

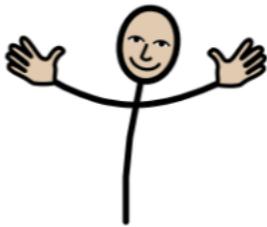


Christ Church Chorleywood C of E School
"What we nurture today, flourishes tomorrow"

SEND INFORMATION REPORT 2024-25

**Reviewed November 2025
(Next review due November 2026)**

Our school



Welcome to Christ Church Chorleywood C of E School. We are proud to be an inclusive, mainstream school that values all pupils as individuals and strives to ensure that all pupils are supported to reach their full potential. We see the whole child, celebrate strengths, provide support with kindness and understanding and ensure children feel included, valued, and able to thrive.

It is understood that to achieve this, some children may need additional support, which has been identified as a Special Educational Need (SEN).

The Special educational needs and disability code of practice: 0-25 years, states that,

'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.' (6.15)

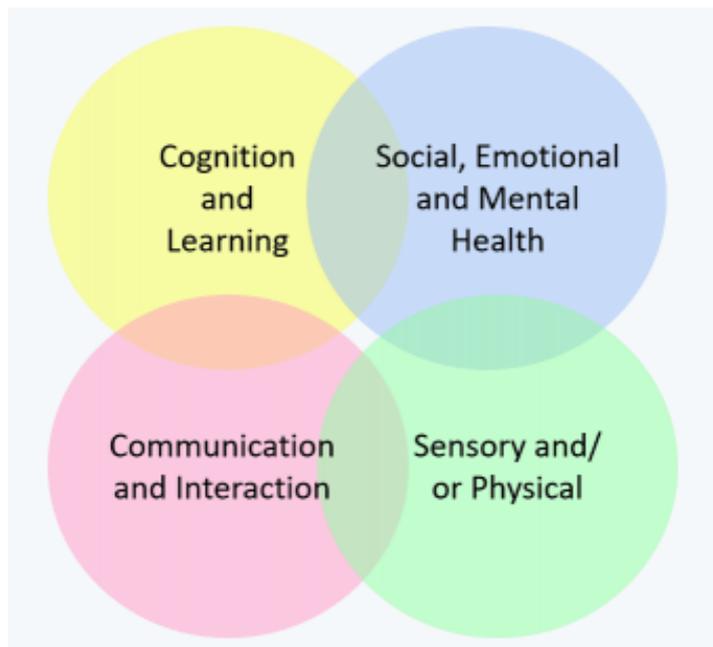
What are Special Educational Needs and Disabilities?



Special Educational Needs and Disabilities (SEND)

SEND is a term used when a child has learning needs or a disability that makes it harder for them to learn or do things compared to most children their age.

SEND is categorised into the following broad areas of need in the SEN Code of Practise 2014:



Communication and Interaction

This area includes speech, language and communication needs (SLCN) including developmental language disorder, which could mean difficulties in speech production, understanding of language, expression of language or a combination of these. It also includes difficulties with the social use of language. Children with autism can have needs in this area.

Cognition and Learning

This area includes general learning difficulties (which may be mild, moderate or severe), profound and multiple learning difficulties and specific learning difficulties (SpLDs).

SpLDs include: dyslexia, dyscalculia, dyspraxia (or developmental coordination disorder).

Social, Emotional and Mental Health

This area includes challenging behaviours, which can be displayed for many reasons. These may be indicative of underlying mental health difficulties (e.g. anxiety or depression) or emotional issues (e.g. attachments needs). Children with Attention Deficit Hyperactivity Disorder (ADHD) can have their mental health and their behaviour affected. Here, we look for the underlying causes and support these, rather than just dealing with the behaviour.

Sensory and/or Physical

This area includes sensory impairments, such as visual and hearing impairments as well as physical conditions such as cerebral palsy, down syndrome or restricted growth. These children usually access a range of support from specialist teams as well as education and health services.

