



## SEND Information Report 2024 - 2025

### Chandlers Field Primary School

#### Questions

#### School Response

1. How does Chandlers Field School know if children need extra help and what should I do if I think my child may have special educational needs?

The progress and attainment of all pupils at Chandlers Field is monitored termly by class teachers and the senior leadership team through the use of assessment and pupil progress meetings. When a child is not making expected progress in a particular area the school can swiftly identify the need for additional support. This will then be discussed with you and, if appropriate, your child. If you have concerns about the progress or attainment of your child you should contact their child's class teacher in the first instance. If a child needs extra support that cannot be met through class differentiation, an individual education plan (IEP) will be drawn up which will contain the desired outcomes for your child and what support will be available to enable them to make progress against these outcomes. This is then monitored to assess the effectiveness of the additional support. We will share details of additional support with parents and carers at the time of identification, and again through parent/teacher consultations and through our written reports. However, you are welcome to contact your child's class teacher for clarification whenever necessary.

2. How will Chandlers Field staff support my child?

The Assistant Head Teacher (Inclusion) and SENDCo supports the class teacher with identifying any additional needs, and setting outcomes and provision to support children in achieving those outcomes, as well as overseeing and monitoring any additional support. This is always in close collaboration with you, and, if appropriate, outside professionals such as speech and language therapists and occupational therapists. The severity and nature of the need identified and the intervention recommended to support that need dictate whether the intervention is carried out in small groups, individually, as part of whole class practice or by a specific member of staff, and the frequency with which the intervention should take place. These arrangements are reviewed termly.

We also have a High COIN Unit, providing 25 places for children with an Education Health Care Plan whose primary need is autism spectrum disorder/ Communication and interaction needs. The unit is overseen by the COIN Unit Manager who supports and monitors the teachers setting targets linked to children's EHCP outcomes; implement provision and interventions linked to these; and monitor and review targets and work with external professionals to ensure the children's needs are met. The unit also has close links to Speech

	<p>and Language Therapists who attend the unit weekly and Occupational therapists who attend the unit 1-2 times a term. When children are ready, they will attend mainstream classes. The unit staff work closely with mainstream staff to ensure provision is in place for them to thrive in mainstream.</p> <p>Our Governor responsible for SEND (Special Educational Needs and Disabilities) can also be contacted by parents or carers in relation to the implementation of the school's Inclusion Policy. The Inclusion Policy covers Chandlers Field School's procedures for supporting children with additional needs including Special Educational Needs. Please see the answer to question 14 for contact details.</p>
<p>3. How will the curriculum be matched to my child's needs?</p>	<p>All teachers use differentiated learning approaches to ensure that the children in their class are able to access the learning available to them. For children who may need further support, each teacher is given information about any child in their class who may have been identified as having additional needs. As children transition from year to year each teacher is given access to information regarding reasonable adjustments that can be made to facilitate each child's access to the curriculum. Teachers also have handover meetings prior to a class moving up a year to share information on their current cohort with the teacher of the next year group. This, together with the termly progress reviews, gives teachers the information they need to plan the learning within our curriculum to ensure that all pupils are able to make progress. The Assistant Head Teacher (Inclusion) and SENDCo ensures that any updates to your child's needs are passed immediately to the class teacher, and ensures that the class teacher is aware of any extra recommendations (e.g., the use of specialist equipment) that need to be implemented.</p> <p>In our COIN Unit, children have access to an adapted curriculum which takes into account the children's learning needs. Advice from external professionals is integrated into this curriculum.</p>
<p>4. How will both you and I know how my child is doing and how will you help me to support my child's learning?</p>	<p>Information regarding your child's progress is shared with you, and our aim is to support you in developing an understanding of how to support your child's learning both at school and at home. In some instances, and where appropriate, outside professionals (e.g., speech and language therapists/occupational therapists) may provide more specific recommendations of how to support your child and may include recommending some support at home. The implementation of these recommendations will be discussed with you and a plan put in place for your child. You will always be notified if an external professional has made an appointment to see your child in school.</p> <p>If you have an external assessment of your child's needs carried out, for whatever need, we would ask you to share the contents of that report with us as soon as possible, so that we can do our best to meet your child's needs within the resources we have available.</p>

