



# SEND Information Report

September 2021



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As part of the Children and Families Bill 2014, all Local Authorities and schools are required to make available to families details of how they can support children and young people with special education needs and / or disability (SEND) age 0 – 25 years. This information is called the 'Local Offer'.

The intention of the Local Offer is to improve choice for families. It is also an important resource for parents and carers in understanding the range of services and provision in the local area.

Central Bedfordshire's Local Offer can be viewed [here](#).

As part of this, every school is required to share details of how individual needs are planned for in their setting. This is known as the **SEN Information Report** or sometimes the **School Offer**. The following information aims to help parents and carers understand what support and provision they can expect to receive from The Chiltern School.

The following questions and answers should help you get a feel for our school. If you feel The Chiltern School could meet your child's needs please contact us to enquire about our virtual events and on site tours.

The Chiltern School contact details:

Telephone: 01582 866972

email: [placementenquiries@chiltern.beds.sch.uk](mailto:placementenquiries@chiltern.beds.sch.uk)

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The Chiltern School is an area special school in the South of Central Bedfordshire catering for a wide range of special educational needs and disabilities for learners between 2 - 19 years of age.

### **How does The Chiltern School know they can meet my child's needs?**

All children and young people that attend The Chiltern School will have been through an assessment process undertaken by the Local Authority. As part of this assessment their individual needs will have been identified and then documented clearly in their Education, Health and Care Plan.

The school is asked to read the EHCP and consider any additional paperwork and reports describing your child's needs. This is referred to as the school consultation. If it is felt that the school has provision to ensure positive outcomes for your child an agreement is made with the Local Authority. This agreement is finalised at the Local Authority Education Provision Panel and the SEND team notify parents and carers of the outcome.

The EHCP is reviewed annually and progress towards the outcomes within your child's EHCP are tracked throughout the year.

### **How is a decision made about the support my child receives?**

The EHCP gives details of the intended provision the local authority believes your child should receive. This is the outline from which we build a personalised approach to support for your child.

Provision of support services in the school can be described in terms of three levels of intervention; Universal, Targeted and Specialist input. The level of input is related to assessed specific needs.

**Universal** All children have access to the universal provision. Key features of this include screening assessment by both therapists, therapeutic strategies recommended for use within the teaching approach, training for teachers, support to enhance the school environment to meet therapeutic needs.

**Targeted** This is for children who require additional support to meet their needs. Possible features of targeted therapeutic provision may include more specific assessments, some individual sessions, training for teachers tailored to the child's needs, modelling of specific strategies by a therapist and specific advice or support for significant people in the child's life.

**Specialist** –A few children require regular specialist intervention from a Therapist to support their needs. Key features of the specialist provision include regular direct therapeutic interventions with the therapist, regular liaison with families and education staff and bespoke programmes of intervention.

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As a specialist environment we are able to meet the needs of the majority of pupils through small class sizes, well resourced classrooms and learning spaces, and experienced staff teams supported by specialists. All pupils will have individual attention as part of their small group work throughout the day, although for most children a constant one to one approach to support can be a barrier to wider interactions and is not promoted. Where children have more complex needs and /or medical conditions, staffing ratios are increased to provide a targeted approach and where specified support is detailed within the EHCP this is implemented.

Where this is required a range of familiar staff will work with the child to ensure a dependency on the presence of a single adult is not created.

All support is reviewed regularly.

### **How will my child be supported to join the school and how will staff prepare for him / her starting?**

Depending on whether your child is not yet at school or has been attending a nursery or school setting, a number of visits will be arranged to help prepare them for a positive start to joining us.

We pride ourselves on an admission process that is personalised to your child's needs. Transition can be a challenging time and we recognise this needs to be well planned in order for both parents / carers and children to feel reassured and valued. We need to get to know you and your child to plan effectively and will always ask to visit you at home to start to understand more about your child, family and support network, this way we can work to agree a plan together.

