CHILTERN VILLAGE SCHOOLS FEDERATION

SEND ANNUAL REPORT

Policy Review		
Approved by:	HT's/Governors	Autumn 2026
Last reviewed:	Autumn 2026	
Next review due by:	Autumn 2027	

At Chiltern Village Schools Federation, we pride ourselves on being inclusive Nursery and Infant Schools, welcoming children of all abilities. Our overriding aim is to meet all children at their individual stage of development and provide a nurturing and encouraging environment in which all children can thrive. We work hard to understand the needs of all our children so that we can plan a rich and engaging curriculum providing additional challenge or support as needed.

All mainstream schools and maintained nursery schools are required by law to produce a Special Education Needs Report on an annual basis (Special Educational Needs (Information) Regulations Clause 65). By law, this information must be made available to parents on the school website.

Please take time to read our annual report below along with our SEND policy which can be found on our website at:

School	**Website**
Coleshill CE Infant School	www.coleshillvillageschool.co.uk
Hyde Heath Infant School	www.hydeheath.bucks.sch.uk
Lee Common Infant School	www.leecommon.org
Little Missenden Infant School	www.littlemissendenschool.co.uk

If you would like further information or to discuss your child's particular needs, then our SENDCo would be happy to meet with you. This can be arranged by contacting one of the team in our school office.

School	**Office Contacts**	**Office email**
Coleshill CE Infant School	Mrs Whitticase – Office Manager	01494 727206 office@coleshillceinfant.school

Hyde Heath Infant School	Mrs Day – Office Manager	01494 783835 office@hydeheath.bucks.sch.uk
Lee Common Infant School	Mrs Williams – Office Manager and School Admissions Mrs Kent – Office Assistant and Nursery Admissions	01494 837267 office@leecommon.bucks.sch.uk
Little Missenden Infant School	Mrs Stromme – Office Manager Mrs Shawcross – Office Assistant	01494 862021 office@littlemissendenschool.co.uk

SEND Annual Report 2026-2027

School:	Chiltern Village Schools Federation
Type of school:	Coleshill CE Infant School – Reception – Year 2 Hyde Heath Infant School - Nursery – Year 2 Lee Common Infant School - Nursery – Year 2 Little Missenden Infant School - Nursery – Year 2

<table>
<tr><th colspan="2">WHAT DOES SEND PROVISION LOOK LIKE AT CHILTERN VILLAGE SCHOOLS FEDERATION?</th></tr>
<tr><td>Head Teacher</td><td>Is responsible for:
The day to day management of all aspects of school.
Ensuring the Governing Body is kept up to date about any issues in school relating to SEND.
<table>
<tr><th>School</th><th>Office Contacts</th></tr>
<tr><td>Coleshill CE Infant School</td><td>Mrs Hewat</td></tr>
<tr><td>Hyde Heath Infant School</td><td>Mrs Tillyer</td></tr>
<tr><td>Lee Common Infant School</td><td>Mrs Green</td></tr>
<tr><td>Little Missenden Infant School</td><td>Mrs Green</td></tr>
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<tr><td>SEND Governor
Mr Sneesby
Mrs Dean</td><td>Is responsible for:
Making sure the school has an up-to-date SEND Policy and has a published local offer of provision.
To support the school in making sure that provision is appropriate and that the necessary steps are taken to meet the needs of all children.</td></tr>
<tr><td>SENDCo
Special Educational Needs Co-Ordinator</td><td>Is responsible for:
Developing and reviewing the school's SEND Policy to ensure that all children get a consistent, high-quality response to meeting their needs.
Liaising with external agencies including professionals who may be coming into school to help support children's learning.
Working with staff to achieve the best outcomes for children with SEND.
Provide training and specialist support for teachers and support staff.
<table>
<tr><th>School</th><th>Office Contacts</th></tr>
<tr><td>Coleshill CE Infant School</td><td>Mrs Hewat</td></tr>
<tr><td>Hyde Heath Infant School</td><td>Mrs Pisano</td></tr>
<tr><td>Lee Common Infant School</td><td>Miss Taylor</td></tr>
<tr><td>Little Missenden Infant School</td><td>Mrs Green</td></tr>
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How can Parents/Carers let the school know that they are concerned about their child?	If parents have any concerns at all we recommend they speak to their child's class teacher in the first instance. If further action is required, parents are welcome to speak to the Head Teacher or SENDCo directly. Contact can be made with both via the school office. See contact details above.
Definition of SEND	The SEND Code of Practice (2014) uses the following definition: • A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. The SEND Code of Practice (2014) identifies less than expected progress as: • Significantly slower than that of their peers starting from the same baseline. • Failure to match or better the child's previous rate of progress. • Failure to close the attainment gap between the child and their peers.
Identifying and Assessing Special Educational Needs and Disability (SEND)	Early identification of additional needs is essential in order to bring about the best possible outcomes for our children. We use a range of assessment strategies to understand our children's strengths and needs and to establish their stage of development and academic ability. Any child who is under-performing will be identified for closer observation and tracking and their parents will be informed. They will be given specific targets to work on with a view to understanding whether additional support is needed to bring about progress. If this level of intervention is unsuccessful, the child will be moved to *SEN Support* and we will work in partnership with families and, if necessary, external professionals to understand and identify any barriers to learning. If there are concerns regarding a child's social, emotional and mental well-being, these will be flagged early and any changes in behaviour are closely monitored. We will work closely with families to understand and address any underlying causes seeking input from other professionals as needed.