Sensory processing disorder is a condition that affects how the brain processes sensory information, which means children may be oversensitive to stimuli that other people are not.

Who is the SENDCo?



Our Special educational Needs and Disabilities Co-ordinator (SENDCo) is Mrs Dench. She co-ordinates SEND provision across the whole school, supporting class teachers and support staff to ensure high expectations for all pupils, offering high quality, carefully planned learning adapted to meet the needs of each individual pupil.

Mrs Dench's working days are:
Tuesday, Wednesday and Thursday.

If you would like to speak to Mrs Dench, please contact the school office to arrange a phone call or meeting.
Admin@christchurchschool.herts.sch.uk 01923 282647

"Having taught children with a range of learning needs for approaching thirty years, I have developed a drive and commitment to ensure all children have someone championing their needs. Children learn in their own way, and my job is to help find the approach that works best for them. I'm here to cheer them on, remove barriers, and make school a place where they feel happy and safe."

Mrs Dench

How do we identify and assess Need?



At Christ Church Chorleywood C of E School, we want every child to feel successful and supported. Sometimes children need a little extra help with their learning, behaviour, communication, or physical needs. This page explains how we identify and assess Special Educational Needs and disabilities (SEND).

1. Noticing When a Child May Need Extra Help

Teachers work closely with children every day and quickly notice if a child is:

- finding learning harder than expected
- struggling with speech, language, or understanding
- having difficulties with behaviour, attention, or social skills
- experiencing physical or sensory challenges

Parents can also share concerns at any time. We always listen and respond.

2. High-Quality Teaching for All

Before deciding a child has SEN, we make sure they receive high-quality teaching that is adapted to their needs. Many children make good progress with small adjustments made by the class teacher.

3. Assessing a Child's Needs

If concerns remain, the class teacher works with the SENDCo, Mrs Dench, to look more closely at the child's needs. This may include:

- observing the child in class
- looking at their work and progress
- using simple assessments or checklists
- talking with parents
- talking with the child

When helpful, we may involve outside specialists (from the NHS or Local Authority) such as speech and language therapists or outreach advisory teachers or we may support families to seek a diagnosis. These requests would be through a process where the parents/carers give consent for the school to make a referral.

4. SEN Support

If we identify that a child has special educational needs, we place them on SEN Support. Together with parents, we create a plan or One Page Profile that sets out:

- what the child needs
- what support will be put in place
- what outcomes we are working towards

We use the **Assess – Plan – Do – Review** cycle to make sure support is working.

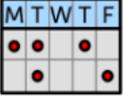
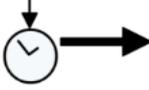
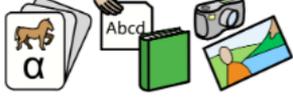
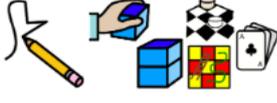


5. Ongoing Review

	<p>We regularly review how well the support is helping the child. If needed, we adjust the plan so the child continues to make progress. Parents are involved at every stage.</p> <p>6. Considering an EHCP</p> <p>If a child needs a high level of support or specialist input, we may discuss applying for an Education, Health and Care Plan (EHCP) with parents. This will be supported by High Needs Funding (HNF) and decided by the local authority.</p> <p>Our Approach</p> <p>Our aim is to identify needs early, work closely in partnership with the child and their families, and make sure every child has the support they need to thrive.</p>
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<p>What is our approach to teaching children with SEND?</p> 	<p>Our teachers provide high-quality, inclusive lessons that are adapted to children's needs. For those who need extra support, we offer small group or one-to-one sessions, targeted interventions, and tailored resources.</p> <p>We follow the Assess – Plan – Do – Review cycle to make sure support is effective, adjusting it as children make progress. We also work closely with specialists and parents to ensure all child's strengths are celebrated and their needs are met.</p> <p>Our goal is to create classrooms where all children feel safe, valued and able to thrive.</p>
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<p>What curriculum adaptations do we make?</p> <p>To help every child access the curriculum in a way that meets their needs and builds their confidence, we make adaptations to lessons, resources, and learning activities so that all children can participate and succeed.</p>	
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Visual Timetables	Personalised Timetables	Now and Next approaches
		
