement and review support for individual pupils.

Helpful Website Links

- Central Bedfordshire SEND Local Offer: <https://localoffer.centralbedfordshire.gov.uk/kb5/centralbedfordshire/directory/home.page>
- Luton SEND Local Offer: <https://directory.luton.gov.uk/kb5/luton/directory/localoffer.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 2026 by Miss Natalie Bill - Headteacher and SENCO.