Chesterfield Primary School

SEND Information Report

2026-2027

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 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)

Identification

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

- Pupil progress falling significantly below age-related expectations.
- Concerns raised by a parent or carer.
- Concerns raised by a class teacher or staff member.
- Information shared by external agencies (e.g., Educational Psychology, Speech & Language Therapy, Child Development Team).
- Medical diagnoses communicated via a Paediatrician or NHS service.
- Information and records received from previous schools or early years settings.

When concerns arise regarding a child's progress or development, the SENDCo and class teacher will gather evidence and arrange observations or assessments to identify the nature of the need.

Tiers of Provision

Provision is structured around a four-tiered approach:

- Tier 1 — Universal Provision (High-Quality Teaching): Initial concerns are identified, but the pupil may not, or may not yet, require formal SEND provision. Adaptations, scaffolding, and quality-first teaching strategies are implemented within the mainstream classroom to support learning.
- Tier 2 — SEND Support (Targeted Support): Pupils are placed on the school's SEND Register. Following the Assess, Plan, Do, Review cycle, an Individual Education Plan (IEP) is created with specific termly targets, reasonable adjustments, and targeted interventions.
- Tier 3 — SEND Support (Specialist / Multi-Agency Support): For pupils requiring ongoing, long-term additional provision, the school seeks advice, assessments, and targeted input from specialist external agencies. Pupils accessing our Nurture Group (details below) are also placed on this tier due to the targeted, specialist nature of the provision.
- Tier 4 — Complex Needs (EHC Plan): Where needs are severe, complex, and enduring, an Education, Health and Care Needs Assessment (EHCNA) is requested from the Local Authority. If granted, provision is delivered in accordance with the statutory outcomes specified in the pupil's EHCP.

NB: Separate from the mainstream graduated approach, our school hosts two Specialist Resource Bases (SRPs), which are funded directly by the Local Authority. Admission to the SRPs is managed by the LA SEND Panel, and is designated for pupils holding an EHCP stating the requirement for a specialist resource base placement.

Categorisation of Needs

In line with the SEND Code of Practice (2015), pupils on the school's SEND Register are categorized under four broad areas of need:

1. Communication and Interaction: Including Autistic Spectrum Disorder (ASD) and Speech, Language and Communication Needs (SLCN).
2. Cognition and Learning: Including Moderate, Severe, or Profound Multiple Learning Difficulties (MLD/SLD/PMLD) and Specific Learning Difficulties (SpLD) such as Dyslexia, Dyscalculia, and Dyspraxia.
3. Social, Emotional and Mental Health (SEMH): Including Attention Deficit Hyperactivity Disorder (ADHD), Attachment difficulties, anxiety, and low mood.
4. Sensory and/or Physical Needs: Including Hearing Impairment (HI), Visual Impairment (VI), Multi-Sensory Impairment (MSI), Fine/Gross Motor Difficulties, and Physical Disability (PD).

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Frequently Asked Questions

1. **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 strong, open, and collaborative relationships with our parents and carers. We encourage you to share any concerns early so we can work together to support your child.

- **Contact your child's class teacher first:** They know your child best on a day-to-day basis and can discuss how your child is managing in class, share recent observations, and implement initial classroom adaptations (Tier 1 Support).
- **Contact the SENDCo:** If you feel your concerns persist after speaking with the class teacher, or if your child has an existing medical/specialist diagnosis, you can arrange a meeting with our SENDCo, Danny Neville, via the main school office (office@chesterfieldprimary.org).
- **Next Steps:** Following a discussion, we can initiate a formal observation or assessment using our Assess, Plan, Do, Review framework to determine what additional support may be needed.

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

Your child's class teacher is your primary point of contact and will meet with you at least **termly** to discuss their needs, provision, and progress.

- **Individual Education Plans (IEPs):** If your child is placed on the SEND Register (Tier 2/3), they will have an IEP written by their class teacher and overseen by the SENDCo. This document sets out specific termly targets, teaching strategies, adaptations, and any targeted interventions in place.
- **Termly Reviews:** Your child's class teacher will review and share the updated IEP with you each term, giving you the opportunity to share your insights, celebrate progress, and agree on next steps together. Where appropriate, we also involve your child in setting and reviewing their targets.
- **Initial Concerns & Early Identification:** If new concerns arise, the class teacher, SENDCo, and parents/carers will gather information together to gain a holistic view of your child's strengths and difficulties. This collaborative discussion determines whether SEND Support is needed.
- **Specialist & SENDCo Meetings:** If you require further information, or if external agencies (such as Educational Psychologists or Speech Therapists) become involved, you can request a joint meeting with our SENDCo (Danny Neville) to discuss your child's progress and multi-agency support in more detail.

