



Chesterfield Primary School

SEND Information Report 2025–2026

Chesterfield Primary School is part of Connect Education Trust

We are a mainstream Primary School and we admit pupils from age 3 to 11.

In addition, we have two Special Resourced Provisions (SRPs), which cater for up to 20 pupils with Autism and/or Speech, Language and Communication complex needs.

Our Ofsted rating is 'Good'. Our most recent inspection was in November 2022.

The support at Chesterfield for pupils with Special Educational Need or Disabilities (SEND)

Children are identified as having Special Educational Needs and/or Disabilities (SEND) through a variety of ways, including the following:

- Child performing below age expected levels
- Concerns raised by a parent
- Concerns raised by teacher/staff member
- Liaisons with external agencies - i.e. Educational Psychology Service, Child Development Team Health diagnosis through a paediatrician
- Liaisons with previous school(s) or setting(s), where applicable

When there is a concern that a pupil might have special educational needs, the SENDCo will arrange for observations and/or assessments to identify the type of special need and which tier of needs they 'best fit', as detailed below:

- **Tier 1 - Universal Provision:** Initial concerns are raised, but these students may not necessarily require SEND Provision/Interventions. Reasonable and appropriate adaptations within the classroom are implemented for these children to support them in line with the school's universal provision..
- **Tier 2 - SEND Support:** These pupils are placed on the Special Educational Needs & Disability (SEND) register and an Individual Education Plan with specific termly targets, support and interventions (if appropriate) is put into place.
- **Tier 3 - SEND Support:** Long Term Additional Provision / Intervention / Referral to outside agencies may be explored for children needing further, continued support.
- **Tier 4 - Complex Needs:** For these pupils, an Educational Health Care Needs Assessment (EHCNA) will be sought and, following assessment, the pupil will be provided with provision appropriate to the context of their EHCP and the identified needs/provision stated within it. Further details about EHCP applications are provided within this report.

Special Educational Needs are categorised as follows on the school's SEND Register:

- Communication and Interaction needs, including Autistic Spectrum Disorder (ASD) and Speech and Language Difficulties.
- Cognition and Learning needs, including Specific Learning Difficulties such as Dyslexia and Dyspraxia as well as Moderate/Severe/Profound and Multiple Learning Difficulties.
- Social, Emotional and Mental Health difficulties including Attention Deficit Hyperactivity Disorder (ADHD), anxiety and depression.
- Sensory and/or Physical needs, including Visual Impairment, Hearing Impairment, Multi-Sensory Impairment, Fine Motor Skill Difficulty, Gross Motor Skill Difficulty and Physical Disability.

Frequently Asked Questions

As a parent/carer, what should I do if I think my child may have special educational needs?

- Talk to us! We pride ourselves on building positive relationships with parents/carers.
- We are open and honest with parents/carers and hope that they are able to do the same with us.
- In the first instance, contact your child's class teacher.
- If you still have concerns you can contact our SENDCo, Danny Neville, via the school office.

Who will explain my child's needs and progress to me?

- As a parent/carer, your child's teacher will meet with you on an at least termly basis to discuss your child's needs, support and progress.
- If your child is on the SEND Register, they will have an Individual Education Plan (IEP), which is written by the class teacher and overseen by the SENDCo. Each IEP details the specific targets, strategies and adaptations (alongside interventions, if required) that are in place for your child, so that we can ensure they are provided with appropriate support. Your child's class teacher will share your child's IEP with you each term.
- If you have concerns or require further information, you can request a meeting with the SENDCo to discuss your child's needs and progress further.
- If an initial concern has been raised regarding whether your child may require SEND provision, information and insights will be gained from parent(s), your child's Class Teacher and the SENDCo to develop a holistic understanding of your child's strengths and difficulties and to decide whether your child should be placed on the SEND register.
- The SENDCo will also consider if external agencies should be involved.

How will Chesterfield Primary school support my child?

- The school's SENDCo oversees all support and progress of any child requiring SEND provision across the school.
- Your child's class teacher oversees, plans and works with each child with special educational needs or disability (SEND) in their class to ensure that progress in every area is made.
- As such, support may be delivered in a variety of ways, depending on your child's needs:
 - Adaptive teaching strategies, scaffolds and supports, classroom seating arrangements and/or supportive digital technology will be explored, ensuring that your child receives the support they need.