Assessing attainment and progress	Assessment is an ongoing process throughout the school. It is a check that every child is making at least expected progress against the national expectations set for each year group. Our primary strategy is *formative assessment*. This requires our practitioners to build strong relationships with every child and to observe, listen, question and interact with the children throughout the day noting their successes and struggles. Each term, children in Key Stage One will undertake a *summative assessment* in Maths, Reading and Writing as part of their normal timetable. These formal and informal assessments inform the teachers' termly 'grading' of the child's academic attainment which is tracked throughout the year and discussed with the Headteacher in termly pupil progress meetings. This allows us to identify any child who is not meeting age-related expectations or who is under-performing with regard to expected progress. Each term, our children are given a summative 'grade' for attainment based on whether they are working towards, working at or working above the curriculum for their year group. A child with additional needs, may not be working at the same level as their peers and may also make slower progress. For this reason, they are given specific targets to work on which allow us to monitor, acknowledge and celebrate smaller steps of progress. These targets are reviewed half-termly as part of the SEND assess-plan-do-review cycle. For some children with additional needs, expected progress can be defined as: • smaller steps of progress against their individual starting points • closing the attainment gap when compared to their peers • preventing the attainment gap from growing wider • matching or exceeding previous rates of progress • ensuring a child has full access to the curriculum • improvements in self-care, social or personal skills
Monitoring and reviewing progress for children with SEND:	Once a SEND need is identified a SEND Support Plan is developed using existing school resources. The support plan is created by the class teacher with support from the SENDCo and clearly identifies: • current level of attainment • medium to long term outcomes • short term targets • any adjustments and adaptations needed • planned interventions The Support Plan is a key part of the Assess-Plan-Do-Review approach. As targets are achieved, new one will be set in order to maintain momentum and progress. The Support Plan is usually reviewed with parents on a termly basis but may be updated across the term as needed.

Target setting	Children with an ECHP or SEND Support Plan are given targets to work towards, at least termly. These targets must be pupil-centred and SMART and are informed by reports from external advisors and the teachers' assessment of the child's needs.
How do we promote inclusion?	All lessons are inclusive, with adjustments made according to the needs of each child including the effective deployment of additional adult support. Children with disabilities and special educational needs are included on all school visits and clubs.
How do we prevent bullying?	We have the same high expectations for all children – no one should be bullied and no one should feel unsafe. We apply our Behaviour and Anti-Bullying Policies. We have an open-door culture where parents can approach any member of staff if they have a concern.
Range of provision	We are a mainstream setting with no specialist provision. However, we pride ourselves on our high quality first teaching, meaning our practitioners make reasonable adjustments and adaptations to all lessons to ensure all children are engaged and able to make progress. Our teachers are supported by highly skilled support staff.

How are the adults in school helped to work with children with SEND	All staff are supported by the SENDCo in identifying and providing for children with additional needs. All teachers have undergone AET accredited training in Understanding Autism and access training where needed. Our Behaviour Policy is founded on an understanding of trauma and attachment theories and promotes compassion and understanding as the primary response to any misbehaviour.
Outside agencies used at the school	When a child's learning needs are more **complex and persistent** and cannot be met by the intervention/support already in place, the SENDCo will engage with relevant external agencies. Recently the school has worked with the following: • Educational Psychologists • Speech and Language Therapists • Occupational Therapy (NHS) • Specialist Teacher Service • Child Adolescence Mental Health (CAMHS) • Mental Health Support Teams • Bucks PRU (Pupil Referral Unit) • Area SENDCo for Early Years

Transition	• We recognise that change can be challenging for a child with SEND and we take steps to ensure that any transition is a smooth as possible. If a child is moving to another school, we will contact the new school's SENDCo and ensure that s/he knows about any special arrangements or support that needs to be made. • When moving classes in school, information will be passed on to the new class teacher in advance and in all classes, a planning meeting will take place with the new teacher. • In Year 2, the SENDCo will discuss the specific needs of each child with the SENDCo of their new placement. Children may attend a small group session/s to support their understanding of the changes ahead. This may include creating a transition book with information about themselves for the new school. • Where possible children with SEN will visit their new school. • Children with SEND are supported into school with a transition meeting with parents/carers and the class teacher and SENDCo.
Complaints	If you want to make a complaint, we would refer you to our website and our Complaints Policy.
Local Authority Offer	This can be found on: https://familyinfo.buckinghamshire.gov.uk/send/

Glossary of terms

SEND	Special Educational Needs and Disability
Assess, Plan, Do Review	The setting of personalised targets against the child's barriers to learning.
SEN Code of Practice	The legal document that sets out the requirements for SEN
EHC plan	Educational Health Care Plan (legal document detailing the statutory needs and provision for a child.
SMART targets	Specific, measurable, attainable, realistic, timely targets

Appendix 1

Chiltern Village Schools Federation
SEN Support Identification