3. How will Chesterfield Primary school support my child?

Support for children with SEND is carefully coordinated to ensure every pupil receives high-quality learning experiences tailored to their individual needs:

- **Class Teacher Led Provision:** Your child's class teacher is directly responsible for planning, delivering, and assessing learning for every child in their classroom. They provide adaptive teaching —using scaffolds, tailored learning resources, seating arrangements, visual aids, and digital technology so your child can access the curriculum alongside their peers.
- **Targeted Interventions:** Where additional support is required, your child may participate in specific, outcome-focused interventions. These may take place inside the classroom during lessons or in small-group/1:1 sessions outside the classroom.
- **Support Staff Allocation:** Depending on your child's needs, a Teaching Assistant (TA) or Learning Mentor may work with them individually or within a small group, under the direct guidance of the class teacher and SENDCo.
- **Strategic Oversight:** Our SENDCo, Danny Neville, oversees all SEND provision and progress across the school. The SENDCo regularly reviews the impact of interventions and strategies to ensure your child receives the right level of support.

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

High-Quality Teaching, adapted for individual pupils, is our first step in responding to children who have SEND.

- **Adaptive Teaching:** Lessons are planned so that all pupils work towards ambitious curriculum goals. Class teachers adapt their delivery, materials, and tasks so every child can access the learning alongside their peers.
- **Scaffolding and Support:** Adaptations may include chunked instructions, visual prompts, writing frames, concrete learning apparatus, assistive technology or adult support.
- **Individualised Adjustments:** Where a pupil's needs require something significantly different, teachers create bespoke resources or tailored tasks aligned to the outcomes in the child's IEP or EHCP.
- **Inclusive Access:** This adaptive approach ensures every child can learn at an appropriate pace, build independence, and take a full, active part in classroom life.

5. 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 as follows:

- **The budget is allocated on a needs basis.** The children who have the most complex needs are given the most support.
- **We employ a dedicated team of Teaching Assistants (TAs)** and support staff. Under the direction of the class teacher and SENDCo, TAs deliver targeted 1:1 and small-group intervention programmes tailored to specific individual or group needs as part of their role.
- **Funding is also used to secure specialist resources** such as specialist learning equipment, sensory equipment, physical adaptations, and digital technology to ensure full curriculum access.

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

Decisions regarding the type and level of support your child receives are made collaboratively using the **Assess, Plan, Do, Review** cycle:

- **Internal Assessment & Review:** The class teacher and SENDCo analyse your child's tracking data, classroom observations, and diagnostic assessments to identify specific areas of need and determine the appropriate level of intervention or adaptation required.
- **Consultation with Parents and Pupils:** We share Individual Education Plan (IEP) targets with parents termly. We consult with parents/carers and pupils to gather your views (using scheduled Parents' Evenings, termly IEP reviews, or targeted check-ins) to ensure agreed strategies reflect the child's needs.
- **Specialist Advice:** Where targeted classroom support and internal interventions are insufficient, the SENDCo will consult external specialists (such as Speech and Language Therapists, Educational Psychologists, or Occupational Therapists). Their expert recommendations directly shape the tailored support plan.
- **Graduated Response:** Because every child's needs are unique, provision is adjusted flexibly. If a child makes strong progress, support may be adapted or stepped down; if progress stalls, support is intensified or reviewed. For children with the most complex needs, the specific provision outlined in their EHC Plan guides the support allocated.

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

We evaluate the effectiveness and impact of SEND support using a range of quantitative data and qualitative feedback:

- **Termly IEP Reviews:** Individual Education Plans (IEPs) are formally evaluated every term. The class teacher and SENDCo review progress against specific targets to determine whether current strategies, adaptations, and interventions have been successful. If a target is not met, it is broken down into smaller steps or an alternative approach is implemented.
- **Pupil Progress Meetings:** Pupil progress is monitored systematically against national age-related expectations. Termly pupil progress meetings are held between the class teacher, SENDCo, Deputy Headteacher, and Headteacher to track individual trajectories and identify any child who is falling behind.
- **Qualitative Feedback:** We gather ongoing verbal feedback from class teachers, support staff, parents/carers, and pupils to assess how confident and supported the child feels in their learning environment.
- **Intervention Monitoring:** Entry and exit data is collected for specific interventions (e.g., Speech & Language or literacy catch-up programmes) to measure baseline progress over a set timeframe (typically 6–12 weeks).
- **Adjusting Support Tiers:** Based on the evidence gathered:
    - If strong, sustained progress is made, a child's support tier may be reduced.
    - If a pupil no longer requires provision that is 'additional to or different from' the standard mainstream offer, they may be removed from the SEND Register. They will continue to be monitored through termly progress meetings and can be re-added to the register should needs re-emerge.
    - If progress remains limited despite targeted support, the tier of provision will be increased, and external specialist input or an EHC Needs Assessment may be explored.

