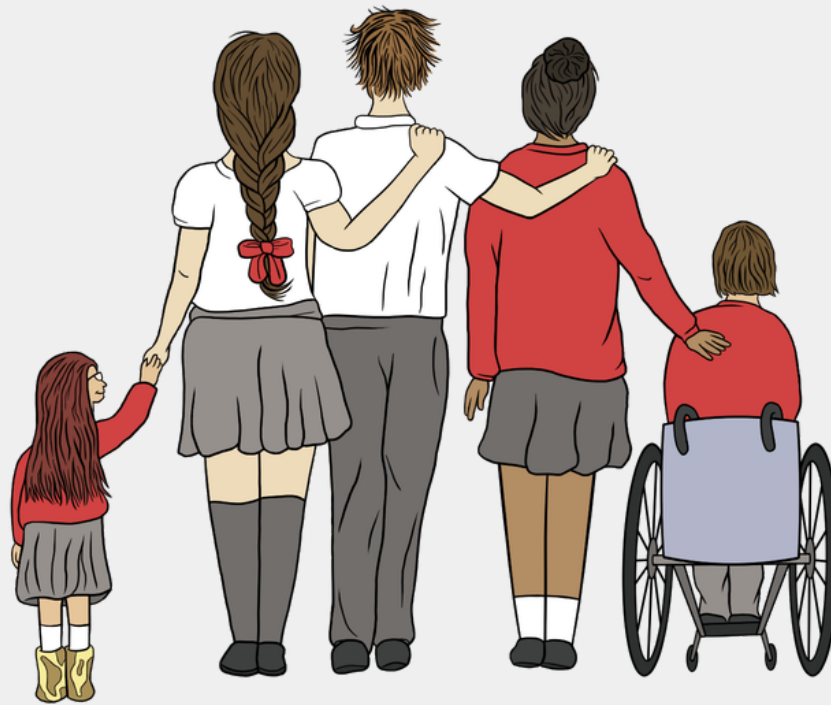


Chambersbury Primary School

SEN Information Report

2026/2027



Welcome to SEN at Chambersbury Primary School

This SEND Information Report explains how Chambersbury Primary School supports pupils with special educational needs and/or disabilities (SEND). It should be read alongside the school's SEND Policy, Accessibility Plan and the Hertfordshire Local Offer.

At Chambersbury Primary School, we are committed to creating an inclusive environment where all pupils feel valued, supported and successful. We believe every child should experience a sense of belonging, participation and achievement within school life.

We work in partnership with pupils, families and external professionals to ensure that support is appropriate, inclusive and responsive to need. Most pupils' needs are met through high quality inclusive teaching, adaptive teaching approaches and well-planned support within the classroom.

We recognise that children develop differently and that barriers to learning can present in different ways and at different times. Our aim is to identify needs early and provide support that helps pupils thrive academically, socially and emotionally.

What is SEND?

A child may have special educational needs and/or disabilities (SEND) if they have a learning difficulty or disability that requires support which is additional to or different from what is ordinarily available within the classroom.

The SEND Code of Practice identifies four broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical

Children may experience needs across more than one area and needs may change over time. Not all difficulties mean a child has SEND, and support may still be provided through adaptive teaching and ordinarily available provision.

If I am worried about my child, who should I speak to first?

Your child's class teacher is always the first point of contact. They see your child every day, understand their learning and wellbeing, and can respond to most concerns quickly.

teacher



If concerns continue after your conversation with the teacher, and after Ordinarily Available Provisions have been put in place, a joint meeting can be arranged with both the class teacher and Mrs Gerber so we can plan next steps together.

SENCO



We work as a team and strongly value a collaborative approach between teacher + SENCO + family.

family

What are Special Educational Needs (SEN)?

A child has SEN if they have a learning difficulty or disability that makes it harder for them to learn than other children of the same age. This may include needs relating to:

Communication and interaction

- Difficulties understanding or using spoken language.
- Challenges with social interaction, such as turn-taking or reading social cues.
- Trouble processing language quickly or following multi-step instructions.
- May include needs linked to speech, language disorders or autism spectrum conditions.