Personalised visuals	Assistive Technology	1:1/ small group intervention
		
Sensory Support	Individual resources and scaffolds	Additional time/ prompts/ readers for assessments
		
Adult check-ins	Social stories	Movement Breaks
		
Speech and language support	Personalised learning spaces	Alternative ways to demonstrate learning

How do we communicate with parents?



parent



voice

We believe that working closely with parents is key to helping children with SEND thrive. We use a variety of ways to keep parents informed, involved, and supported:

Regular Updates

- Teachers and the SENCo provide regular feedback on progress and support plans.
- Parents are invited to meetings to discuss their child's learning, achievements, and next steps.

Meetings and Reviews

- **Parents' evenings:** where parents/carers are invited to meet teachers formally to discuss progress and/or concerns in the Autumn and Spring Term.
- **SEN Support meetings:** To plan and review the child's support.
- **Annual Reviews:** For children with an EHCP, to review progress and update the plan.
- **Informal catch-ups:** Quick chats before/after school or by phone/email.

Written Communication

- Reports, emails, or home-school books help keep parents updated.
- Communication is clear, jargon-free, and focused on what the child is achieving and what support is in place.

Partnership and Involvement

- Parents are encouraged to share information about their child's needs, strengths, and experiences at home.
- We work together to set targets, review strategies, and ensure consistency between home and school.

Our aim: To make sure parents feel informed, listened to, and fully involved in their child's education and wellbeing.

How do we communicate with pupils?

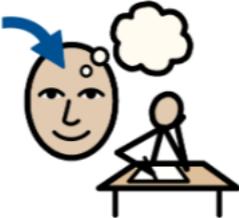


pupil



voice

- **Clear, simple language:** Teachers use short instructions and check that children understand.
- **Visual supports:** Pictures, symbols, charts or visual timetables help children follow routines and lessons.
- **Sign language or alternative communication:** For children who need it, we use Makaton, PECS, or other communication aids.
- **Listening carefully:** Staff take the time to listen to children's ideas, feelings, and questions.

	<ul style="list-style-type: none"> • Structured routines: Predictable classroom routines help children feel secure and understand what's expected. • Social stories and role-play: These tools help children understand social situations and express themselves. • Personalised approaches: Each child's communication needs are reviewed regularly, and strategies are adapted to what works best for them. <p>We involve parents and specialists in developing strategies, so communication is consistent between school and home. Our goal is for every child to express themselves, understand others, and take an active part in learning and school life.</p>
<p>How do we evaluate provision?</p> 	<p>The Senior Leadership Team (SLT) and wider teaching team adopt a consistent reflective approach to the evaluation of provision and through regular meetings and monitoring, the impact of current provision is regularly reviewed and adapted.</p> <p>The quality of provision for our pupils with SEND is informed and evaluated using the following strategies:</p> <ul style="list-style-type: none"> • Monitoring (informal observations, lesson visits, governor visits, learning walks, book scrutiny) • Data analysis • Feedback from pupils and parents/carers • Feedback from external professionals • Annual Reviews
<p>What SEN training do staff have?</p> 	<p>Christ Church Chorleywood C of E School provides Continuing Professional Development (CPD) and support to all staff to improve their understanding and to improve the teaching and learning of all children, including those with SEND.</p> <p>Staff update their knowledge of SEND by attending relevant courses based on the needs of the children in their class.</p> <p>The SENDCo provides regular training for all staff on SEND. This includes INSET days and Twilights (staff meetings) focusing on strategies for meeting each of the areas of need as outlined in the Code of Practice.</p> <p>Staff have received training on:</p>