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

We strongly believe that your child's education should be a collaborative partnership between home and school. We provide structured formal opportunities to discuss progress throughout the year, alongside open informal communication channels:

- **Termly Progress Reviews:** In line with national guidance, parents of pupils on the SEND Register are offered opportunities to discuss progress, targets, and provision three times per year:
    - Autumn Term: Formal Pupil Consultation Meeting / IEP Target Review.
    - Spring Term: Formal Pupil Consultation Meeting / IEP Target Review.
    - Summer Term: IEP Target Review/End of Year Report Review
- **Annual End-of-Year Report:** At the end of the Summer term, parents receive a comprehensive written report detailing academic attainment, effort, and wider

progress across all curriculum areas.

- **Annual Reviews (EHCPs):** For pupils holding an Education, Health and Care Plan (EHCP), a formal Annual Review meeting is held once per year with parents, school staff, and relevant external agencies to formally review long-term outcomes.
- **AdHoc Meetings:** You do not need to wait for a formal consultation evening to speak with us. You are always welcome to request an additional appointment with your child's class teacher or the SENDCo (Danny Neville) via the school office whenever concerns arise.

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

We view parents and carers as essential partners in learning. We support you to help your child succeed at home in several ways:

- **SMART IEP Targets for Home & School:** If your child is on the SEND Register, their Individual Education Plan (IEP) will set out SMART (Specific, Measurable, Achievable, Realistic, Time-scaled) targets. Copies of the IEP are shared termly so you can see exactly what skills, vocabulary, or concepts your child is working on and practise them at home.
- **Practical Strategies and Resources:** Class teachers and the SENDCo can provide practical advice, adapted resources, and specialised tools for home use—such as visual timetables, sensory breaks, phonics sound mats, letter-formation guides, or recommended digital apps.
- **Specialist Advice Sharing:** When external professionals (such as Speech and Language Therapists, Occupational Therapists, or Educational Psychologists) work with your child, we pass along their recommended home activities and therapy programmes.
- **EHCP Annual Reviews:** For children with an Education, Health and Care Plan (EHCP), a formal Annual Review takes place once a year. This meeting provides a structured opportunity to evaluate long-term outcomes, review health and social care needs, and co-design support strategies across home and school.
- **Enfield Local Offer:** You can access wider community resources, parent support groups, and workshops via **Enfield's Local Offer** website: Enfield Local Offer Webpage.

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

We measure and track every child's progress systematically from entry into Early Years through to the end of Year 6 using a combination of ongoing formative assessment, standardised testing, and structured progress reviews:

- **Age-Related Expectations & Standardised Tracking:** We measure individual educational progress against national age-related expectations. Teachers use ongoing classroom assessment alongside standardised diagnostic tests (where appropriate) to track attainment trajectories over time.

- **Termly Pupil Progress Meetings:** Class teachers meet termly with the Senior Leadership Team to analyse tracking data. Pupils not making expected progress are identified early, and targeted support packages or intervention adjustments are agreed upon.
- **IEP Target Evaluation:** When reviewing your child's Individual Education Plan (IEP) each term, teachers record evaluative comments against every target. If a target has not been achieved, staff analyse the reasons why, adjust teaching strategies, or break the target down into smaller, incremental steps to secure progress.
- **Intervention Impact Reviews:** Entry and exit assessments are conducted for specific intervention programmes (e.g., targeted literacy or speech & language groups) to measure the precise gains made by your child over a set period.
- **EHCP Annual Reviews:** For pupils holding an Education, Health and Care Plan (EHCP), a formal Annual Review meeting takes place between parents/carers, the class teacher, the SENDCo, and relevant external agencies. We review long-term statutory outcomes, evaluate overall progress, and submit a formal report to the Local Authority SEND Caseworker.

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

We pride ourselves on a caring, inclusive ethos that welcomes and celebrates diversity. We firmly believe that high self-esteem, positive mental health, and emotional security are crucial foundations for learning and personal growth.

