



Chalfont St Peter Church of England Academy

Special Educational Needs and Disability (SEND) Information Report 2026

Our Vision for SEND

Welcome to the SEND Information Report for 2026 for Chalfont St Peter Church of England Academy.

Chalfont St Peter Church of England Academy is committed to providing a high-quality and challenging education for all its pupils and believes that every pupil is entitled to reach the highest level of personal achievement.

We believe that educational inclusion embraces diversity and equal opportunities for all learners, regardless of their age, gender, ethnicity, religion, disability, attainment or background. We ensure that we provide inclusive, broad and balanced educational opportunities in order to meet the differing needs of the pupils attending. We are committed to removing barriers to learning and meeting the needs of individual learners.

Chalfont St Peter Church of England Academy recognises the statutory definition of Special Educational Needs:

‘A child or young person has a special educational need if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.’
(*SEND Code of Practice 2015*)

Types of Special Educational Needs and Disabilities We Support

Chalfont St Peter Church of England Academy is a mainstream primary school and provides support for pupils with a wide range of special educational needs and disabilities.

We support pupils across the four broad areas of need identified in the SEND Code of Practice:

- Communication and interaction, including speech, language and communication needs and autism/autism spectrum condition.
- Cognition and learning, including specific learning difficulties, moderate learning difficulties and difficulties with literacy and numeracy.
- Social, emotional and mental health, including difficulties with emotional regulation, anxiety, social interaction and mental health needs.

- Sensory and/or physical needs, including visual impairment, hearing impairment and physical or medical needs which affect access to learning.

The needs of individual pupils are considered on an individual basis. We recognise that pupils may have needs in more than one area and that their needs may change over time.

Our provision is designed to remove barriers to learning and enable pupils with SEND to participate fully in school life and make progress from their individual starting points.

The School's Approach To Teaching Pupils With SEND

Chalfont St Peter Church of England Academy promotes inclusion in all aspects of school life.

When appropriate, risk assessments are carried out and reasonable adjustments are made to enable pupils with SEND to become active participants in the wider school community. This includes participation in extracurricular activities and trips.

Reasonable adjustments are made to the learning environment when required and the curriculum is adapted to meet individual needs. This may include the provision of one-to-one or small-group support in the classroom, specific seating arrangements and the use of specialist equipment, if obtainable within budgetary constraints.

The school has access to a range of external agencies, which provide individualised programmes and professional advice when appropriate.

The teachers at Chalfont St Peter CE Academy all focus on providing high-quality teaching for all of our children. All children in the class are taught by the teacher, who ensures that effective adaptations and targets are personalised for each child.

When children are identified as having SEND, they remain the responsibility of the class teacher. The SENDCo supports teachers in identifying appropriate provisions and strategies.

The progress of pupils with SEND is tracked by the class teacher and monitored by the SENDCo. Pupils may be placed on the SEND register where appropriate, and provision maps are used to identify and monitor support.

The school uses the Buckinghamshire Universal Provision guidance and relevant evidence-based guidance to support inclusive practice.

The school also uses research from the Education Endowment Foundation and incorporates their recommendations for supporting SEND children in mainstream schools [EEF- Special Educational Needs in Mainstream Schools](#)

The SENDCo meets with class teachers and other staff regularly to discuss pupils' needs, progress and provision. Parents/carers are involved in discussions about their child's needs and progress, and provision is evaluated regularly.

The effectiveness of interventions is evaluated regularly and progress is reviewed with school staff, parents and where appropriate, outside agencies.

Our Chalfont St Peter Church of England Academy Special Educational Needs and Disability (SEND) and Inclusion policy can be accessed from the school website.

The policy can be read in conjunction with-Accessibility Policy and Plan, Equalities, Diversity and Inclusion Policy, Children with Health needs who cannot attend school and Supporting Pupils with Medical Needs Policy, which are all found on the school website.