Cognition and learning

- Learning at a slower pace than peers, despite high-quality teaching.
- Finding it difficult to remember and retain information.
- Struggling with literacy, numeracy or problem-solving skills.
- May include specific learning difficulties such as dyslexia, dyscalculia or dyspraxia.

Social, emotional or mental health

- Challenges with managing emotions such as anxiety, anger or low mood.
- Difficulties with social relationships, self-esteem or confidence.
- Behaviour that reflects underlying emotional needs rather than choice.
- May include attention difficulties or experiences of trauma.

sensory and/or physical needs

- Difficulties with hearing, vision or physical mobility.
- Sensory processing differences (e.g., overly sensitive or under-responsive to sound, touch, movement).
- May require adaptations to the environment or specialist equipment.
- Includes medical needs that affect access to learning.

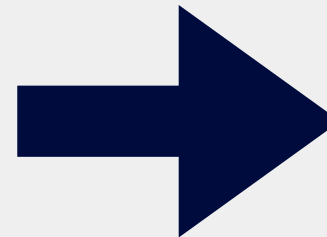
Some children may have needs in more than one area.

How does the school identify children who may have SEN?

We use a gradual, evidence-based process. Identification does not happen at a single moment, and children are not added to the SEN Register simply because a concern has been raised.

Teachers gather information over time, including:

- observations of learning and wellbeing,
- classroom work and assessments,
- adaptations already trialled in class and how your child responds to them,
- discussions with parents/carers,
- advice from external professionals when appropriate.

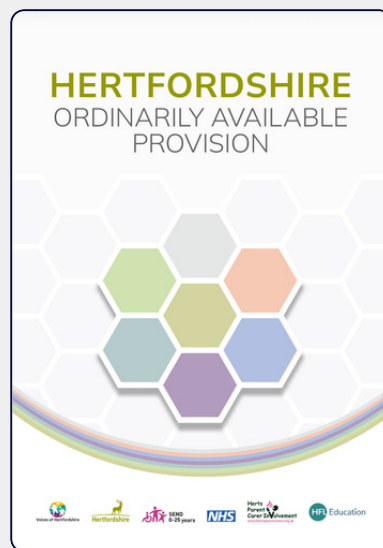


Only when this evidence shows that your child needs additional, different support from that of their peers do we discuss with you the possibility of adding them to the SEN Register.

This process is always done together. Teacher + SENCO + family.

What is Hertfordshire's Ordinarily Available Provisions & how does Chambersbury use it?

Hertfordshire County Council provides guidance on the support that should be ordinarily available in all mainstream schools. This includes strategies and adjustments that meet the needs of most children, including many with emerging or lower-level SEND.



At Chambersbury, we follow this guidance closely. Ordinarily available provision includes:

- high-quality, adaptive teaching for all pupils,
- clear routines and visual supports,
- targeted classroom strategies for communication, literacy, numeracy and attention needs,
- support for emotional regulation and wellbeing built into daily practice,
- reasonable adjustments to the environment, equipment or tasks,
- consistent use of assessment to identify barriers to learning.

If a child needs support that goes beyond this ordinarily available offer, we work with families to consider whether SEN support or external advice is needed.

How does Chambersbury support children with SEN?

We follow the Assess, Plan, Do, Review (ADPR) cycle:



Most support takes place through adaptive teaching and classroom strategies. Some children may also receive small-group or one-to-one support when needed.

How are parents/carers and pupils involved?



Parents/carers are partners in the process.
We meet with families at least three times per year to review progress and agree next steps.
Additional meetings can be arranged whenever needed.