- There are different interventions that can help a child with special educational needs. These interventions may take place within or outside of the classroom.
- There may be a Teaching Assistant and/or Mentor working with your child, either individually or as part of a group, if this is seen as necessary by the SENDCo.

How do teachers match the curriculum to my child's individual needs?

- High quality teaching is our first step in responding to pupils who have SEND.
- Class work is pitched at an appropriate level so that all children are able to access it according to their specific needs. Typically this might mean that in a lesson there would be different levels of work set for the class, however on occasions this may be individually adapted if required.
- The benefit of these types of adaptations is that all children can access a lesson and learn at their own pace and level.

How are Chesterfield Primary school's resources allocated and matched to children's special educational needs?

- We ensure that all children with special educational needs or disabilities are provided for to the best of the school's ability within the funds available.
- We have a team of teaching assistants and part of their responsibility is to deliver programmes designed to meet individuals' or groups of children's needs.
- The budget is allocated on a needs basis. The children who have the most complex needs are given the most support.

How is the decision made about what type and how much support my child will receive?

- The class teacher and the SENDCo will discuss the child's needs and what support would be appropriate, in terms of interventions and equipment.
- Different children will require different levels of support in order to help them make progress and achieve their potential.

How does Chesterfield Primary school judge whether the support has had an impact?

- By reviewing each child's Individual Education Plan on a termly basis to see if the current strategies, targets and support have been effective in meeting the child's needs.
- By monitoring whether the child is making progress academically against national/age expected levels, discussed at pupil progress meetings, attended by the year group class teacher, SENDCo, Deputy Headteacher and Headteacher.
- Through verbal feedback from the teacher, parent and pupil.
- Please note that the tier of SEND provision may then be increased or decreased in light of this information gathered.
- Furthermore, children may be taken off the SEND register when they have made sufficient progress and no longer require a high level of intervention or additional support. They will continue to be monitored at pupil progress meetings and may be re-added to the SEND register at a later date, if required.

What opportunities will there be for me to discuss my child's progress?

- We believe that your child's education should be a partnership between home and school and therefore we aim to communicate with you regularly.
- Parents are invited to Pupil Consultation Meetings during the Autumn and the Spring term.
- At the end of the Academic Year, parents will receive a full school report and will be given the opportunity to discuss this with their child's class teacher.
- You are also welcome to request an appointment to meet with either the class teacher or SENDCo to discuss your child's progress further if you would like.

How will you help me to support my child's learning?

- The class teacher and the SENDCo can offer advice and suggestions on how you can best help your child with their learning at home.
- If your child is on the SEND register they will have an Individual Education Plan (IEP) which has individual targets. This will be discussed with you on a termly basis and you will be given a copy of the IEP to take home. The targets set are SMART (Specific, Measurable, Achievable, Realistic, Time-scaled), with the expectation that your child will be able to achieve them or make significant progress towards them by the time they are reviewed.
- If your child has complex special educational needs or a disability they may have an Education, Health and Care Plan (EHCP), which means that a formal meeting called an Annual Review will take place once per year to review your child's progress.
- You can also access further information on how you can support your child via Enfield's Local Offer at www.enfield.gov.uk (further information below).

How does Chesterfield Primary school measure my child's progress?

- As a school we measure each child's educational progress against national age-related expectations.
- Class teachers continually assess each child and note areas where they are improving and where further support is needed.
- We track each child's progress, from their admission into the school through to the end of Year 6, using a variety of methods, including some standardised tests, as appropriate.
- Children who are not making expected progress are identified through termly progress meetings. In this meeting a discussion takes place about those pupils experiencing difficulties and what further support can be given to aid their progress.
- When a child's IEP is reviewed, comments are written against each target to detail the progress made. If the child has not met a target, the reasons for this will be identified, and the target may be broken down into smaller steps or a different approach implemented, to ensure the child does make progress. We will also review the impact of any interventions attended.
- When a child has an EHCP, in addition to the above, an Annual Review takes place between parents/carers, SENDCo and class teacher (and outside agencies if appropriate) to review the child's individual progress towards their EHCP. This information is then shared with the child's Local Authority Case Worker.