- **Classroom Level & First Point of Contact:** Your child's class teacher holds delegated responsibility for the pastoral, medical, and social care of every pupil in their class. They build daily relationships with pupils and should be your first point of contact for any well-being concerns.
- **SENDCo & External Agency Support:** If further support is required, the class teacher liaises with the SENDCo (Danny Neville). Where appropriate, the SENDCo will seek advice or involvement from specialized external services, such as Health and Social Care, or Enfield's Primary Inclusion Team (PIT) team (formerly the Primary Behaviour Support Service).
- **Learning Mentors:** We have a dedicated team of Learning Mentors working under the direction of the Headteacher and SENDCo. They deliver targeted 1:1 and small-group emotional well-being interventions for pupils who require extra nurture, social skills building, or support during times of challenge or transition.
- **Full-Time Dedicated Welfare Officer:** Medical needs, first aid, medication administration, and individual Care Plans are managed directly by our full-time, on-site Welfare Officer.
- **Key Stage 1 Nurture Group Provision:** We provide a daily afternoon Key Stage 1 Nurture Group called Rainbow Class, which is a small, supportive learning environment with a maximum of 10 pupils. Children may be referred to Rainbow Class if they require a smaller setting with high adult-to-pupil ratios to support their social, emotional, and mental health (SEMH) needs before reintegrating fully into their mainstream classroom.

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

The management of medical needs and personal care is governed by our **First Aid, Managing Medicines in School, and Supporting Pupils with Medical Needs Policy**:

- **Prescribed Medication:** If your child requires prescribed medication during the school day, parents/carers must bring the medication to the main school office and speak directly to our Welfare Officer, **Martina Tanner**, who can be contacted via the school office. You will need to complete an *Administering Prescribed Medication* consent form outlining dosage, timings, and clear instructions.
- **Over-the-Counter Medication:** In certain circumstances, the Welfare Officer can administer over-the-counter medication (such as paracetamol or hayfever relief) depending on your child's individual needs. Parents must complete an *Administering Over-the-Counter Medication* consent form with the Welfare Officer prior to administration.
- **First Aid & Specialist Medical Training:** Staff undergo regular First Aid training. In addition, relevant personnel receive specialist training for specific medical conditions (e.g., EpiPen administration, asthma care, epilepsy, or diabetes management) to handle both daily needs and emergency situations safely.
- **Personal Hygiene & Intimate Care:** Where a child requires support with personal hygiene or intimate care, this is managed sensitively and discreetly through an Individual Care Plan, created in close consultation with parents/carers to protect the child's dignity, comfort, and safety.

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

We work closely with a wide range of external health, educational, and social care agencies to ensure every child receives expert, tailored support.

Key specialist services accessed by the school include:

- **Health and Specialist Therapies:**
  - Speech and Language Therapy (SALT)
  - Occupational Therapy (OT) & Physiotherapy
  - Paediatricians and General Practitioners (GPs)
  - Clinical Psychologists
- **Educational and Advisory Services:**
  - Educational Psychology Service (EPS)
  - Enfield Advisory Service for Autism (EASA)
  - Primary Inclusion Team (PIT)
- **Emotional, Mental Health, and Well-being Services:**
  - Child and Adolescent Mental Health Service (CAMHS)
  - My Young Mind Enfield (MYME)
- **Social Care and Family Support Services:**

- Social Services and allocated Social Workers
- Cheviots Children's Disability Service

The Enfield Local Offer

Information regarding the full range of services, support, and activities available across the borough for children and young people (aged 0–25) with SEND can be accessed via the Enfield Local Offer: Enfield Local Offer Webpage.

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

We take a positive, relational approach to managing behavior and promoting regular attendance, ensuring every child is supported to thrive emotionally and academically:

- **Positive Behaviour Framework:** We operate a clear, whole-school Behaviour Policy centered on positive reinforcement, clear boundaries, and mutual respect. Good choices, effort, and regular attendance are celebrated through class rewards and achievement assemblies.
- **Targeted Behaviour Support Plans (BSPs):** If a child experiences persistent challenge with their choices or is at risk of exclusion, we create a bespoke Behaviour Support Plan (BSP) in partnership with the child and parents/carers. This outlines specific triggers, calming strategies, individual behavior charts, and targeted outcomes.
- **Mentoring & Small-Group Provision:**
  - Learning Mentors: Our mentoring team provides tailored 1:1 or small-group emotional regulation and self-esteem support.
  - Rainbow Class (KS1 Nurture Group): For Key Stage 1 pupils experiencing significant social, emotional, or mental health (SEMH) difficulties, our afternoon Nurture Group offers a high adult-to-pupil ratio to build regulation skills before returning to their mainstream class full-time.
- **Specialist & Multi-Agency Involvement:** Where extra support is needed to prevent exclusion, we liaise with external specialist services, including Enfield's Primary Inclusion Team (PIT) and MYME (My Young Minds Enfield)..
- **Restorative Practice & Communication:** Following any serious behavior incident, we contact parents via phone or in-person meeting. We support children to reflect restoratively on their actions, helping them understand *why* the incident occurred and what strategies to use next time.
- **Attendance Support & Monitoring:** Attendance and punctuality are monitored daily by our Attendance Officer, with regular oversight from the Headteacher and Governing Body. Where families experience attendance barriers, our Education Welfare Officer (EWO) works collaboratively with parents to put practical support in place.

