Chipstead Valley Primary School
SEND Information Report – Review by May 2026

School Vision Statement for Children with Special Educational Needs and Disabilities

At Chipstead Valley Primary School, we are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievement, attitude and well-being of every child matters, and inclusion is the responsibility of every person within the school community.

Special Educational Needs and Disability (SEND)

We refer to the Term "Special Educational Needs and Disability" if a child:

a. Has significantly greater difficulty in learning than the majority of the children his or her age in one or more areas of learning.
b. Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided in schools within the Local Authority for children of a similar age.

The difficulty or disability may relate to:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

Accessibility

Chipstead Valley Primary School is an accessible school. There is ramp access to every main Key Stage, disabled toilets that are accessible from both ends of the school. Some pupils may require specific arrangements within their classroom; they may need a particular type of chair or table, wider aisles for mobility, a writing slope, 'sit and move' cushion, footstool or pencil grip. We work closely with the Occupational Therapist Service, Physiotherapists, Educational Psychologist and with parents to ensure that we meet the needs of every child.

Roles and Responsibilities in the School for children with SEND

Role	Responsibility
Class Teacher	**To provide good quality first inclusive teaching by:** • Taking into account the views of parents/carers and pupils • Identifying and assessing individual need and tracking progress • Planning and delivering a challenging and differentiated curriculum which ensures the progress of all children • Using prior knowledge as a starting point for learning • Adapting teaching strategies and techniques to sensitively meet the needs of all learners • Creating a classroom environment where all pupils understand expectations and know where to find support • Creating a classroom atmosphere which encourages and values the contributions of all children • Supporting the identification, planning and provision for children needing extra support • Devising personalised SEND Support Plans (provision maps), with support from the SENDCO team • Implementing the advice from outside agencies to support the learning and progress for identified children
Teaching Assistants/Specialist Support Staff	**To support the work of the class teacher by:** • Working directly with children who have Special Educational Needs and Disability (SEND) by supporting them within the classroom and targeting areas of focus from their provision maps. • Teaching independent learning techniques to children who are in receipt of support • Working in partnership with the class teacher by contributing to planning and feeding back on progress towards individual targets and learning outcomes

	• Supporting identified children through mentoring sessions, draw and talk, social skills groups, speech and language therapy under the direction of the AHT for Inclusion.
Inclusion leader, SENDCo and ELP lead Lucy Leidecker Sarah Wilson	**To lead, alongside the SLT, the development of SEND Provision across the school by:** Monitoring the progress of all children across the school in collaboration with the Senior Leadership Team • Regularly reviewing the impact of provision against pupil outcomes • Facilitating training for support staff where appropriate • Providing advice for all staff • Working in partnership with pupils and parents/carers to improve outcomes • Liaising with a range of agencies and ensuring the implementation of support programmes
	To develop, alongside the Headteacher and Governors, the strategic development of SEND provision, within the school, by: • Creating an overview of the needs across the school • Meeting with the Governor for Inclusion and providing a report for the Governor Meeting at the end of each term • Monitoring the progress of all children across the school in collaboration with the Senior Leadership Team • Regularly reviewing the impact of provision against pupil outcomes • Facilitating training for support staff where appropriate • Providing advice for all staff • Working in partnership with pupils and parents/carers to improve outcomes Liaising with a range of agencies and ensuring the implementation of support programmes
Headteacher **Mrs Kate Duncan**	The day to day management of all aspects of the school including the provision made for children with Special Educational Needs and Disabilities (SEND) Ensuring the school complies with all statutory requirements
Governors for Inclusion **Helen Rayner**	Supporting the school to develop the quality and evaluate the impact of provision for children with SEND

Who should I contact if I think my child needs more support?

If you are concerned about your child and would like to talk to someone, please contact your child's class teacher who will be happy to meet with you. Your child's class teacher knows your child well and will be able to talk to you about what support your child already receives and suggest ways of enhancing your child's learning and development. Your child's class teacher is always the first point of contact.

If, having done this you feel that you would like to discuss your concerns further then please contact the SENDCo team on the following email:

sendco@chipstead.paceacademy.uk

What support do children get in the classroom?

All children receive high quality first teaching, differentiated to their individual needs. For children with additional needs this could mean that they are given a slightly different task or given different strategies/equipment to complete the task. Some children may require support or guidance from the class teacher or a teaching assistant as part of a small group, paired work or on an individual basis.

Our teachers are skilled and supported to adapt teaching to meet the needs of each class. Their planning takes into account the individual needs and requirements of all children though:

- Learning adapted to the needs of the child, ensuring that all children can experience success and challenge
- Grouping arrangements that maximise learning opportunities for all
- Support staff used flexibly to help groups and individuals with a long term goal of encouraging and developing independent learning skills

- Where required, more specific and personalised interventions to develop key areas of their learning
- Integrating resources and strategies as recommended by specialist agencies

What additional support is currently available?

Reading

We have a range of reading support available for children across all year groups. This may take the form of one-to-one reading, additional phonics, support with decoding or reading high frequency words, additional/supported guided reading groups, reading intervention programmes and comprehension support.

Writing

Depending on the age and ability of the children we run fine motor skills groups to develop handwriting, guided writing groups based on the teaching in the classroom, writing intervention programmes focusing on Grammar, punctuation and Spelling, spelling support programmes. We also have a touch typing program to support children who are using assisted technology to access the curriculum.

Maths

Maths support can be given in a variety of ways including one-to-one support, targeted maths resources, differentiated maths meetings, group intervention programmes, pre and post teaching groups and booster groups.