What pastoral, medical and social support is available at Chesterfield Primary school to ensure my child's overall well-being?

- We have a caring, understanding ethos and are an inclusive school; we welcome and celebrate diversity, and believe that high self-esteem is crucial to children's well-being.
- The class teacher has overall delegated responsibility for the pastoral, medical and social care of every child in their class, therefore this should be your first point of contact.
- If further support is required, the class teacher will liaise with the SENDCo for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Strengthening Wellbeing Emotional Health, Relationships and Readiness for Learning team (SWERRL, previously known as the Primary Behaviour Support Service).
- We have a team of Learning Mentors who work under the direction of the Headteacher and SENDCo, who support children with their emotional wellbeing. We may refer a child to additional support from the Learning Mentors where there is an identified need.
- We have a full-time dedicated Welfare Officer to support pupils with their medical needs. Please see further details below.
- The school has an afternoon Key Stage 1 Nurture Group, which is a small class with a maximum of ten pupils. This is called 'Rainbow Class'. Children may be referred to attend this class if they have difficulty succeeding in a full class

environment and require a smaller learning environment with a higher number of adults to help them, due to their social, emotional and/or mental health needs.

How does Chesterfield Primary school manage the administration of medicines and personal care?

- We have a First Aid, Managing Medicines in School and Supporting Pupils with Medical Needs Policy.
- Parents who bring prescribed medication into the school will need to visit the office and request to speak to the school's Welfare Officer, Martina Tanner
- An 'Administering Prescribed Medication' form will need to be completed with the Welfare Officer who will be administering the medication under your instruction and medication guidelines.
- In some instances, the Welfare Officer is able to administer over the counter medication eg. Paracetamol/Hayfever relief depending on the child's personal needs. An 'Administering over the counter medication' form will need to be filled with the Welfare officer.
- Staff have regular First Aid training and training in specific medical conditions so that all staff can manage minor medical situations if the need arises
- If a child requires personal hygiene care this will be managed through an Individual Care Plan.

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

- We work closely with any external agencies that we feel are relevant to individual children's needs within our school. These may include: GPs, Clinical Psychologists, Paediatricians, Speech & Language Therapists, Occupational Therapists, Educational Psychologists, the Enfield Advisory Service for Autism (EASA), the Strengthening Wellbeing, Emotional health, Relationships and Readiness for Learning service (SWERRL), the Child and Adolescent Mental Health Service (CAMHS), the My Young Mind Enfield service (MYME) and Social Services, including Cheviots Children's Disability Service, and Social Workers.
- Since 1st September 2014 the 'Enfield Local Offer' has been available at <https://www.enfield.gov.uk/services/children-and-education/local-offer>. The Local Offer provides information about services and support available for families in Enfield with children/young people aged 0 – 25 years with special educational needs and/or a disability.

What support is there for developing positive behaviour, avoiding exclusion and increasing attendance?

- We have a positive approach to behaviour management with a clear Behaviour Policy that is followed by all staff and pupils.
- If a child is at risk of exclusion a Behaviour Support Plan (BSP) will be produced with the child (if appropriate) and parents to identify the specific issues and reflect the relevant support and targets in place.
- We have a team of Learning Mentors who work under the direction of the Headteacher and SENDCo, who support children with their emotional wellbeing. We may refer a child to additional support from the Learning Mentors where there is an identified need.
- The school also has an afternoon Key Stage 1 Nurture Group, which is a small class with a maximum of ten pupils. This is called 'Rainbow Class'. Children may be referred to attend this class if they have difficulty succeeding in a full class environment and therefore require a smaller learning environment with a higher number of adults to help them.
- A referral to SWERRL may also be considered.
- After any serious behaviour incident we will inform you of what has happened on the phone or via a meeting, which might be followed by a letter. We would then expect the child to reflect upon their behaviour with you; this helps to identify why the incident happened and what they will need to do differently next time in order to change and improve their behaviour.
- Some children will be encouraged to use an individual behaviour chart to help them manage their choices.
- The attendance of every child is monitored on a daily basis by the attendance officer. Lateness and absence are recorded and reported to the Head Teacher and Governing Body.
- Good class attendance is rewarded through a special mention in achievement assemblies and through whole-class rewards.
- The Education Welfare Officer works with families to increase attendance.