15. How will my child be able to contribute their views?

We strongly believe that children should have a meaningful voice in their own education, feel listened to, and actively contribute to school life:

- **Whole-School Pupil Voice:** All pupils have opportunities to share their views on wider school life through our School Parliament, Pupil Leaders, and regular class discussions and pupil surveys.
- **Individual Education Plan (IEP) Reviews:** Where appropriate, children with an IEP are involved in setting and reviewing their targets alongside their class teacher. We discuss what is working well, what they find challenging, and what support helps them feel most successful in class.
- **EHCP Annual Reviews:** For pupils holding an Education, Health and Care Plan (EHCP), pupil voice is a central part of the annual review process. Children contribute their views on their progress, achievements, and future aspirations through written forms, drawings, video/audio presentations, or direct attendance at the meeting, depending on their age and preference.
- **Child-Centred Communication:** For pupils with speech, language, or communication needs, we use tailored visual tools—such as picture exchange systems, emotion cards, or visual preference charts—to ensure every child can communicate their views, feelings, and choices effectively.

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

We invest continually in Continuing Professional Development (CPD) to ensure all staff have the knowledge, skills, and specialist training required to meet the diverse needs of our pupils:

- **All staff:** All staff receive appropriate CPD to enable them to meet a range of SEND needs in their classroom. This includes, but is not limited to:
    - High Quality Teaching & Adaptive Teaching Strategies
    - Dual Coding Strategies (Visual Aids)
    - Zones of Regulation
    - Colourful Semantics
    - Metacognitive Strategies (for example Task Planners)
- **SENDCo Expertise:** Our SENDCo regularly completes specialist training across a wide spectrum of needs, including Autism Spectrum Condition (ASC), ADHD, Speech, Language and Communication Needs (SLCN), Social, Emotional and Mental Health (SEMH), Dyslexia, and motor skill development. The school SENCo also holds the National Professional Qualification (NPQ) for Senior Leadership.
- **Special Resourced Provision (SRP) Specialist Training:** Staff working within our SRP are skilled in Autism-specific strategies, including:
    - Attention Autism ("Bucket Therapy")
    - PECS (Picture Exchange Communication System)
    - Intensive Interaction
    - Target-driven Speech and Language Therapy interventions

- **Literacy & Numeracy Interventions:**
    - Selected Teaching Assistants (TAs) are trained to deliver Read Write Inc. phonics, targeted reading, spelling, and multi-sensory literacy programmes.
    - TAs receive training in using concrete manipulatives and visual tools to support adaptive Maths learning.
- **Targeted Specialist Interventions:**
    - **Language for Behaviour and Emotions:** Selected staff are trained to develop receptive language and reasoning skills in relation to behaviour and emotions, so as to enhance pupils' emotional literacy.
    - **Nurture & Mental Health:** Our Nurture Group Lead holds bespoke Nurture Group training to run the Key Stage 1 'Rainbow Class', and our Learning Mentors has received targeted training from the school SENDCo and Senior Leadership Team to provide interventions to support pupils' social-emotional development.
    - **Tiger Team (SRP):** Identified staff within the SRP are trained to deliver gross motor, balance, and coordination interventions to support pupils' gross motor skill development.
- **Positive Handling & Unsafe Behaviour:** Selected staff receive specialist positive handling and de-escalation training from the Local Authority to support children during unsafe behavior safely and compassionately.
- **External Specialist Coaching:** Where children have unique or rare needs, external professionals (such as Educational Psychologists, Therapists, or the Enfield Advisory Service for Autism) provide bespoke, child-specific training directly to classroom staff.