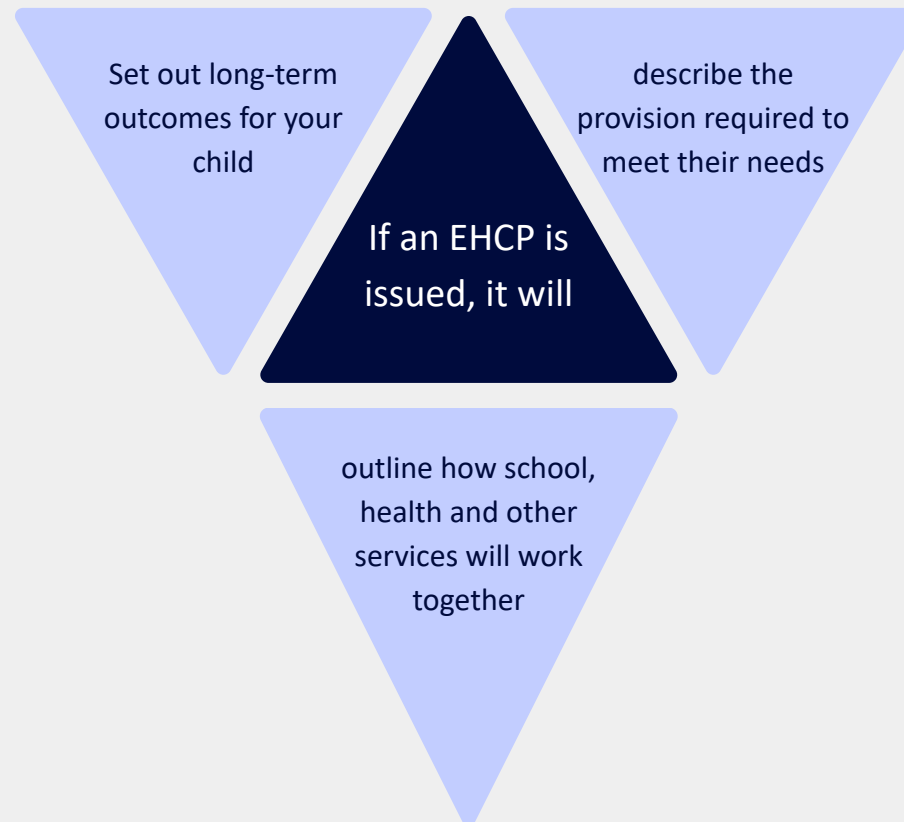
We encourage open communication between home and school at all times.



Children are involved in setting and reviewing their own goals in a way appropriate to their age and understanding. This helps them take ownership of their learning and celebrate successes.

What happens if my child needs an EHCP?

If a child requires support that goes beyond what the school can ordinarily provide, we may discuss with you whether to request an Education, Health and Care Needs Assessment (EHCNA) from Hertfordshire Local Authority. This assessment gathers advice from education, health and social care to build a detailed picture of your child's needs.



We work closely with families to put the plan into action and review progress at least once a year in an Annual Review meeting.

Other frequently asked questions

How does the school check that support is working?

We regularly review progress by looking at:

- classwork and books,
- assessments,
- observations,
- the child's independence and wellbeing,
- how effective strategies have been.

Provision plans are updated each term with parents/carers. Success is measured through academic progress, confidence, and independence.

How do we support children's wellbeing?

All children access PSHE lessons, assemblies and wellbeing activities.

Some children may benefit from additional support such as:

- time with a trusted adult,
- social or emotional small-group work,
- adjustments to their school day.

Where needed, we work with external services to support mental health.

How do you support transitions between classes or schools?

Transitions are carefully planned.

Teachers and the SENCo share key information when children move to a new class.

For secondary transition, the SENCo liaises with the receiving school to share strategies and needs.

Children with EHCPs have their transition planned early and thoroughly.

What training do staff have?

All staff receive training on different aspects of SEND.

The SENCo provides ongoing guidance to ensure teaching is adapted effectively.

We also access specialist training from Hertfordshire services when required.

What outside agencies might support my child?

We work with a range of external professionals, such as:

- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapists
- Advisory Teachers
- School Nursing and Family Support Services

We always seek parent/carer permission before making a referral.

How will my child be included in school life and activities?

We make reasonable adjustments to ensure all children can take part in trips, clubs and school events.

Risk assessments are completed and shared with parents to ensure safety and inclusion.

SEN Support Journey

Step 1: Teacher meeting (first conversations)

Initial concerns either raised by teacher or parents/carers and immediate next steps are agreed on.

Step 2: Classroom strategies and review

The class teacher implements the agreed next steps in the classroom. Support is monitored over a review cycle, allowing time for strategies to embed and impact to be observed. At the end of the review cycle, provision is reviewed.

Step 3: Joint meeting and closer monitoring

A joint meeting takes place with the class teacher, SENCO and parents/carers. Together we review the evidence gathered, discuss what is helping and what remains a barrier, consider closer monitoring and agree whether in-school assessments or observations are needed.