How will my child be able to contribute their views?

- We value and celebrate each child's views on all aspects of school life. This is usually carried out through the School Parliament and Pupil Leaders.
- When appropriate, children who have an Individual Education Plan (IEP) discuss and review their targets with their class teacher.
- If your child has an Education, Health and Care Plan, their views will also be sought at the review stage, if appropriate.

What training have the staff supporting children with special educational needs and disabilities had, or are currently having?

- Staff receive appropriate CPD to enable them to meet a range of SEND in their classrooms.
- The SENDCo has attended specific training in order to put in place strategies that will support a range of needs, such as training in ASD, ADHD, speech and language needs, social, emotional and mental health needs, dyslexia, and fine and gross motor skills.
- Autism Awareness Training has been delivered to class teachers and teaching assistants within our Special Resourced Provision (SRP)
- A selected team of teaching assistants have had training in delivering Read, Write Inc. and reading, spelling, phonics and multi-sensory programmes
- All our teaching assistants have had training in using manipulatives and visuals as part of our Maths programme.
- A small number of teaching assistants are trained to deliver 'Tiger Team' sessions, an intervention to help develop gross motor skills, balance and coordination, and 'Language for Thinking', a programme to support receptive language skill development.
- A number of teachers and teaching assistants have been specially trained to safely support children demonstrating unsafe behaviour (these incidents are always recorded and discussed with parents)
- Staff within our Special Resourced Provision (SRP) are experienced and skilled in a range of Autism-specific strategies, such as Attention Autism, PECS (Picture Exchange Communication System), Intensive Interaction and specific Speech and Language Interventions.
- We work with various agencies to provide additional, specialist support for pupils with SEND. These outside agencies give advice and support as well as training, when necessary, to class teachers and teaching assistants
- Our team of Learning Mentors and our Nurture Lead have been trained to support identified children with their social and emotional development
- Our Nurture Group Lead has had bespoke Nurture Group training to support the effective planning, implementation and development of our Key Stage 1 Nurture Group, which supports children with their emotional development.

How will my child be included in activities outside the classroom including day and residential trips?

- We aim to ensure that there are no barriers to pupils with SEND enjoying the same activities as other pupils in our school.
- All of our extra-curricular activities and school visits are available to all our pupils, including our breakfast and after-school clubs. We will provide the necessary adaptations, having consulted with you, to ensure that this is successful.
- A risk assessment is carried out prior to any off-site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is

considered unsafe for a child to take part in an activity, the child's parent might be asked to help us support their child during a visit, or alternative activities which will cover the same curriculum areas will be provided within school.

How accessible is the school environment?

- Our school site is a Victorian building with two floors, with the upstairs floor accessed via stairs. All classrooms and learning are based on the ground floor for this academic year.
- The ground floor is wheelchair-accessible with three disabled toilets large enough to accommodate changing and personal hygiene care.
- The school building is decorated and maintained to support children who are Visually Impaired (VI) or have ASD. Our classroom environments and corridors are low sensory so that they are Autism Friendly.
- The school has two playgrounds. Both playgrounds have purpose built shaded areas to support pupils with light sensitivity.
- The school's Accessibility Policy can be found on our school website.

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

- We encourage all new children to visit the school prior to starting with us.
- For children with special educational needs or a disability we may facilitate a phased transition to help your child acclimatise to their new surroundings. We would also visit them in their current setting if appropriate.
- We will provide social stories where appropriate to help explain and prepare the children for any major transition.
- When children are preparing to leave us for secondary school, we arrange visits for them and ensure good preparation for transition and effective induction.
- We liaise closely with staff when receiving and transferring children from and to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- If your child has an Education, Health and Care Plan (EHCP), and is changing to a new school we will, whenever possible, arrange a review meeting with relevant staff from the receiving school.

How are parents/carers involved in school life?

- Our 'Meet The Teacher' event in September provides the opportunity for parents to meet with their child's class teacher and see the classroom at the beginning of the academic year.
- We run 'Curriculum Evenings' and Parent Support events during which parents are invited to offer their comments and opinions.
- Parents are invited to attend Parent Consultations three times per year.
- Parents are also invited to concerts and showcases.

