Chesham Bois CE School
Information Report 2026-27

Our Core Christian Vision

As a Church of England School we place the child at the centre of all we do. We welcome children and families of all faiths and of none. Our work is motivated and inspired by our Core Christian Values which are lived out on a daily basis by children and adults in the school. We provide a caring, nurturing learning environment in which all children can achieve and grow together.

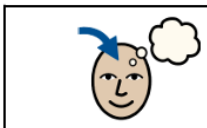
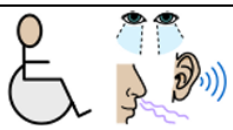
Our vision and values are deeply rooted in the bible and inspired by Matthew 19.14

"Let the little children come to me. Don't stop them, because this kingdom of heaven belongs to children like these."

Believing, Achieving and Caring Together

	**Our school vision:** At Chesham Bois CE School, our Christian vision and values underpin our commitment to inclusion, equality and high expectations for all. We value the individuality of every child and strive to ensure that all pupils, including those with SEND, feel valued, included and able to achieve. We have high aspirations for every child. We identify needs and barriers to learning early and provide high-quality, adaptive teaching and appropriate support so that pupils with SEND can access a broad, balanced and ambitious curriculum, make progress and develop independence. We work in partnership with pupils and their families to understand individual strengths, needs and aspirations. Through strong relationships, our CARE culture and an

	inclusive learning environment, we support pupils to develop self-belief, positive wellbeing and the skills they need to thrive academically, socially and emotionally. Our approach is to 'keep pace with peers' rather than 'catch up with peers', using effective classroom adaptations, targeted support and timely intervention to remove barriers and enable pupils to participate fully in school life. Every child is valued, every child belongs, and every child is supported to reach their potential. **September 2026 Information** We have 213 children on roll at Chesham Bois CE School. Currently approx. 16% of children are on our SEN register. • 11% have an Individual Provision Map or support plan which contains a child's strengths, needs and expected provisions and / or interventions which should be made available to them. • 5% have their needs met through an Education, Health and Care Plan (EHCP) for support over and above standard classroom provision.
	Our Lead SENDCo is Mrs. Hassan, her work is focused on supporting children in KS1. Mrs. Harwood is our Assistant SENDCo, she is focused on supporting children in KS2. Mrs. Groves is our Senior Mental Health Lead and ELSA who supports our nurture provision.
	At Chesham Bois CE School, we support children with a variety of differing special educational needs, and we pride ourselves on being highly inclusive with an ethos which encourages and celebrates diversity and difference. SEND is categorised into the following areas in the SEN Code of Practice 2015:

	Cognition and Learning
	Communication and Interaction
	Social, Emotional and Mental Health
	Sensory and Physical

Please look at the SEND Code of Practice for detailed description on the four areas of SEND. Page 97 - 98.

SEND Code of Practice
We make reasonable adjustments to our practices to meet the needs of pupils with special educational needs, so as to comply with the Equality Act (2010).
We recognise that all teachers are teachers of pupils with SEND. Teachers take full responsibility for the progress and well-being of all pupils in their class and adapt teaching skilfully to remove barriers to learning. Inclusive practice is embedded consistently across classrooms and subjects, ensuring that pupils with SEND are integral members of the school community.