The admission process typically involves:

- Observation at your child's current educational setting
- A transition meeting between parents/carers, the current setting and The Chiltern School
- A home visit
- A school tour
- Completion of paperwork and consent forms by parents and carers including [Home School Communication \(Guidelines for Parents, Carers and Families\)](#)
- A health assessment is completed by the school Nursing Team
- Parent/carer application for school transport of applicable
- Preparation and sharing of any personalised resources to support your child
- Admission through a personalised part-time approach
- An admission review is held after 10 - 12 weeks to ensure appropriate provision and professionals are in place and to discuss how your child has settled

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

All our pupils have the potential for growth, we are committed to ensuring our learners develop the skills, knowledge and understanding that allows them to be successful learners throughout their lives. Our long-term aim is for pupils to be as best prepared as possible for the future. We believe in stage not age education.

Our school is organised in a way to promote the best learning opportunities and most suitable approaches to meet the individual needs of our pupils. This ensures children and young people are taught in line with their developmental stage and that learning makes sense to them all of the time.

We believe in stage not age education, not all pupils in each Learning Pathway will follow the same curriculum. Neither the pathways or the curriculum are static, pupils may move depending on their changing needs and development. Pupils are grouped according to the predominant needs and learning style, this allows for the teaching styles, provision, curriculum and environment to be adapted to best meet the needs of the group.

Learning pathways are fluid; they depend on the whole cohort of pupils, pupils may move between pathways over the course of their school career.

This structure is called our Learning Pathways, these pathways are:

- Early Transitions
- Physical and Sensory
- Communication and Sensory
- Communication and Interaction
- Cognition and Learning

Pupils will join a class with pupils that will be developmentally not chronologically at the same stage as them. We do not have traditional year groups or Key Stage classes. We move pupils at the right time knowing the curriculum offer for each phase.

### **Early Transitions**

Pupils that join us before Year 2 will go into our Early Transitions department. This gives us the opportunity to holistically assess pupils over a period of time and helps determine which pathway and curriculum will best meet their needs

### **Phase 1**

Pupils in Phase 1 will generally be considered to be in the primary age group  
(Key Stage 1 and 2)

### **Phase 2**

Pupils in Phase 2 will generally be considered to be in the secondary age group  
(Key Stage 3 and 4)

### **Phase 3**

Pupils in Phase 3 will generally be considered to be in Post 16 age group.

Each pathway delivers a curriculum in line with needs and abilities to ensure learning is purposeful. These are described as the Informal, Semi-formal and Formal curriculums.

Early Transitions pupils will follow a modified Early Years Framework which supports the acquisition of the early learning skills.		
<b>Informal</b> The focus is to enable pupils to develop positive, interactive relationships with others, explore, be curious and engage in the world around them in a meaningful and safe way and establish early communication and cognitive skills	<b>Semi-formal</b> The focus is to develop functional life skills, to enjoy learning and engage in opportunities to develop knowledge and skills by revisiting them consistently, developing the ability to generalise these skills to a wider variety of contexts and settings.	<b>Formal</b> The focus is to develop knowledge and skills to prepare pupils for adulthood and to give them the best opportunity for employment. This route will take a more subject specific approach
Phase 3 curriculum focuses on the Preparation for Adulthood framework		

Within the first 6 weeks of your child joining us, staff will develop a Personalised Learning Plan (PLP) detailing short term goals (targets) that will become part of the daily learning for your child through the curriculum. These goals will be directly linked to the long term outcomes stated in your child's EHCP.

They are tracked, measured and reviewed through the school's assessment process.

### How do you know my child is making progress?

We know that every pupil is unique, so we choose not to have assessment tools designed to compare the progress of a learner with another. Instead we collect evidence to measure progress for pupils against their own learning goals, it is therefore directly related to the context, learner and learning intention. Assessment data is used to inform curriculum development, pedagogy in order to deliver better outcomes for our learners.