Speech and Language Therapy

We have visits from the Local Authority Speech and Language Therapist who develops care plans for the appropriate children and model interventions to trained Teaching Assistants who carry out the support according to need.

SEND 1:1 Teaching Assistant support.

Some children might need some 1:1 support from an adult to help them achieve academically or to help them manage their physical, medical or emotional needs. We have a team of trained Teaching Assistants who are deployed across the school to offer this support.

Wellbeing, social and emotional support

We know that children cannot learn until they are emotionally ready to do so. Some children who struggle with social skills may be involved in small group social skills activities with a teaching assistant. We have one teaching assistants trained in ELSA. We also have two adults who are trained to deliver drawing and talking. Our SENDCo team also offer Lego therapy to support children's communication skills.

Sensory sessions

We have sensory circuits that run throughout the school day, whole class movement breaks and sensory sessions that are delivered in the classrooms and in our sensory bell tent.

How are Children with Special Educational Needs Identified?

When children have a Special Educational Need or Disability (SEND) before they start our school, we work with the people who already know them and use the information already available to identify what their needs will be in our school setting.

If you are concerned about your child, please discuss your concerns with your child's class teacher, by asking for a meeting with them. The class teacher may then speak with the AHT for Inclusion to seek further advice

If a class teacher is concerned about your child, they will discuss the issues with you and implement ways of working together to support your child. Where a child continues to struggle to make progress, despite support matched to the child's need, the AHT for Inclusion will discuss with you Special Educational Needs support which can then be put in place.

Difficulties with social and emotional wellbeing may also trigger a need for additional support.

How will I know if my child is making progress?

Chipstead Valley Primary School has an open-door policy and parents and carers are welcome to make an appointment to discuss their child's progress at any time. In the first instance this discussion would be with your child's class teacher but you can also see any of the senior leadership team to discuss progress.

In the Autumn and Spring terms you will be invited to attend parent/teacher consultation to meet with your child's class teacher. In the Summer term you will receive your child's end of year report and you can then request a parent/teacher consultation.

We use a graduated approach to identify needs and assess the impact of support. Four types of action should be taken to ensure effective support. A continuous cycle will be used to provide your child with additional support and includes the following:

Children who are receiving SEND Support will have a provision map and this will include targets and strategies to help your child overcome difficulties. This will take into account your child's strengths as well as areas of difficulties. It will identify ways in which you can help your child at home. Identified additional provision will then be carried out until the next review. SEND support plans will be reviewed each term and you will be invited to discuss this at parent/teacher consultations or at a separate meeting if necessary. In some cases, it may be necessary to increase or change the nature and level of support to help your child make progress. This may involve seeking help and advice from a range of specialist agencies such as the Educational Psychologist or Speech and Language Service. A referral for support from an outside agency will only be made with your consent.

Children who have an Education Health and Care Plan (EHCP) will have an additional annual review of their progress which involves parents/carers and all adults involved in the child's education.

Class teachers meet with the Senior Leaders each term to monitor the progress of every child in the school and identify children who may need additional support in one or more areas.

How are staff kept up to date with the Special Educational Needs in the school?

The SENDCo team actively engages in a range of opportunities to share best practice and keep abreast of current, local and national initiatives and policy to support children with SEND. The school also seeks advice and guidance from local special schools and other relevant agencies to help school staff develop provision for children who have the most complex needs. Specialised training for teachers and support staff is an important part of ensuring that they have the appropriate skills and knowledge to support the needs of children with SEND.

What specialist support can the school access to support my child?

The school works with a number of specialist agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These include:

- CAMHS (Child and Adolescent Mental Health Service)
- Community Paediatrician
- Croydon Children's Services (Social Care)
- Education Welfare Service
- Educational Psychologist
- Family Resilience Service
- Hearing Impairment Service
- Occupational Therapy
- Parent Partnership

- School Nurse
- Special School Outreach Support
- Speech and Language Therapy
- Virtual School for Children who are Looked After
- Visual Impairment Service

There are many Special Education Needs terms that are abbreviated which can lead to confusion. We have listed them below

ADD	Attention Deficit Disorder	**ISR**	In School Review
ADHD	Attention Deficit and Hyperactivity Disorder	**KS1/2**	Key Stage 1/2
ASD	Autistic Spectrum Disorder	**LA**	Local Authority
PDA	Pathological demand avoidance	**MLD**	Moderate Learning Difficulty
BESD	Behavioural Emotional and Social Difficulties	**NC**	National Curriculum
CAF	Common Assessment Framework	**OT**	Occupational Therapist
CAMHS	Child and Adolescent Mental Health Service	**PEP**	Personal Education Plan
CLA	Child who is Looked After	**PSP**	Pastoral Support Programme
CoP	Code of Practice	**SaLT**	Speech and Language Therapy
CP	Child Protection	**SEN**	Special Educational Needs
DCD	Developmental Co-ordination Disorder	**SEND**	Special Educational Needs and/or Disabilities
DDA	Disability Discrimination Act	**SENCO**	Special Educational Needs Coordinator
DfE	Department for Education	**SpLD**	Specific Learning Difficulty
EAL	English as an Additional Language	**SLCN**	Speech, Language and Communication Needs
EHCP	Education, Health and Care Plan	**TA**	Teaching Assistant
ELP	Enhanced Learning Provision	**VI**	Visual Impairment
EP	Educational Psychologist		
EWO	Education Welfare Officer		
FSM/UIFSM	Free School Meals/ Universal Infant Free School Meals		
HI	Hearing Impairment		
IEP	Individual Education Plan		

A full range of the support available can be found in the Croydon Local Offer for pupils with SEND
https://localoffer.croydon.gov.uk/kb5/croydon/directory/home.page