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

We are committed to equal opportunities and work to ensure children with SEND can access school activities alongside their peers wherever possible:

- **Inclusive Access & Wraparound Care:** All pupils are welcome to attend our extra-curricular activities, day trips, residential visits, and wraparound care (Breakfast and After-School Clubs). Please note that while we make reasonable adjustments to promote inclusion, 1:1 adult support is not available for wraparound care sessions.
- **Risk Assessments & Pre-Trip Planning:** Comprehensive risk assessments are completed prior to any off-site activity to identify physical, environmental, or medical needs. We review staffing levels, travel arrangements, and site accessibility to determine what support can safely be put in place.
- **Consultation with Parents:** We consult with parents/carers in advance of visits to discuss reasonable adjustments, medical requirements, sensory needs, and routine adaptations.
- **Staffing & Support:** Where reasonable and feasible within available school resources, targeted group or shared adult support will be deployed. We do not guarantee dedicated 1:1 support for trips or extra-curricular activities.
- **Alternative Arrangements:** If a risk assessment indicates that an activity cannot

be carried out safely for a child with standard adjustments, we will discuss options with parents. This may include inviting a parent/carer to accompany their child or providing high-quality, alternative curriculum learning within school that cover the same curriculum areas.

18. How accessible is the school environment?

We are committed to providing an accessible, inclusive physical and sensory environment for all pupils, staff, and visitors:

- **Building Access & Layout:** Our school is housed in a traditional two-storey Victorian building with stairs to the first floor.
- **Wheelchair & Physical Accessibility:** The ground floor is wheelchair-accessible and includes ramps where appropriate. We have three dedicated accessible toilets, fully equipped to accommodate personal hygiene care, changing facilities, and mobility equipment.
- **Autism-Friendly & Low-Sensory Environments:** Classroom environments and corridors are decorated and maintained to be visually structured and low-sensory, creating an Autism-friendly space that reduces cognitive and sensory overload.
- **Visual Impairment (VI) Adaptations:** Decor and signage are regularly reviewed to support pupils with visual impairments, ensuring clear contrast, hazard awareness, and high-visibility markers where needed.
- **Outdoor Spaces & Light Sensitivity:** Our two school playgrounds feature purpose-built shaded areas to provide comfortable, protected outdoor spaces for pupils with light sensitivity or sensory processing needs.
- **Accessibility Plan:** Full details of our plans to further improve physical access, curriculum access, and information delivery can be found in our Accessibility Plan on the school website.

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

Smooth transitions are vital for all pupils, especially those with SEND. We plan carefully to ensure children feel secure, confident, and well-prepared whenever they move into, through, or out of Chesterfield Primary School:

- **Joining Chesterfield Primary School (Early Years or In-Year Entry):**
    - **Pre-Admission Visits:** We encourage all new pupils and parents to visit the school prior to starting.
    - **Setting Visits & Liaison:** Where appropriate, our SENDCo or Early Years team will visit your child in their current nursery or school setting to observe their needs and discuss successful strategies with their current key staff.
    - **Phased Transition:** For children with complex SEND, we can facilitate a gradual, phased start to help them acclimatise to their new classroom, staff, and routines at a manageable pace.

    - **Social Stories & Visual Tools:** We create personalised photo booklets or social stories to help your child become familiar with their new environment, key adults, and school routines before their first day.
- **Moving to a New Class or Key Stage (Internal Transition):**
    - **Staff Handover Meetings:** Class teachers and support staff hold detailed handover meetings every July to pass on key pupil profiles, IEP targets, and successful learning strategies.
    - **Transition Visits:** Pupils spend time in their new classrooms with their new teacher and support staff during the Summer term. Pupils on the school's SEND register are also provided further support via a personalised Social Story.
- **Transferring to Secondary School or a New Setting:**
    - **Secondary Liaison:** We work closely with receiving secondary school SENDCos to pass on all SEND documentation, background information, and successful strategies well before the move.
    - **Additional Transition Visits:** In addition to standard secondary taster days, we arrange extra small-group or 1:1 transition visits to new settings for pupils who require extra reassurance.
    - **EHCP Transition Reviews:** For pupils holding an Education, Health and Care Plan (EHCP), representatives from the receiving secondary or special school are invited to a summer term transition meeting to ensure a smooth transition. In addition, where possible representatives from the receiving school are invited to the pupil's Annual Review to co-plan long-term outcomes and transition arrangements.

20. How are parents/carers involved in school life?

We strongly value the partnership between home and school and offer a wide range of opportunities for parents and carers to engage with their child's learning and the wider school community:

- **'Meet the Teacher' Events:** Every September, parents are invited to meet their child's new teacher, and hear about the expectations and curriculum for the year ahead.
- **Parent Consultations & SEND Reviews:** Formal Parent Consultation meetings take place three times per year to review academic progress, personal growth, and Individual Education Plan (IEP) targets.
- **Curriculum Evenings & Workshops:** We host targeted information evenings and parent support events throughout the year. These sessions share strategies for supporting learning at home and provide a forum for parents to offer feedback and ideas.
- **School Performances & Celebrations:** Parents are warmly invited into school to celebrate pupil achievements through class assemblies, concerts, sports events, and curriculum showcases.
- **Volunteering Opportunities:** We welcome parent volunteers to support day-to-day school activities, such as listening to readers, supporting class

projects, or assisting with special events. Please register your interest via the school office.