We believe that detailed child centred, holistic assessment is key to understanding a pupil's needs which enable staff to provide personalised learning. Assessment enables us to identify priorities and set goals, which then provides a focus for learning. Careful

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assessment allows us to collect evidence so we can accurately measure the progress of each learner. The data we collect from assessment informs ongoing practice.

### **Assess, Plan, Do, Review**

At The Chiltern School we believe that curriculum, teaching and assessment are inextricably linked. When all three are aligned and of the highest quality, they facilitate effective learning for all pupils, irrespective of their starting points. In turn, this enables pupils to make good progress and gives them the best possible life chances. The curriculum is used as a vehicle for delivering Personal Learning Plan's which detail learning outcomes. A thematic rolling plan is in place which supports a balance of stimulating contexts for learning through different creative experiences, themes and subjects. At The Chiltern School assessment is an integral part of the teaching and learning process. It does not drive the curriculum but enables it.

We assess the child's progress against the child's own Education & Health Care Plan (EHCP) Long Term Outcomes. This ensures we are measuring the most important aspect of the child's development and measuring against their own baseline. These long term outcomes are then broken down into smaller Personal Learning Plan (PLP) goals, which are reviewed regularly. The PLP goals are assessed against a CSD which covers 4 aspects; Prompting, Fluency, Maintenance and Generalisation. Each PLP is graded from 1 – 10 against each aspect of the CSD. Progress against the 4 aspects from the baseline assessment for a PLP goal will also be recorded as a numerical value. If a learner has a baseline of 2 on the CSD for Prompting and moves up to 5, then they have made a gain of 3 over a given time period. Teachers are expected to record the progress against the CSD as and when the learner makes that progress and is done via the Evidence for Learning app – the central assessment database. The data of how much gain a learner has made within a given time period is automatically updated and can be obtained and used for progress reporting at key points throughout the year such as at the annual review and the end of the term or end of the academic year or key stage.

At any point throughout the year, teachers can review progress and make the necessary judgments to move the learner on to a new target, amend the target or carry on with the same target. For example, if a learner reaches grade 8 for a PLP and makes no further progress on the CSD for 3 out of 4 of the aspects then the teacher should be making a judgment for the learner to have achieved the PLP goal and move them on to another short term PLP goal linked to the EHCP outcome.

Depending on the specific needs of the learner, the PLP goals may be set broadly to enable pupils to show additional lateral progress. This means progress can be seen in the context of the whole child rather than as very specific measurable steps. A combination of these boards and specific goals enables teachers to cater for higher-achieving pupils as well as to better see any emergent skills and to set up further PLP goals based on the previous learning and the learners' interests and talents.

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## **What support will there be for my child's overall wellbeing?**

The Chiltern School strongly believes that wellbeing is at the heart of learning and achieving. We recognise the importance of good mental health, helping pupils become emotionally resilient. We want to empower pupils to be aware of their emotions and to understand how they can manage them. Being able to build and maintain positive relationships is vital. We know that when children feel safe and happy they are more likely to be able to engage in learning.

We are proud to be a trauma-informed school and use the ARC model as the foundation. This is a framework that supports our school community to recognise, accept and respond to their daily experiences relating to emotions. The ultimate goal is to support children, adolescents, and caregivers in effective engagement in the world, in a manner that is empowered and future-oriented, rather than focused on survival.

ARC stands for Attachment, Regulation and Competency and is an approach that focuses on:

- A safe caregiving system (Attachment)
- The ability to regulate and tolerate experience (Regulation)
- Support in the mastery of an array of tasks crucial to resilient outcome (Competency)

While trauma is often perceived as the significant life events that result in distress or loss, we know that children and young people with special educational needs can find the world challenging, and more everyday experiences can cause them stress and anxiety. The ARC model offers a nurturing approach where adults develop attuned relationships and provide clear expectations and communication strategies to guide children through stressful situations. The goal is to not only provide tools to cope with extreme situations but to create an underlying culture of respect and support.

This work is supported by our Trauma-Informed Therapist, delivering whole school training and wider support across the school.