Step 4: Further review and possible external advice

Targeted strategies continue and are monitored over a further review cycle. Where appropriate, advice from external professionals may be sought with parent/carer consent. Progress is reviewed again and next steps are agreed together.



Step 6: SEN Support and Personal Learning Plan

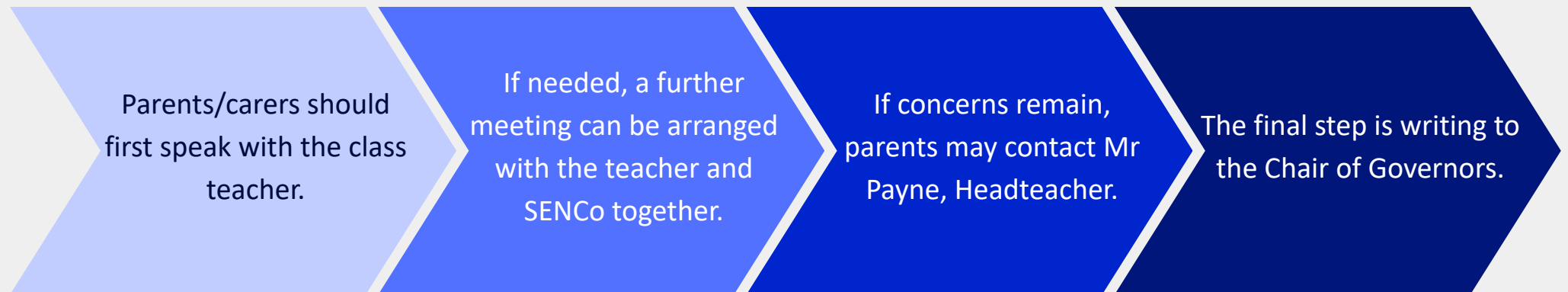
A Personal Learning Plan (PLP) is created in partnership with parents/carers. The PLP outlines strengths and needs, sets clear targets and strategies, and is reviewed regularly through the Assess-Plan-Do-Review cycle. Support continues as the child's needs change.

Step 5: Considering SEN Support

If evidence shows that the child requires support that is additional to and different from what is ordinarily available in the classroom, we may agree to place the child on SEN Support. This decision is based on evidence gathered over time and is made jointly with parents/carers.

How can parents/carers make complaints about SEN provision?

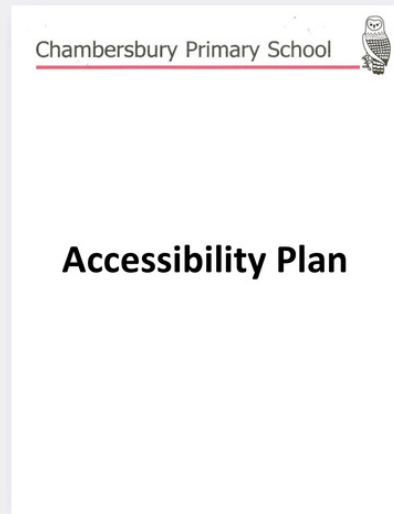
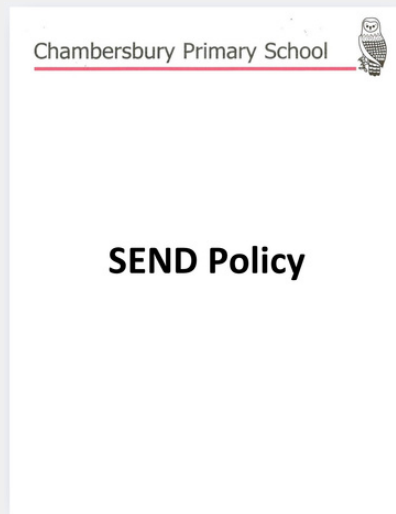
We aim to resolve concerns quickly and respectfully through open communication.



The full complaints policy is available on our website.

Where can I find out more?

You can find these documents on our website:



Hertfordshire Local Offer:



OUR SEND SUPPORT PATHWAY

We all want the best for your child. If we notice that they may need extra support, we will work with you every step of the way