- **SEND Trip Support:** For pupils with special educational needs or disabilities, parents are often invited to accompany their child on initial off-site trips to help them build confidence and ensure a safe, successful experience.

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

We warmly welcome prospective families to visit Chesterfield Primary School to see our inclusive learning environment firsthand:

- **General Admissions & School Tours:** Please contact the main School Office to arrange a tour of the school and meet members of our team.
  - **Phone:** 01992 760 678
  - **Email:** office@chesterfieldprimary.org
- **SEND Inquiries:** If your child has special educational needs or a disability, please request a phone call or meeting with our SENDCo (Danny Neville) via the School Office. The SENDCo will be pleased to discuss your child's individual needs, explain our SEND provision, and answer any specific questions regarding support, adaptations, or accessibility.
- **Special Resourced Provision (SRP):** If you are considering a place in our Autism Special Resourced Provision, admissions are managed in consultation with the Enfield Local Authority SEN Services. Our SENDCo can discuss the entry criteria and consultation process with you.

22. How does the school support Children in Care (previously called 'Looked After Children') with SEND?

We are fully committed to ensuring that Children in Care (CiC) are supported to build self-esteem, achieve their full potential, and thrive in a safe, nurturing environment:

- **Dedicated Roles & Multi-Agency Coordination:** Our SENDCo is the Designated Teacher for Children in Care, working in close partnership with the school's Safeguarding Team, the child's carer(s), Social Services, and the Virtual School to coordinate comprehensive educational, physical, and emotional support.
- **Personal Education Plans (PEPs):** Every Child in Care has a PEP, which is reviewed regularly throughout the year alongside carers, social workers, and Virtual School officers. Where a child also has SEND, their Individual Education Plan (IEP) targets or EHCP outcomes are fully integrated into their PEP to ensure joined-up planning.
- **Priority Educational Psychology Assessment:** If concerns arise that a Child in Care is working below age-related expectations or may have unidentified special educational needs, we prioritise them for assessment by the Educational Psychology Service (EPS) to ensure rapid, targeted intervention.
- **Equal & Priority Access to Support:** Children in Care with SEND have complete access to all school interventions and provisions, mentoring, adaptive resources,

and external specialist therapies, ensuring no barrier stands in the way of their progress.

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

If you feel your child's needs exceed the support typically available through standard SEND Support, we encourage you to speak with your child's class teacher and our SENDCo (Danny Neville) as a first step.

When Does the School Request an EHC Needs Assessment?

We initiate an EHC Needs Assessment application when there is clear, documented evidence that a child requires special educational provision beyond what can reasonably be provided through the school's delegated budget and SEN Support framework. Key factors we consider include:

- **Sustained Lack of Progress:** Despite targeted interventions through the *Assess, Plan, Do, Review* cycle, the child continues to make significantly less progress than expected for their age and starting point.
- **Complex or High-Level Needs:** The child has complex, multi-faceted, or severe learning, communication, sensory, or social-emotional needs requiring coordinated multi-agency support.
- **Specialist Resource Requirements:** The level, intensity, or type of support required (e.g., highly specialised equipment, intensive adult facilitation, or ongoing therapeutic interventions) exceeds typical mainstream resources.
- **Professional External Advice:** Specialist recommendations from external professionals—such as Educational Psychologists, Speech and Language Therapists, Occupational Therapists, or Paediatricians—indicating that a statutory plan is necessary.

How the Process Works at Chesterfield

- **Evidence Gathering & Co-Production:** Submitting a high-quality application requires compiling detailed evidence of your child's progress, intervention records, attendance data, health reports, and professional evaluations. We work closely with parents/carers to gather this information transparently.

Parental Applications

- **Direct Parent Applications:** Parents and carers also have the legal right to request an EHC Needs Assessment directly from the Local Authority at any time. Further information and application details can be found on the Enfield Local Offer website.

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

For **urgent concerns** please contact the Child and Adolescence Mental Health Service (CAMHS) and/or the emergency services directly. If you consider the referral for Autism/ADHD to be an emergency, please call 999. If you consider the referral to be urgent, please call the Single Point of Access line to speak to a CAMHS Clinician on NHS 111 Option 2.