- Therapeutic Behaviour Management
- The Quality First Teaching for SEND pupils
- Colnebrook Sensory Circuits
- Colnebrook Visuals
- Safeguarding Training
- Hertfordshire Autism Training Level 2
- ADD-Vance Understanding and Managing Challenging Behaviour
- Protective Behaviours

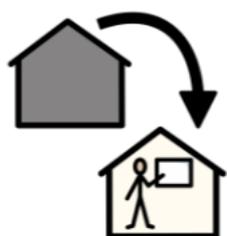
Key staff have also been trained in the following areas:

- Speech and Language training (including Elklan)
- Support and advice for learners from Colnebrook Special School Outreach
- WellComm training
- Lego therapy
- Autism Intensive Interaction
- Autism and Girls
- Demand Avoidance

The SENDCo has received further training in the following areas:

- National Award for Special Educational Needs Co-ordination
- Professionals Conferences
- NHS OT Sessions for SENDCos
- DSPL9/HFL SEND Briefings
- SCERTS Training
- LHNF Panel

How do we support transition?

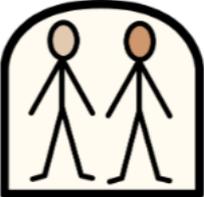


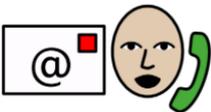
Joining the School

The school conducts visits to any previous settings for all pupils joining the school in Nursery and Reception classes. Through this, an understanding is quickly established of the children and if there are any potential needs. For those children who require additional support, a personalised approach can be developed. This can include altered drop off and collection times, alternative drop off locations and photographs of staff and the setting.

Transitioning to a new year in the school

Nearing the end of each academic year, we ensure that we allow time for all children to meet the new adults working with them, where possible, and for the new teacher to spend time with their class. Those pupils that require extra support with transition may take part in some or all of the following: extra visits to their new

	<p>classroom, photos of their new learning environment, social stories and relationship building activities. Transition support is tailored to each individual and their needs. Transition meetings and handovers happen at the end of the summer term between all adults supporting a child and the new adults they will be supported by including class teachers and SENDCo.</p> <p>Transitioning to Secondary School</p> <p>The school has links with local secondary schools and the Y6 Class Teacher and Mrs Dench, liaise with the appropriate secondary staff to support transition. The SENDCo/Head teacher ensures that SEND information is passed to the appropriate professional at the secondary school. Some pupils require extra support with transitioning to secondary school and, in these instances, the school accesses support from the Chessbrook Outreach Service who provides additional packages of transition support including: 1:1 support in school and small groups in school focusing on personal development and building resilience.</p> <p>In line with the statutory requirements of the SEN Code of Practice, 2014, the school liaises and shares information with previous/receiving schools as necessary.</p>
<p>What External Support Agencies do we work with?</p> 	<p>If a child receiving SEN Support continues to make limited progress, despite evidence-based support and interventions that are matched to their needs, we may request the support and advice from external professionals. This request will only be made with parental consent, following discussions with parents/carers, teachers and the SENDCo.</p> <p>In the last year, we have accessed the following services;</p> <ul style="list-style-type: none"> • Speech Language Communication and Autism Team (SLCA) • Speech and Language Service (SaLT) • Early Years Advisory Service • NHS School Nursing Team • NHS Health Visitors • NHS Occupational Therapy • Watford, Three Rivers & Hertsmere SEND Team (DSPL9) • South West Herts Partnership Family Support Worker • Chessbrook Outreach Service • Child and Adolescent Mental Health Service (CAMHS)

