CHENIES SCHOOL
Persevere, Achieve and Flourish

SEN Information Report
2026-2027

Parent/Carer information for children who have additional needs

At Chenies School we believe in inclusion for all children and work hard to make sure that whatever their starting points we give every child the right support to be the best that they can be. The headteacher, class teacher and learning support assistants meet termly to review the needs and progress of all the children. Ms Sutherland is the school's Special Educational Needs Co-ordinator (SENCO). Where children are making progress which is slower than expected or below school or national expectations, she will give advice and/or support or monitor and review those children. The class teachers will also feedback any concerns that a parent may have about additional needs to Ms Sutherland, who is happy to meet with parents to discuss them.

In some circumstances we may use some formal assessments to help us decide what kind of support will best help your child.

If you think your child may have special educational needs, then please talk to the class teacher in the first instance.

1. How will Chenies School support my child?

The level of support your child receives will depend on their needs. In the first instance the class teacher will manage any short-term support. If support is likely to become longer term, then this will be overseen by Ms Sutherland who will offer all parents of children receiving additional support the opportunity to come into school for a meeting. At this meeting we will discuss the support your child has already received and whether they will need continued support in the following term(s) and what this support might look like.

At Chenies School we have learning support assistants (LSAs) working within the class to support children as well as learning support assistants trained to deliver specific support programmes.

The class teachers, key stage leads and SENCO regularly review children's progress, identify which children are in intervention groups and monitor progress against targets every term. The effectiveness of support is closely monitored. If it is not working, then the SENCO will work with staff to adapt or change the support that is given or seek additional advice. We always work with parents to make sure the support is appropriate.

2. How will the curriculum be matched to my child's needs?

During the school day, work will be adapted by the teacher, so that it meets the individual needs of your child. Both the teacher and learning support assistants work with groups of children within the classroom. Teachers adapt their planning so that the needs of different children are met.

At Chenies School we follow the Lesley Clarke Synthetic Phonics programme in Reception and KS1 to teach reading and writing. Every morning the children follow the phonics programme which is usually taught in year groups. Children's phonic knowledge is regularly assessed, and children will have access to an intervention programme if it is deemed necessary. Children are taught both in whole class groups and in small ability groups in the classrooms for maths. All children in KS1 and lower KS2 have access to Doodle Learning and we also provide this as an intervention for some children in Upper KS2

3. How will both you and I know how my child is doing, and will you help me to

support my child's learning?

If your child is on the Special Educational Needs register, they will have an Individual support plan. This will be reviewed at least once a term by the teacher and SENCO and new targets will be set. You will also have the opportunity to discuss progress and targets with the class teacher during consultation evenings. If you would like to discuss targets and progress at any other time we would be delighted to meet with you at a convenient time.

A home/school link book may be used if parents and teachers agree that it will be helpful.

4. What support will there be for my child's overall wellbeing?

At Chenies School, a child's wellbeing is supported at different levels and in many ways. We use the Zones of Regulation throughout the school. In this way the whole school has a shared language when talking about wellbeing, feelings and behaviour. We have a strong inclusive ethos, and this includes explicit teaching about disabilities and differences and what behaviour we expect from all our children towards each other. As a result, children accept that we are all different and all have value. We use the Kapow scheme of work to teach our PSHE curriculum.

When a child has significant medical needs, we meet with the parents and put together a Health Care plan. This ensures the child is safe and that staff are aware of each child's specific needs. When this meeting is held, we would also look at any staff training that may be needed.

5. What specialist services and expertise are available at or accessed by the school?

Speech Therapist Occupational Therapist
Buckinghamshire County Council Specialist Teaching Service

6. What training have the staff supporting children with SEND had or are having?

Staff training needs are assessed regularly and we are happy to arrange access to training which would enable staff to meet the particular needs of a child.

Currently, all members of staff have completed a two-day paediatric first aid training course and there is a plan for further training.
We have a teaching assistant trained as an ELSA and another teaching assistant who has been trained in lego therapy, Tree of life and precision teaching.
We also offer speech and language interventions through SpeechLink.
Ms Sutherland is supported by the SEN Trust lead and is attending Bucks training and network meetings, alongside those provided by the Trust.

7. How will my child be included in activities outside the classroom including school trips?

All school trips require a Risk Assessment. For children with significant needs they may require an individual Risk Assessment involving the SENCO to ensure that they are able to take part in the trip successfully.
It is our policy to ensure that all activities planned outside the classroom, including outings, are fully inclusive.