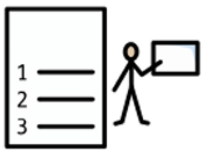
Identifying and Assessing Need

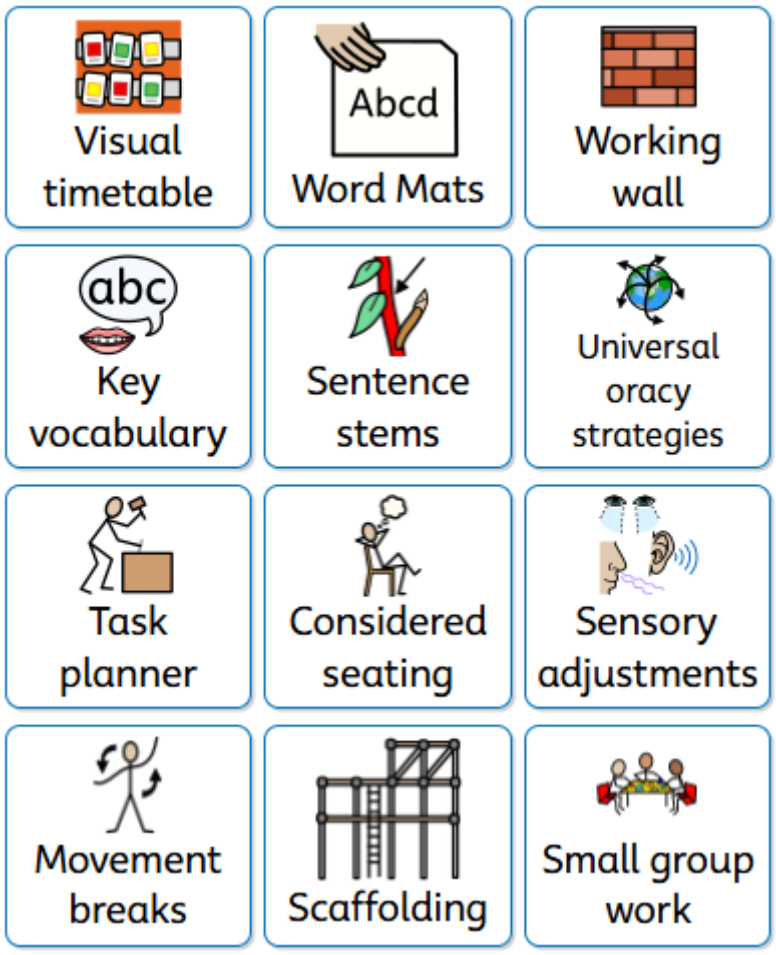
Chesham Bois CE School uses the definition of SEND as outlined in the SEND Code of Practice (2015) which states that a pupil has SEND where their learning difficulty calls for special educational provision, namely provision different to or additional to that available to pupils of the same age.

Monitoring
Staff work collaboratively to identify pupils' needs early and accurately. Where concerns arise, teachers adapt provision and work closely with parents and carers to build a shared understanding of the pupil's needs. Staff access the Ordinarily Available Provision (Buckinghamshire Local Offer), standard support strategies available in every classroom to support learning.

This proactive "Assess, Plan, Do, Review" (APDR) approach ensures many pupils' needs are met through

	high-quality, adaptive teaching. However, if after two cycles of the APDR, the child does not make progress, parents/ carers will be informed, and the SENDCo will become actively involved. **Establishing School SEND Support** If a child does not make expected progress after 2 cycles of APDR, or if a specific diagnosis is identified, the SENDCo becomes actively involved, an individual support plan or Individual Provision Map (IPM) will be created. Children who require additional monitoring will be placed on our 'Watch list'. A child will be added to our SEND Register if they have a diagnosis of a SEND need: • **Individual Support Plan:** These are designed for children who may have a diagnosis or specific need (for example moderate ADHD, a hearing need or an SpLD such as dyslexia). These children are making good academic progress, meaning they do not require personalised learning targets. However, they do require a higher level of reasonable adjustments and specific supportive strategies to navigate their school journey successfully. A support plan may also be put in place where a child is on our 'Watch List' where further work is needed to understand and identify a child's needs. • **Individual Provision Map:** For children requiring more intensive intervention, parents/carers are invited to meet with the Class Teacher and SENDCo to discuss an IPM with personalised long-term outcomes and targets. Both approaches are used purposefully to secure sustained improvements in pupils' learning and well-being and are reviewed regularly so that support remains responsive and effective. Our watch list and SEN register are dynamic and constantly change according to need.