<p>5. What support will there be for my child's overall well-being?</p>	<p>Chandlers Field School's ethos is firmly based around the needs of the child as a whole. Each class has weekly Personal, Social, Health and Economic education (PSHE), and the focus of these may be altered to respond to specific needs where appropriate. We have a Parental Support Advisor that families can be referred to, and this enables families to access other services that may be needed from time to time (see contact details below). At Chandlers Field, we are proud to have achieved the Gold standard Surrey Anti-Bullying Charter Mark, and we use the restorative approach to support our children in solving disputes and disagreements. We are also trained in and embedding the MindUp programme, which teaches children about neuroplasticity and how the brain regulates emotions, positive psychology, mindfulness, and social and emotional learning.</p> <p>Many of our children, including all those in the COIN unit use zones of regulation to support with self-regulation and to develop an understanding of how feelings can be managed effectively and safely.</p>
<p>6. What specialist services and expertise are available at or accessed by Chandlers Field School?</p>	<p>We are fortunate to be able to access a wide variety of expertise and support from specialist services. We may seek advice from specialist teachers from Surrey Specialist Teachers for Inclusive Practise (STIPS) and Physical and Sensory Support, as well as from the Educational Psychology Service. For children on the autistic spectrum, we are able to obtain expertise from the Surrey ASD Outreach Service. We also work closely with our colleagues in the Health Service, including: Speech and Language Therapy; Occupational Therapy; Physiotherapy; CAMHS (Children and Adolescent Mental Health Services) and our school primary mental health worker.</p>
<p>7. What training are the staff supporting children and young people with SEND had or are having?</p>	<p>Training is identified depending on the needs across the school. We have members of staff trained in Colourful Semantics to support children with speech and language difficulties, as well as training for staff who support children on the Autistic Spectrum. More broadly, staff receive training in supporting children's learning through differentiation and in identifying outcomes and implementing provision for children with additional needs.</p>
<p>8. How will my child be included in activities outside the classroom including school trips?</p>	<p>Chandlers Field School are committed to facilitating the inclusion of all children within our school community to all activities offered to that community. Any child requiring particular care and consideration will have adjustments made on a case-by-case basis to ensure inclusion in these activities is possible. These arrangements will be specific to the child and the type of activity planned. Parents/carers are asked to contact their child's class teacher in the first instance if they have any concerns.</p>

	<p>Children from the unit will have the chance to attend mainstream trips/workshops for curriculum subjects they attend in mainstream. E.g. if a child learn science in mainstream, they will be included in the trips/workshops linked to science learning.</p>
<p>9. How accessible is Chandlers Field School?</p>	<p>We value and respect diversity in our school. Our ethos of inclusion is embedded into our culture and curriculum. No child will be discriminated against because of a disability, and admissions arrangements are in place for every applicant in line with the school admissions policy. If your child is offered a place and has a disability, we will consult with you about the nature of the disability, access arrangements, and any additional support or reasonable adjustments that may be required. Pupils' access to the learning environment is facilitated in a variety of ways dependent on need, but may include: use of adaptive equipment; use of technology; support in moving around the physical environment in order to make full use of the school facilities etc. There are disabled parking spaces available in the school car park, and there is access to a disabled toilet.</p>
<p>10. How will Chandlers Field School prepare and support my child to transfer to a new setting/ school/college or the next stage of education?</p>	<p>At any points of transition, we will contact the receiving school to discuss any needs that the new school will need to know about. Once your child has been accepted at a new school (outside of Year 6), your child's paperwork and reports will be sent securely to them, so that they have a full picture of your child's needs, what support they have been having, and whether there needs to be any further support for your child. During Year 6 the focus for the children's personal development is very much on increasing their opportunities for independence and, particularly during the summer term, on transition to secondary school. We have close links to the secondary schools local to us, and the children participate in activities related to transition and change in preparation for moving school. Children with SEN, or those who may need additional support in settling, will have extra consideration at this time.</p>
<p>11. How are Chandlers Field School's resources allocated and matched to children's special educational needs?</p>	<p>Resources are allocated according to level of need and the recommended intervention to support that level of need. We consider a child's ability to be as independent in their learning as possible to be of utmost importance. It is our intention to work closely with all those involved with the child to ensure they make at least good progress while at Chandlers Field. If necessary we will gather evidence with your support, and with the support of those working closely with your child, in order to obtain a further assessment of your child's needs from the Local Authority.</p>