Support for Emotional Well-being

The School has a caring, nurturing ethos, where the emotional and social development of all its pupils is of paramount importance. To ensure this, all children have access to quality PSHE and strong pastoral support systems Pupils with social, emotional and mental health needs are supported through various avenues, including:

- Circle time
- PSHE lessons
- Encouragement to share feelings and concerns with the class teacher or LSA
- Nurture group – The Nest
- Social skills groups, when required
- Referral to CAMHS in a small number of cases where specialist support is required
- Play Therapy – the school employs a Play Therapist for two days a week

Specialist Equipment and Resources

The school identifies equipment and resources required to support individual pupils through assessment, classroom observation, consultation with parents/carers and advice from relevant professionals.

Where appropriate, the school will seek advice from external agencies and specialist services regarding suitable equipment, adaptations and approaches.

The school will consider the resources available within its delegated budget and, where additional specialist provision or equipment is required, will work with parents/carers, Buckinghamshire Council and relevant professionals to identify appropriate sources of support.

Examples of resources used within school include:

- visual timetables
- writing slopes
- sensory cushions
- mobile technology
- Occupational Therapy resources

Graduated Approach

At Chalfont St Peter Church of England Academy, we use the Buckinghamshire Graduated Approach Principles and Process to identify, assess and respond to children's individual strengths and needs.

We use the **Assess, Plan, Do, Review** cycle as a continuous process to plan children's provision, monitor their progress and measure the impact of the support provided.

Assess – We gather information about the child's strengths, needs, barriers to learning, progress and any concerns raised by the child, parents/carers, teachers or other professionals.

Plan – Where additional support is identified as necessary, appropriate provision, strategies and outcomes are agreed. Parents/carers and, where appropriate, the child are involved in this process.

Do – The planned provision is implemented, with the class teacher retaining responsibility for the child's learning and provision, supported by the SENDCo and other relevant staff where appropriate.

Review – The impact of the provision is evaluated against the intended outcomes. The child's progress and views are considered alongside feedback from parents/carers and relevant professionals. Provision is then adapted as necessary and the cycle continues.

Where a child continues to experience significant barriers to learning despite appropriate support, further advice or specialist involvement may be sought in accordance with the Buckinghamshire Graduated Approach Principles and Process.

Identification and Assessment

At Chalfont St Peter Church of England Academy, children are identified as having SEND through a variety of methods including:

- liaison with feeder schools
- identification of a child performing below age expectations or not making expected progress relevant to their starting points
- concerns raised by parents/carers
- concerns raised by the teachers
- liaison with external agencies
- medical diagnosis

Evaluating The Effectiveness of Interventions and Reviewing Pupil Progress

The effectiveness of SEND provision is evaluated and regularly reviewed by the SENDCo, in consultation with the LSA, class teacher, pupil and parents.

The tools used to evaluate the impact of each intervention include:

- formal testing prior to and following the intervention period
- classroom and/or intervention observations conducted by the SENDCo
- ongoing programme records and LSA notes relating to specific provisions
- review meetings with class teachers and relevant LSAs
- meetings with parents and pupils
- feedback from pupils

The SENDCo and the class teacher monitor the progress of all pupils with SEND and coordinate the provision for each pupil.

Provision Plans are written in September, December and April, detailing the provision agreed. Short-term expected outcomes for each intervention are recorded and reviewed regularly. Provision Maps may be written more frequently if required.

Provision Plans and pupil progress are reviewed with parents and pupils at least three times each academic year.

Admission Arrangements for Disabled Pupils

Chalfont St Peter Church of England Academy follows the school's published admission arrangements and does not discriminate against pupils with disabilities.

Parents and carers of a child with a disability or SEND are encouraged to contact the school before admission, where appropriate, so that the school can understand the child's needs and consider any reasonable adjustments or additional arrangements that may be required.

Where a pupil has an Education, Health and Care Plan, the school works with Buckinghamshire Council and the child's parents/carers in accordance with the statutory admissions and EHC plan processes.