	<ul style="list-style-type: none"> • Ask SALL
<p>Are pupils with SEN included in Clubs and Trips?</p> 	<p>Our extra-curricular activities are available to all our children, including our before and after-school clubs. Our school visits are available to all children. Sometimes it may be necessary to arrange additional staff to support. Parents/carers are consulted to ensure a considered plan is in place. If appropriate, parents/carers may be invited to attend the trip alongside their child. Where the outings are run by outside agencies, they are made aware of each child's needs so that they respond to them in a sensitive and appropriate manner.</p> <p>All children are encouraged to take part in sports day, school competitions, school assemblies and performances, workshops, etc. All children are encouraged to apply for roles of responsibility in school.</p>
<p>Is the school accessible?</p> 	<p>Please refer to the Accessibility Plan</p> <p>With regards to the Education Equality Act 2010, we make reasonable adjustments to cater for the needs of all the children and adults in the school. Trained school staff undertake termly Health and safety assessments around the school which are monitored and assisted by the Health and Safety governor. Included in this review is a check of the building to ensure there are no potential hazards. There are designated disabled parking bays in the car park accessed by school families. There is a unisex disabled toilet in the entrance of the school. All doorways in the school have wheelchair access.</p> <p>Where anyone has a physical disability, a risk assessment will be undertaken where appropriate and a designated escort will be available in case of evacuation.</p> <p>The building is all on one level apart from steps leading to the library. Whilst no ramp for this route is in place, anyone requiring wheelchair access would be guided to one of the classrooms exits on the same level.</p> <p>Access from the Dining Room, Reception classroom and to the school grounds is made possible via walkways incorporating slopes.</p>
<p>What if I want to make a complaint?</p> 	<p>At Christ Church Chorleywood C of E School, we strongly encourage all concerns/complaints to be raised with the class teacher in the first instance.</p> <p>If you are not satisfied that your concern has been addressed, then you may make an appointment to speak to the SENDCo, Mrs Dench.</p>

	<p>If you feel that the concern cannot be resolved, then an appointment can be made to speak to the Headteacher, Mrs Selleck.</p> <p>If you are not happy with the response, then you may contact the governors directly, following the school complaints procedure.</p> <p>Stephen Jarmain– Chair of Governors Rachael Speirs – SEND Governor</p>
<p>What is Hertfordshire's Local Offer?</p> 	<p>The Local Offer lets parents and young people know what special educational needs and disabilities services are available in Hertfordshire, and who can access them.</p> <p>The Hertfordshire Authority Local Offer can be found at: Hertfordshire Local Offer</p>
<p>How does the number of pupils with SEND at Christ Church Chorleywood C of E School compare locally and nationally?</p> <p>% </p>	

	Percentage of pupils with SEN	Percentage of pupils with an EHC plan	Percentage of pupils with SEN support	Greatest Area of SEN need for EHCP & SEN Support
Special Educational Needs in England (Published June 2025)	19.6%	5.3%	14.2%	EHCP – Autistic Spectrum Disorder SEN Support – Speech, Language and communication needs
Special Educational Needs in England Primary Schools (Published June 2025)	18.2%	3.5%	14.8%	EHCP – Autistic Spectrum Disorder
Special Educational Needs in Hertfordshire (Published June 2025)	18%	3.8%	14.2%	EHCP – Autistic Spectrum Disorder
Special Educational Needs in Christ Church Chorleywood C of E School (July 2025)	20.79%	4.42%	16.37%	EHCP - Autistic Spectrum Disorder SEN Support – Social, Emotional, Mental Health (SEMH)

Glossary



ADD-Vance

Provides training and webinars on ADHD and autism for parent/carers and schools in Herts

ADHD (Attention Deficit Hyperactivity Disorder)

A condition that can affect attention, focus and activity levels. Children may find it harder to sit still, concentrate or stay organised.

Annual Review

A meeting held once a year to look at the progress of a child with an EHCP and update the plan if needed.

APDR (Assess – Plan – Do – Review)

A cycle schools use to support children with SEN: understanding needs, planning support, putting it in place, and reviewing progress.

Ask SALI

An early advice line, targeted at SENDCOs, to help them meet the needs of children with SEND as early as possible.

ASD (Autistic Spectrum Disorder)

A developmental condition that can affect communication, social interaction and how a child experiences the world around them.

CAMHS (Child and Adolescent Mental Health Services)

Free NHS services for young people up to 18 who are experiencing mental health difficulties.