For all other concerns, please see below:

- **Why are CAMHS referrals made?** CAMHS referrals are made for one of the following two reasons:
    - To request a neurodivergent screening for Autism and/or ADHD
    - To make a referral for mental health concerns
- **For a referral for Autism/ADHD**: Reach out to either the school SEND team via the school office, or your local GP. If you wish to complete a referral through the school:
    - You will be required to complete and return a CAMHS Parent Screener booklet within 14 days of your request.
    - Once this is received, the school will complete the CAMHS School Screener booklet.
    - Both of these booklets, along with a referral form, will then be submitted to CAMHS.
    - The SENDCo, Danny Neville, will then collect all the information together and send the referral to CAMHS.
- **What do I do if my child's GP is not based in Enfield?** Please note that CAMHS referrals are made based on the location of your child's GP. Therefore, if your child's GP is not based in Enfield, please contact the school directly and let us know the address of your child's GP, so that we can provide you with the correct paperwork.
- **Is there a CAMHS waiting list?** Please be aware that referrals for CAMHS Autism and/or ADHD screenings currently have long waiting lists. However, you can contact CAMHS directly once the referral has been sent to request an update, via the following channels:
    - Email: beh-tr.enfieldcamhs@nhs.net
    - Telephone: 0800 151 0023
- **Is there a school waiting list?** The school receives a high number of requests for CAMHS referrals and your child's screening will be added to our waiting list and completed as soon as possible. Priority will be given to urgent referrals. We thank you in advance for your understanding.

25. 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?

- **What we can provide:** 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.
- **What we cannot provide:** 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.

26. 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?

- **What we can provide:** As above, the SEND team at Chesterfield 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.
- **What we cannot provide:** 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.

- **Who to Contact:** We encourage families facing housing difficulties to contact their local housing authority. The following independent external advice and local support within Enfield can also be accessed:
    - Enfield SENDIASS (Special Educational Needs & Disabilities Information Advice & Support Service): Provides free, confidential, and independent advice and support for parents and carers of children with SEND.
        - Phone: 07494 280 063
        - Website: Centre 404 - Enfield SENDIASS
    - Enfield Local Offer: Details all available local services, health provision, and support groups across the borough.
        - Website: Enfield Local Offer

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

We encourage open communication and aim to resolve any questions or concerns as quickly and collaboratively as possible:

- **1. Your Child's Class Teacher (First Point of Contact):** If you have a query or concern regarding your child's learning, well-being, or daily progress, please speak to their class teacher first. They know your child best on a day-to-day basis and can often address concerns quickly.
- **2. The SENDCo & School Leadership:** If you require further advice, or if your concerns persist, you can make an appointment to meet with our SENDCo **(Danny Neville**) or a member of the Senior Leadership Team via the school office.
- **3. Independent External Advice & Local Support:** The following independent external advice and local support within Enfield can also be accessed:
    - Enfield SENDIASS (Special Educational Needs & Disabilities Information Advice & Support Service): Provides free, confidential, and independent advice and support for parents and carers of children with SEND.
        - Phone: 07494 280 063
        - Website: Centre 404 - Enfield SENDIASS
    - Enfield Local Offer: Details all available local services, health provision, and support groups across the borough.
        - Website: Enfield Local Offer
    - Parent Guide to Ordinarily Available Provision: Enfield has produced a guide

detailing the baseline support all mainstream schools provide. This can be accessed via our school website or the Local Offer link above.

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

We aim to resolve any concerns or misunderstandings promptly and collaboratively. If you are dissatisfied with any aspect of your child's SEND provision, please follow these steps:

- **Step 1: Speak to the Class Teacher**
  In the first instance, we encourage you to arrange an informal discussion with your child's class teacher to share your concerns and explore immediate solutions.
- **Step 2: Contact the SENDCo or Senior Leadership Team**
  If your concern is not resolved, or if it relates to broader provision, please request an appointment with our SENDCo or a member of the Senior Leadership Team:
  - Phone: 01992 760 678
  - Email: office@chesterfieldprimary.org
- **Step 3: Formal School Complaints Procedure**
  We hope to resolve all issues informally. However, if you remain unhappy with the outcome, you can submit a formal complaint in accordance with our Complaints Policy. This policy details the formal escalation process—including review by the Governing Body—and is available on our school website or from the main school office.
- **First-tier SEND Tribunal (Disability Discrimination Claims):**
  Under the Equality Act 2010, parents and carers of children with disabilities have the right to make a formal claim to the **First-tier Tribunal (Special Educational Needs and Disability)** if they believe the school has discriminated against their child. Claims can be made regarding:
  - Exclusions related to a disability
  - Provision of education and associated services
  - Failure to make reasonable adjustments (including the provision of auxiliary aids and services)