Information about the school's admission arrangements is available on the school website. Where appropriate, the school will liaise with parents/carers and relevant professionals before admission to ensure that appropriate support, accessibility arrangements and risk assessments are in place.

Preventing Disabled Pupils from Being Treated Less Favourably

Chalfont St Peter Church of England Academy is committed to ensuring that disabled pupils are not treated less favourably than other pupils because of their disability.

The school promotes equality, inclusion and participation throughout the curriculum and wider school life. Reasonable adjustments are made where required to remove or reduce barriers to participation and learning.

Staff work with pupils, parents/carers and relevant professionals to identify barriers and agree appropriate adjustments. These may include adaptations to teaching and learning, the

physical environment, access to activities and trips, communication methods, seating arrangements, equipment and pastoral support.

The school reviews the effectiveness of adjustments and provision and makes further changes where necessary.

Facilities for pupils with SEND

Appropriate adjustments are made to accommodate the needs of individual children following guidance from specialists.

The entrances to the front and rear of the school are accessible by wheelchair and it is possible to gain access to the school hall by using the two chair lifts.

The only inaccessible rooms for a wheelchair user are the drama studio and the Computing suite. Mobile technology is available for use in the classrooms.

There are two unisex accessible toilets in the school.

A detailed care plan is created for pupils with a physical or sensory impairment to ensure the pupil's safety at all times. This is written in consultation with relevant professionals and the parents. A Personal Emergency Evacuation Plan (PEEP) is also produced when required.

Classes are well resourced for children with additional needs. For example, visual timetables, writing slopes and sensory cushions are all regularly used. We have a wide range of Occupational Therapy resources to support both fine and gross motor skills.

Chalfont St Peter Church of England Academy actively supports children's emotional well-being. We have a specialist 'Nurture' room, The Nest, where children can be supported through group sessions and a wide range of resources.

The school employs a Play Therapist for two days a week. Identified children are referred for this support to help improve social skills, confidence, self-esteem and the resilience and tools needed to deal with the challenges in their lives.

Many children take part in the 627 Transition Support Programme for SEND children in Year 6 prior to moving to secondary school.

The school's Accessibility Policy and Plan, Equalities, Diversity and Inclusion Policy, Children with Health Needs Who Cannot Attend School Policy, and Supporting Pupils with Medical Needs Policy can be accessed from the school website. www.cspacademy.org.uk

Accessibility Plan

Chalfont St Peter Church of England Academy has an Accessibility Plan which sets out how the school seeks to improve accessibility for disabled pupils over time.

The Accessibility Plan considers:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of the school to increase accessibility; and
- improving access to information for disabled pupils.

The school makes reasonable adjustments to enable pupils with SEND and disabilities to participate in learning, school activities, trips and the wider life of the school.

Further details are available in the school's Accessibility Policy and Plan, which can be accessed via the school website.

SEND Training

Appropriate Continuing Professional Development is provided to staff in order to support the needs of SEND children within our school.

Specialist expertise is obtained for the school by engaging professional advice as necessary.

Many staff have accessed further or more specific CPD training opportunities relating to supporting pupils with SEND, facilitated by the SENDCo, specialists or external training providers.

Arrangements for Consultation with Parents/Carers and Pupils

Parents/carers and children are central to the school's approach to SEND provision.

Parents/carers are consulted through:

- parent consultation meetings with the class teacher and/or SENDCo
- support plans
- provision maps
- reports from outside agencies

Where appropriate, children are involved in their target setting and reviewing their learning with the teacher and/or SENDCo.

The school prides itself on its open relationship with parents/carers and they are able to telephone the SENDCo or make an appointment to see her if required.

If a parent of a pupil with SEND has cause for concern, they are advised to contact the class teacher in the first instance. If this is not possible, or the class teacher is unable to resolve the matter, the parent can request an appointment with the SENDCo.