Cognition and Learning

Needs linked to thinking, understanding, reading, writing or maths. Children may learn at a slower pace or struggle with specific skills.

CPD (Continuing Professional Development)

The ongoing process of learning, tracking and documenting skills, knowledge and experience gained in a profession after initial training.

Dyscalculia

A specific learning difficulty that affects a person's ability to understand numbers and acquire mathematical skills, independent of their overall intelligence.

Dyslexia

A specific learning difficulty that can affect reading, spelling and processing written information.

Dyspraxia

A condition that affects physical coordination, motor skills and sometimes organisation.

EHCP (Education, Health and Care Plan)

A legal document for children who need significant support. It describes the child's needs and the specialist help they must receive.

Educational Psychologist (EP)

A specialist who helps assess learning needs and advises schools on how to support children.

Elklan

An evidence-based training program that equips teachers and teaching assistants with practical skills to enhance children's speech, language and communication development.

External Agencies / Outside Professionals

Specialists who support children and schools, such as speech therapists, EPs, or occupational therapists.

HFL Education (Herts for Learning)

Offer support, resources and training for teachers, leaders and staff across all school phases.

HNF (High Needs Funding)

An additional allocation of money from the local authority to schools to support the education of children with SEND.

Intervention

A short, focused programme or activity designed to help a child improve a specific skill.

LHNF (Local High Needs Funding)

A temporary 'top-up' funding used by the local authority to support children and young people with emerging or complex special educational needs and disabilities (SEND).

Local Offer

Information from the local authority about the SEN services and support available in the area.

Makaton

A language programme that uses signs, symbols and speech; giving a person different options when communicating.

Occupational Therapist (OT)

A specialist who helps children with practical skills such as handwriting, fine motor skills, movement and sensory needs.

One Page Profile

A simple document that shares what a child likes, what they find difficult, and what helps them.

PECS (Picture Exchange Communication System)

A communication system that uses visual symbols to teach the learner to communicate with others.

Reasonable Adjustments

Changes made to school routines, teaching or environments to help children with disabilities or additional needs take part fully.

SCERTS

An evidence-based framework for supporting children with social communication difficulties, including those with autism.

SEND (Special Educational Needs and Disabilities)

A term for children whose disabilities or learning difficulties have a long-term, significant effect on their daily activities and ability to learn requiring additional support.

SEN Support

Support provided in school for children with SEN who do not have an EHCP. It includes strategies and interventions.

SEND Code of Practice

Government guidance that sets out how schools and local authorities must support children with special educational needs and disabilities.

SENDCO (Special Educational Needs and Disabilities Coordinator)

The member of staff who leads SEND in the school and ensures children get the right support.

SEMH (Social, Emotional and Mental Health)

Needs related to emotions, behaviour, anxiety, friendships or mental wellbeing.

Sensory Needs

Difficulties with processing sights, sounds, touch, taste or movement. Some children may be over- or under-sensitive to sensory experiences.

SLCA Team (Speech, Language, Communication and Autism Team)

Qualified teachers and specialists who support children and young people who have needs relating to speech, language, communication and autism.

SLCN (Speech, Language and Communication Needs)

An umbrella term for a wide range of difficulties that affect a person's ability to communicate.

SLT (Senior Leadership Team)

A team of staff consisting of the head teacher and assistant head teachers who are responsible for the school's overall strategic direction, daily management and vision implementation.

SaLT (Speech and Language Therapist)

A specialist who supports children with speech, language and communication needs.

SpLDs (Specific Learning Difficulties)

An umbrella term for conditions like dyslexia, dyspraxia and dyscalculia, which affect how the brain processes certain types of information, impacting skills like reading, writing, spelling and maths.

Transition

The process of moving to a new class, teacher or school. Extra support may be given to children with SEND to help them feel secure.

WellComm

A speech and language toolkit for educators to screen for potential speech, language and communication difficulties.

Where is there further support?

Click on each image to find out more.