8. How accessible is the school?

The school is in an old building with a number of steps and narrow corridors, so parts of the school are difficult to access for wheelchair users. We would always be happy to have a conversation about accessibility needs and how these could be accommodated if possible.

9. How will the school prepare and support my child to join the school and

transfer to a new one?

Before your child starts school we will meet with you so that we can ensure a positive start into school. This is usually done in conjunction with the previous setting. When moving on to a new school we will arrange extra transfer visits for your child. The SENCO works with specific children to help them prepare for their new school and spend time on any aspects of the change in school that they may be unsure of. Parents are encouraged to visit the new school and the SENCO is happy to visit with the parent if they need this support. The SENCO will always liaise with the new school to ensure that all information is passed on about your child. If your child has an Education, Health and Care Plan staff from the school you hope your child will transfer to will be invited to the annual review.

10. How are the schools resources allocated and matched to the children's special educational needs?

Where children have an Education, Health and Care plan we allocate resources appropriately and carefully. This may include the allocation of 1:1 support, allocation of specialist support (for example, Speech Therapy) time to work with the SENCO, the class teachers and learning support assistants. We also fund specialist equipment and resources and work carefully with other professionals. We arrange for our learning support assistants to attend courses/training to support their work with pupils. We deliver programmes provided by therapists, for example, speech and language programmes, OT programmes.
We also use our PE coach to support SEN children in developing particular skills 1:1 or small groups.

11. How is the decision made about what type and how much support my child will receive?

If your child has an Education, Health and Care Plan it may specify the amount and type of support that your child will need. If not then this will be reviewed at least termly, by the class teacher and SENCO and you will have the opportunity to discuss this at the termly meetings. If your child has an Education Health and Care Plan we will also arrange Annual Review meetings with you, to ensure that the plan is still appropriate for your child and agree about any changes that need to be made. All professionals working with your child are invited to attend these meetings and/or send a report. At these meetings we will consider your views about what your wishes are for your child and what outcomes you hope they will achieve. This will inform any decisions.

12. How are the parents involved in the setting? How can I be involved?

At Chenies School, we understand that you have a valuable understanding of your child's needs and wishes. We aim to involve you in the decision-making process. We encourage you to meet with us as often as you feel necessary. When appropriate we will also send home information about ways that we can work together to support your child.

13. Who can I contact for further information?

At Chenies School your first point of contact is always the class teacher.

If your child has an Education, Health and Care plan the SENCO will oversee the implementation of the plan in school and can always be contacted on the school number: 01923 282546 or via email at senco@chenies.bucks.sch.uk

For more information, please look at our website where you will see information about classes, the curriculum, newsletters and photographs of the school.

Frequently Asked Questions

School name	Chenies School
Type of school	Mainstream Primary Academy

Accessibility Not fully wheelchair accessible; no Auditory/Visual enhancements
Other adaptations No

CORE OFFER

Are you currently able to deliver your core offer consistently across all areas of your school?
Yes

POLICIES

Are the school's policies available on its website for:
SEN Yes
Safeguarding Yes
Behaviour Yes
Equality + Diversity Yes
Are you aware /familiar with the requirements of the Disability Discrimination Act 1995 and the Equality Act 2010? Yes

RANGE OF PROVISION

Areas of strength: We are a small school where all individuals are well known
Specialist facilities: None
Inputs from therapists/Advisory teachers/other specialist support services:

- Occupational Therapist and Speech Therapists provide support in line with children's needs.
- School staff implement programmes provided by therapists.

INCLUSION

How do you promote inclusion within the school? Including day and residential trips?

Inclusion is promoted by all adults who have a shared understanding of the benefits of inclusive schooling.

Lessons are as inclusive as possible, with adjustments made depending on need. Children with additional needs are included on all school trips.

PARENT SUPPORT/ INVOLVEMENT/ LIAISON

How do you involve/support parents regarding identifying and meeting their needs? How do you communicate their progress and areas of difficulty?

Children with SEND work closely with the SENCO and other professionals. Home/school books are in place when needed. We hold consultation evenings in the autumn term and spring term each year; parents are asked for their views about their child's strengths and areas that would be beneficial to develop. We provide a written report in the summer term. Parents attend annual reviews and contribute their views. Additional meetings are held when significant changes are made to care plans.

How well do you prepare for children with SEND to join the next setting/ school / stage of life?

We have a carefully planned and structured transition programme between local nurseries and the EYFS and between KS2 and KS3 which includes visits to the secondary school and may include the SENCO supporting the parents/child in visiting the new school.

Completed by Rebecca Sutherland, Headteacher
Updated: September 2026