Parents of pupils identified as having a special educational need are invited to attend an Education, Health and Care Plan (EHC Plan) or Provision Plan review meeting each term.

Statutory reviews of EHC Plans are held annually.

A home/school liaison book may be established for pupils in order to provide regular communication between parents and teacher(s)/LSA.

Independent Information, Advice and Support for Parents and Carers

Parents and carers can seek independent information, advice and support about special educational needs and disabilities.

Buckinghamshire SENDIAS provides information, advice and support to children and young people with SEND and their parents and carers.

Further information can be found through the Buckinghamshire SEND Local Offer:

<https://familyinfo.buckinghamshire.gov.uk/send/>

Parents/carers can also contact the school SENDCo for support in understanding their child's provision and the SEND processes within school.

Support for Transition

Chalfont St Peter Church of England Academy recognises that transitions can be particularly important for pupils with SEND.

We support pupils with transitions:

- into school;
- between year groups and classes;
- between key stages; and
- when transferring to secondary school or another educational setting.

Where appropriate, transition arrangements may include visits, additional meetings, visual information, social stories, discussions with the receiving teacher or school, additional visits and the sharing of relevant information about the pupil's needs and provision.

Parents/carers and pupils are involved in transition planning where appropriate.

Many pupils take part in the 627 Transition Support Programme for SEND pupils in Year 6 prior to moving to secondary school.

Where a pupil has an EHC Plan, transition arrangements will take account of the requirements of the plan and relevant statutory reviews.

Partnerships

Following identification of need, appropriate support services are engaged to meet the needs of pupils and their families.

The school has strong links with a number of outside agencies and parents benefit from the experience and knowledge of the SENDCo and other members of staff.

The school involves other professional bodies in order to meet the needs of pupils with SEND and their families. These include:

- Buckinghamshire Family Information Service
- Child Protection Service and Safeguarding Team
- Children and Young People's Integrated Therapy Services (CYPIT), including Child and Adolescent Mental Health Services (CAMHS), Occupational Therapy (OT) and Speech and Language Therapy (SaLT)
- Community Paediatrics
- Integrated SEND Service Specialist Teachers
- Pupil Referral Unit
- School Nursing Team
- Social Care
- Young Carers
- 627 Transition Service

Arrangements for Handling Complaints About SEND Provision

Chalfont St Peter Church of England Academy encourages parents and carers to raise any concerns about their child's SEND provision as soon as possible so that the school can work with them to resolve the matter.

In the first instance, parents/carers should contact the child's class teacher. Where appropriate, the SENDCo will be involved to discuss the concern and consider whether any changes to the child's provision or support are required.

If the concern cannot be resolved informally, parents/carers can follow the school's formal Complaints Policy and Procedure.

A copy of the school's Complaints Policy is available on the school website.

The school will ensure that complaints relating to SEND provision are considered fairly and in accordance with the school's published complaints procedure.

Our Contribution to the Buckinghamshire SEND Local Offer

Chalfont St Peter Church of England Academy's SEND Information Report forms part of Buckinghamshire's SEND Local Offer.

The Buckinghamshire SEND Local Offer provides information about the support and services available for children and young people aged 0–25 with special educational needs and disabilities, including education, health and social care.

Parents and carers can access the Buckinghamshire SEND Local Offer here:

<https://familyinfo.buckinghamshire.gov.uk/send/>

The Local Offer also provides information about services and organisations that can support children and young people with SEND and their families.

Parents and carers who would like further information about SEND provision should contact the school SENDCo in the first instance.

Contact Details

Headteacher: Mrs Nicola Alburg

SENDCo: Mrs Sally Valentine

SEND Governor: Mrs Charlotte Stanhope

Email: office@cspacademy.org.uk

Telephone: 01753 883982

Parents/carers can contact the school office to request contact with the SENDCo.

This SEND Information Report is reviewed annually and updated where necessary to reflect changes to the school's SEND provision, relevant guidance and statutory requirements.

Sally Valentine- September 2026