	 Where a child continues to make less than expected progress, despite evidence- based support and the interventions highlighted in SEND Support, we will consider making referrals and seeking specialist support from multi-agency professionals. Parental permission will always be sought before any referrals take place.
 **Our approach to teaching children with SEND**	We are an inclusive school. The class teacher is responsible for daily lesson planning in line with our curriculum (taken from long term plans agreed by subject leaders). All class teachers work with all children and progressively support (scaffold) learning to ensure all children can access it, are challenged and make progress. Teachers adapt their high-quality teaching to cater for their pupils' needs. Wherever possible, children are taught alongside their peers in flexible teaching groups. When appropriate, staff are deployed to give children additional interventions in small groups outside the classroom, or to provide one-to-one support.
 **Curriculum adaptations**	The curriculum and learning environment are adapted thoughtfully and consistently according to pupils' needs. Adaptations focus on removing barriers while maintaining high expectations, enabling pupils with SEND to engage meaningfully with learning and develop independence and confidence over time. Examples of 'Ordinarily Available Provision' adaptations include the following:

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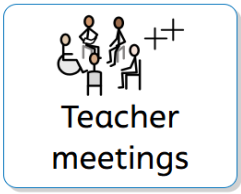
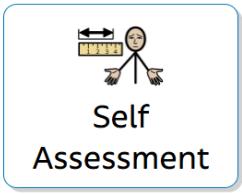
We use a range of strategies across lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment. We also seek advice and equipment from outside agencies as and when the need arises.

As an inclusive school, we are happy to discuss individual access requirements, and endeavour to make reasonable adjustments where necessary.
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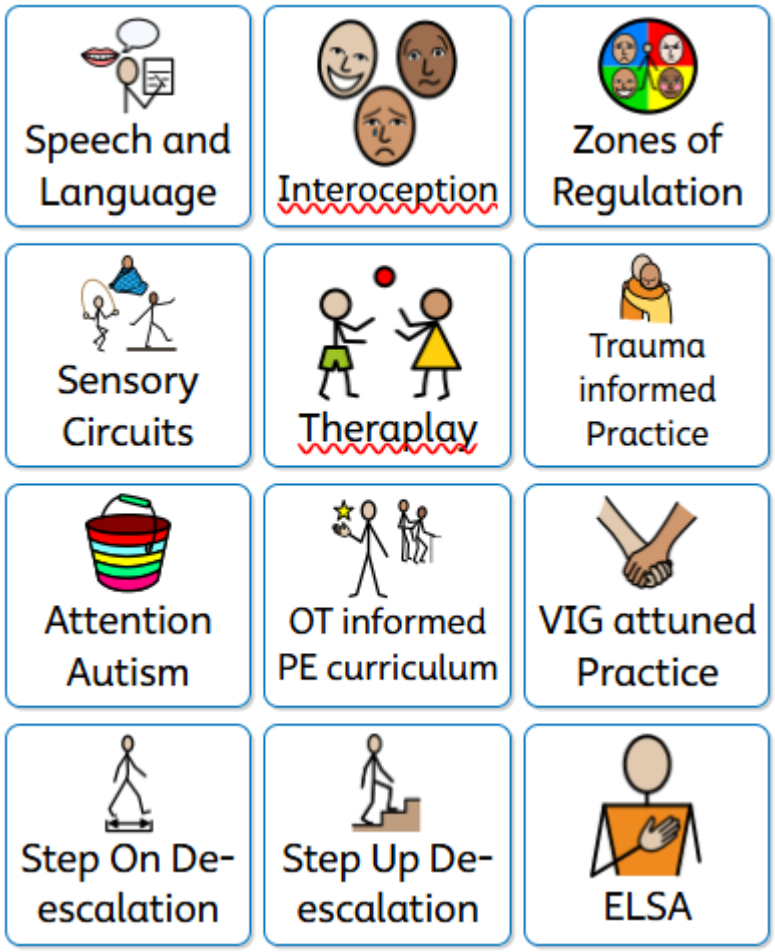
Well Being and Behaviour
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Mrs. Groves is our Mental Health Lead and ELSA. She is available to provide support between home and school for parents/carers and pupils. Mrs. Groves is also Mental Health First Aid trained and has an in-depth understanding of young people’s mental health and factors that affect wellbeing. Mrs Groves advises other support staff on ELSA principles and works 1:1 or with small groups of children who require additional emotional wellbeing support.