- Parents are always welcome to help out as volunteers, for example, by listening to readers.
- For children with special educational needs or a disability, parents are often invited to help support their child on a school trip when they start attending.

Who should I contact if I am considering whether my child should join the school?

- Contact the School Office to arrange a meeting and tour of the school.
- If your child has a special educational need or a disability you should contact the SENDCo via the School Office, who will discuss how the school could meet your child's needs.

How does the school support Looked After Children (LAC) with SEND?

- We are committed to supporting our Looked After Children to fulfill their potential.
- The SENDCo is responsible for Looked After Children and works closely with our Safeguarding and Looked After Children Coordinator and the Virtual School to ensure that the needs of Looked After Children are met. This includes the use of Personal Education Plans (PEPs) which are reviewed regularly to make sure that our Looked After Children achieve the best possible educational, physical, emotional and social support.
- If a Looked After Child is performing below age-related expectations and concerns are raised by either the teacher or the carer that the child may have SEND, the child will be seen by the Educational Psychology Service as a matter of priority.
- Looked after children who have SEND are provided with the same opportunities to access support interventions and specialist staff as those who are not looked after by the Local Authority.

What should I do if I think my child needs an Education, Health and Care Plan (EHCP)?

- Families are encouraged to discuss any concerns regarding their child's needs with the class teacher and/or SENCo in the first instance.
- As a school, we are committed to initiating and contributing to Education, Health and Care (EHC) Needs Assessments for students where there is clear evidence that their needs cannot be met through the school's existing SEN support.
- We will typically consider applying for an EHC Needs Assessment when there is:
 - Sustained Lack of Progress Despite SEN Support: Despite the implementation of "SEN Support" (which involves a cycle of Assess, Plan, Do, Review, with targeted interventions and adjustments), a student is still making significantly less than expected progress given their age and individual circumstances. This includes academic progress, social and emotional development, and independence.
 - Complex or Undiagnosed Needs: The student's needs are particularly complex, or there are significant gaps in our understanding of their

specific special educational needs, and a multi-agency assessment is deemed necessary to accurately identify these needs.

- Requirement for Provision Beyond Mainstream Resources: The level or type of special educational provision required to meet the student's needs appears to be significantly over and above what the school can reasonably provide from its delegated budget and typical resources. This may involve a need for specialist equipment, highly intensive support, or specific therapeutic interventions.
- Persistent Barriers to Accessing Education: The student faces persistent and significant barriers to accessing education, participating in school life, or achieving their potential, despite the school's best efforts to adapt the curriculum and environment.
- Professional Advice: Following advice from external professionals (e.g., educational psychologists, speech and language therapists, occupational therapists, medical practitioners) who indicate that a statutory assessment is likely to be necessary to determine the appropriate provision.
- Completing comprehensive and high-quality EHC Needs Assessment applications requires significant staff time, resources, and careful compilation of evidence from various sources. Due to the complex nature of these applications and the school's capacity, there may be a waiting list for EHC Needs Assessment applications completed by the school.
- The prioritisation of these assessments will be determined by the SENDCo in consultation with the Headteacher, based on the urgency of the student's educational needs and adherence to statutory timelines.
- We will communicate openly with families regarding the expected timeframe for their child's EHC Needs Assessment application.
- Parents/carers may also apply for an EHC Needs Assessment directly via the Enfield Local Offer.

What should I do if I think my child may need a referral for potential neurodiversity (Autism/ADHD)?

- In the first instance, reach out to either the SENDCo via the school office, or your local GP.
- If you contact the SENDCo, the school will liaise with staff to see if concerns are also observed within school.
- Please be aware that, for a school-initiated referral to Child and Adolescent Mental Health Services (CAMHS) specifically concerning neurodiversity (e.g., Autism Spectrum Condition, ADHD), the school must have observed and documented evidence of neurodevelopmental differences presenting within the school environment.
- We understand that some students may mask their neurodiversity in certain settings. However, our role as a school is to refer based on the direct impact and presentation we observe in the educational context. If a student does not

display signs of neurodiversity within school, we are unable to complete a school-based CAMHS referral for this specific concern.