<p>12. How is the decision made about what type and how much support my child will receive?</p>	<p>This decision is made on the basis of each child's needs. In some cases, a child may need more resources than the school is able to provide. In these instances, the school may apply to the Local Authority for a statutory assessment, which may result in an Education, Health and Care Plan (EHCP) being awarded. Parents and carers are very much part of this process, and if it becomes evident that the school may need to apply for statutory assessment on your child's behalf, you will be consulted with and your views sought at each stage of the process. However, to be eligible to apply for an EHCP, your child must have had a SEND Support Arrangements plan in place, and to have outcomes set and reviewed three times – this typically takes around two terms to complete, assuming there are no difficulties that may delay the process.</p>
<p>13. How are parents involved in Chandlers Field School? How can I be involved?</p>	<p>If your child requires additional support, you will be consulted at every stage, and you are encouraged to attend meetings where appropriate. If at any stage in your child's education you are concerned about your child, you are encouraged to discuss this with the class teacher in the first instance, who may pass on your concerns to the Assistant Head Teacher (Inclusion) &amp; the COIN Unit Manager for parents of children in the unit. We aim to keep lines of communication open as much as possible so that you are aware of any actions that we have taken to support your child, any progress your child is making, and any additional support that we feel that they may need.</p>
<p>14. Who can I contact for further information?</p>	<p>In the first instance, you should contact your child's class teacher. In mainstream, if you wish to discuss a very specific concern, the Assistant Head Teacher (Inclusion), is happy to have a discussion with you via telephone or email. Please contact Nichola Callen– Assistant Head Teacher (Inclusion) or Gemma Jones (SENDCo) or on 020 8224 4731 or email them at <a href="mailto:sendco@chandlers-field.surrey.sch.uk">sendco@chandlers-field.surrey.sch.uk</a>. If you are a parent whose child may have additional needs and you are considering applying for a place at Chandlers Field School please contact Nichola Callen or Gemma Jones.</p> <p>Our Parent Support Advisor can be contacted via the school office.</p> <p>The governor responsible for SEN is Caroline Cheesman and she can be contacted via the school office. Alternatively, please contact our head teacher, Graham Macaulay via the <a href="mailto:info@chandlers-field.surrey.sch.uk">info@chandlers-field.surrey.sch.uk</a> email address.</p> <p>In the COIN unit, if you wish to discuss a very specific concern, the COIN Unit manager is happy to discuss with with you via email or telephone. Please contact Kelly Barnett on 02082244731 or email them at <a href="mailto:coin@chandlers-field.surrey.sch.uk">coin@chandlers-field.surrey.sch.uk</a> The governor responsible for SEN in the unit is Simon Bagg and he can be contacted via the school office.</p>

Surrey SEND Information, Advice and Support Service (SSIASS) provide impartial and independent information, advice and support to parents of children with special educational needs and disability (SEND). They can be contacted at; Third floor, Consort House 5 – 7 Queensway Redhill Surrey RH1 1YB Helpline: 01737 737300 Admin: 01737 737301 Email: [ssiass@surreycc.gov.uk](mailto:ssiass@surreycc.gov.uk) Website: [www.sendadvice.surrey.org.uk](http://www.sendadvice.surrey.org.uk)

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