Well-being check-ins are a key part of our provision which has a nurture first approach. Well-being is now a statutory
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	part of the curriculum and is taught and discussed through lessons delivered in class and whole school assemblies by Miss. Tilbey or other staff, as well as through our PSHE curriculum which is led by Mrs. Rowland. All members of staff are always available for pupils who wish to discuss issues and concerns and have undergone 'Attachment Informed Approaches in School' training delivered by the Virtual School team. Our support staff are trained in Theraplay principles too. Ms. Goodenough is our Behaviour lead, and she works closely with the SENDCO in understanding if behaviour represents an unmet need. We use a restorative approach to encourage our pupils to think about how their behaviour has affected others. It is based on respect, responsibility and truth telling. We understand that children with SEND (and in particular those with Social, Emotional and Mental Health Needs) require a differentiated approach to behaviour management and therefore adaptations are made and additional support is put in place where needed.
 Consultations	At Chesham Bois CE School, we work closely with parents and carers and recognise that they have much to contribute to our support for children with SEND. Most days, Class Teachers are available at the end of the day for short informal discussions and longer meetings can be made by appointment through the school office. Parent/carers are invited to meet with teachers three times a year at parent consultations where progress is discussed. Additionally, the SENDCo and SEND team are available via appointment to review progress towards the outcomes on their child's IPM or support plan or discuss any concerns about their child. IPMs and support plans are updated and shared with parents and carers on a termly basis. Annual reviews will be held for children with EHCPs (Education Health and Care Plans), to which parents/carers and all involved agencies will be able to contribute. These statutory meetings are used to celebrate the child's learning, looking at the progress they have made against the targets set, create new targets and discuss next steps. Leaders work in close partnership with parents and carers and actively seek their views. We send out a yearly parent/ carer feedback questionnaire. This invaluable feedback informs the ongoing refinement of SEND provision. As a result, families express confidence in the school's ability

	to meet their child's needs and work collaboratively with staff to support sustained progress.
 Child Consultations	Pupils' views are central to decision-making. Pupils with SEND are actively involved in reviewing their support and evaluating progress in an age/ stage appropriate way. This ensures that provision reflects pupils' lived experiences, they are aware of the support that surrounds them and strengthens their sense of belonging and self-advocacy. Children are fully involved and their views feed directly into all policies, procedures and daily teaching of children with SEND. Pupils are given regular opportunities to:   
 Evaluating Provision	Chesham Bois CE School uses the graduated approach outlined in the SEN Code of Practice (2015): ASSESS, PLAN, DO, REVIEW, ensuring that sound assessments of children's needs lead into well-planned provision. SEND support plans and IPM's are reviewed three times a year, as a minimum, to ensure relevance and progress. Details of interventions are recorded and can be viewed on a child's support plan or IPM and include staffing, how often the intervention takes place, the length of each session, the number of pupils in the group and the expected outcome. Annual reviews for children with Education Health Care Plans enables monitoring of the provision and progress against the long-term outcomes. The effectiveness of SEND provision is evaluated rigorously by the Senior Leadership Team (including the SENDCo). Leaders analyse quantitative and qualitative information, including progress from starting points, engagement in learning, classroom practice and feedback from pupils and parents. Interventions that do not lead to sufficient impact are refined or discontinued. As a result, SEND provision consistently improves pupils' outcomes and experiences.

 **Staff Training**	At Chesham Bois CE School, we believe in professional development and aim to ensure all staff have the understanding they need to enable them to support your child. The SEND Team and senior leaders are constantly monitoring needs within the school and, where an area of concern is highlighted, whole school training could be organised to ensure all staff understand specific learning difficulties and appropriate teaching or support strategies that could be utilised. Some of our staff have completed training in the following areas. When staff go on a course, they have an opportunity to give feedback to the rest of the staff during staff meeting sessions. When a new member of staff joins Chesham Bois CE School, we ensure they understand the systems within the school, and that they are given information about the children they are working with. If your child needs specialist support from an outside agency, such as the Specialist Teaching Service (STS), Speech and Language Service (SALT), Educational Psychologist (EP), Occupational Therapist (OT) or school nurse, we will always discuss this with you first. Our staff members will work alongside experts so that provision can be maintained consistently. Here is some of the most recent training our staff have accessed:

	
 **Transition Support**	**Nursery to Reception** We hold a parent and carer session in the summer term for our new reception starters, providing parents with the opportunity to meet with the class teacher and senior leaders. **Transition Support** The reception team visits every child in nursery before they join our school, and we request a comprehensive information handover in advance of a child starting with us. Appropriate and additional transition is offered to those who need it to facilitate building new relationships and support a child to get to know our reception and school environment. We work closely with parents and our feeder nurseries to achieve this. Where a child has an EHCP the SENDCO makes a request to join the child's final annual review.

	Secondary Transition We liaise closely with our partner schools to ensure that the transition from Chesham Bois CE School to the secondary school is as smooth as possible and make appropriate arrangements to support children with SEND (such as additional 'soft landing' or familiarisation activities). For those children with an EHCP, the process for transition can start as early as Year 5 and may include secondary school staff visiting and observing children before they join. The receiving school's SENDCo will be invited to join the final annual review at Chesham Bois CE School in Year 6. **Mid-Year new starters** When we are aware that pupils joining us from other settings have identified special educational needs, we arrange a meeting with the family and speak with the current school, to enable us to gain a greater understanding of the support we need to put in place.
 **Clubs and Trips**	Our extra-curricular activities and school visits are available to all children, including after-school clubs. All children are encouraged to engage with extra-curricular activities such as educational visits, church visits and residential trips. Parents and carers will be encouraged to become involved in planning for a school trip for children with SEND. 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 e.g. School Council, House Captains, Sports Leader, Librarians etc. No child is ever excluded from taking part in these activities because of their SEN or disability. Any barriers to engagement will be reviewed, with discussions to help us work together to overcome these. Reasonable adjustments will be made to ensure all children can join in regardless of their needs.

 **Outside Agencies**	We work with the following agencies to provide support for children with SEND: • Specialist Teachers at Buckinghamshire CC (STS) • Educational Psychologists • Children's Therapy Teams NHS (Speech & Language/Occupational Therapy / Physiotherapy) • Mental Health Support Team (including CAMHS) • School Nursing Service and specialist nurses where appropriate • Locality Early Help Team (can help with signposting to linking families to other support agencies) • Social Care (including Family Support Service) • Virtual School • Buckinghamshire Attendance Team We will ask your permission before we arrange for any outside agencies to come in and work with your child. Once the feedback has been received, we will call you in for a meeting to share the advice. We have a particular duty in ensuring that Children Looked After (those who are in the care of the Local Authority) are given the appropriate support and care to help support their progress. The Designated Teacher for Children Looked After is Miss. Tilbey.
 **Accessibility**	Please read the school's accessibility plan for further information about the steps we have taken to prevent disabled children from being treated less favourably than other children, the equipment and facilities that are available and the arrangements we have made to help children with SEND access our school. Inclusion and SEND | Chesham Bois Church of England Combined School
 **SEND Complaint Procedure**	Your first point of contact is your child's class teacher. If you are not satisfied that your concern has been addressed, then you may make an appointment to speak to the SENDCo, Mrs. Hassan. If they cannot solve your issue, then an appointment can be made to speak to the Deputy Head Teacher (Ms. Goodenough) or Head Teacher (Miss. Tilbey) via office@cbs.odbst.org .

	If you are not happy with the response, you should follow the Complaints Policy that can be found on our website. odbst-cbs-complaints-policy.pdf
Buckinghamshire Council	The Buckinghamshire Local Authority Local Offer can be found at Bucks SEND Local Offer | Family Information Service SENDIAS Advice Buckinghamshire: Bucks SENDIAS service | Buckinghamshire Council SEND support line: **01296 382135** IPSEA (Independent Provider of Special Education Advice) https://www.ipsea.org.uk/