- In such cases, we strongly advise parents/guardians to pursue a CAMHS referral via their General Practitioner (GP) or, if applicable, through a Social Worker, who can gather a broader picture of the student's presentation across different environments.

What should I do if I need information to support a claim for Disability Living Allowance in relation to my child's special educational need and/or disability?

- We are happy to provide you with general information about your child's educational progress and needs, such as a copy of your child's IEP/EHCP. You may choose to submit this information as part of your DLA application if you wish.
- However, please be aware that, as a school, we are unable to complete Disability Living Allowance (DLA) application forms or provide direct supporting letters for DLA claims.
- This is due to the following reasons:
 - Specialised Assessment Focus: Disability Living Allowance (DLA) is a benefit administered by the Department for Work and Pensions (DWP). Its assessment criteria specifically relate to a child's care and mobility needs arising from a disability or health condition. This differs from the educational needs or progress we assess within a school setting.
 - Capacity: Our resources and staffing are allocated to deliver and co-ordinate high-quality education and SEND support. Engaging in DLA-related administrative tasks would divert essential resources from our core educational responsibilities.

What should I do if I need information to support a claim for Housing Support in relation to my child's special educational need and/or disability?

- As above, we are happy to provide you with general information about your child's educational progress and needs, such as a copy of your child's IEP/EHCP. You may choose to submit this information as part of your Housing Support application if you wish.
- However, as a school, our primary focus is on the educational provision and support for our students with Special Educational Needs & Disabilities (SEND). While we are committed to supporting our families in various ways, we are generally unable to complete housing requests or provide direct assistance with housing applications.
- There are several reasons for this:
 - Expertise and Resources: Housing matters fall outside the scope of our educational expertise. Local housing authorities and specialised support services are better equipped to provide accurate information, guidance, and direct assistance with housing needs. Our staff are trained in education, not housing law or procedures.

- Capacity: Our resources and staffing are allocated to deliver high-quality education and SEN support. Engaging in housing-related administrative tasks would divert essential resources from our core educational responsibilities.
- Fairness and Equity: To ensure fairness and equitable support for all families, we must maintain clear boundaries regarding the services we can provide. Direct involvement in housing requests for some families could lead to an inequitable distribution of school resources and perceived favouritism.
- At the sole discretion of the Headteacher, and only in exceptional circumstances where there is a clear and demonstrable link between a critical housing issue and a student's ability to access their education at our school, some advice or support may be offered. This will be assessed on a case-by-case basis and will not involve the school completing applications on behalf of families.
- We encourage families facing housing difficulties to contact their local housing authority or relevant charitable organisations that specialise in housing support. We are happy to help signpost families to general sources of support if requested.

Who can I contact for further information or to discuss a concern?

- The first point of contact would be your child's class teacher to share your concerns.
- You could also arrange to meet with the SENDCo. The SENDCo can be contacted by appointment through the School Office or via email: office@chesterfieldprimary.org.
- You can also seek additional information/support from the Local Authority by accessing Enfield's Local Offer, which can be found at: <https://www.enfield.gov.uk/services/children-and-education/local-offer>
- Furthermore, Enfield SENDIASS (Special Educational Needs & Disabilities Information Advice & Support Service) is an organisation that provides independent advice and support for families. They can be contacted via: 07494 280 063 or <https://centre404.org.uk/our-services/support-for-families-2-2/>
- Enfield have also produced a Parent Guide to Ordinarily Available Support for Children and Young People in Enfield Schools, which can be found on our school website or through the Enfield Local Offer, listed above.

Who should I contact if I want to make a complaint about SEND provision?

- The first point of contact to share your concerns is your child's class teacher.
- You could also arrange to meet with the Senior Leadership Team and/or SENDCo, who can be contacted through School Office or by email: office@chesterfieldprimary.org
- We hope that parents will be pleased with the support provision for SEND pupils at Chesterfield School. However, if you are unhappy, details of how complaints can be made are provided within our Complaints Policy, which can be found on

our website or through the School Office.

- The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:
 - Exclusions
 - Provision of education and associated services
 - Making reasonable adjustments, including the provision of auxiliary aids and services.