Emotional health and wellbeing is at the heart of our curriculum. Opportunities to help young people regulate when they need to are woven into the school day these may include sensory activities, special yoga, access to safe spaces, reflection, yoga, forest school or access to particular items that help soothe and calm. We promote good mental and physical health through explicit and implicit learning opportunities. We are also lucky to have our own school dog, Yogi.

## **What specialist services or expertise are available or accessed by the school?**

We are proud to have a wealth of specialist and experienced staff that make up our school community. We have invested heavily in recent years to ensure that in-school

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provision is enriched with highly specialist knowledge and ongoing in-house training that maximises opportunities for pupils.

As well as working with external specialists and a wider multidisciplinary team, we additionally employ a Speech and Language Therapist and Sensory Integration Occupational Therapist who are both very much part of the school community. Both have been instrumental in developing the new curriculum, are in school, working in classrooms and are part of wider school support and provision planning. We strongly believe in an integrated approach to intervention, meaning that as much as possible we expect staff teams to be trained and skilled to deliver this throughout daily experiences, and not as a bolt-on activity outside the classroom that is more difficult to link to real life experiences and can be more challenging to generalise and transfer.

Within The Chiltern School:

A Therapeutic Team led by

- Speech and Language Therapist and
- Sensory Integration Occupational Therapist

We also have experienced staff who advise and support, these include:

- ASC Advisory Teacher and Outreach Team
- Consultant Trauma specialist and Child and adolescent Mental Health Social worker
- Qualified Nurture Practitioners
- School Nursing Team
- Essential Skills Coordinator
- Intensive Interaction Coordinator

External agencies we work closely with include:

- Local Authority SEND Team
- Children's Services - Children with Disabilities Team
- Social Care
- NHS Speech and Language Therapist Team
- NHS Occupational Therapist Team
- NHS Physiotherapy Team
- Hearing Impairment Team
- Visual Impairment Team
- Special Educational Needs Advisory Teacher (SENAT)
- YAIL (Young Adult Independent Living, formerly Preparation for Adulthood Team)
- Spectrum Arts
- External Provision Settings (Seeds of Change/Angling for Success)

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## **What training have staff supporting children at The Chiltern School received or are currently receiving?**

We have a large staff team of teachers, instructors and support staff and are committed to training and development. All new staff undertake a comprehensive induction programme when they join us, providing them with a foundation to enrich their own experience and skills. All staff receive weekly training to ensure knowledge is current and skills are refreshed regularly. Ongoing areas for training include Safeguarding, Health and Safety and school processes.

- All staff trained in ARC - this is a trauma informed approach to meeting the emotional needs of pupils and each other
- CATHS approach to Communication - Communication at The Heart of The School
- Sensory Integration Therapy and implementing a sensory diet
- Education and supporting pupils with ASC including PDA
- Educating and supporting pupils with Down's Syndrome
- Curriculum development, tracking and assessment
- Administering medicines and medical procedures (for individual needs)
- Epilepsy and rescue medications
- Moving and Handling
- First Aid
- Team Teach
- MOVE Programme
- Rebound Therapy
- SCERTS, ELKLAN, KAGAN and similar learning approaches
- Accreditations including Duke of Edinburgh Award Scheme
- Mental Health First Aid
- Attention Autism and the Curiosity Programme
- Sherbourne programme
- Where children have rare conditions that require staff will undertake individual relevant training to develop their understanding

## **How accessible is the school environment?**

Our campus is fully accessible.

## **How will I be able to contribute my views and be involved in my child's education?**

We welcome parental contribution, collaborative working and linked up approaches as we believe this is the approach that achieves the best outcomes for all children and young people.

Communication with school regarding learning and daily progress is delivered via Class Dojo, this is an application that you can access through your mobile phone. This has proved a simple and efficient way to share information and retain direct contact between the class teacher and parents/ carers. Class Dojo communications include photographs as well as electronic messages and we know parents and carers enjoy

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sharing these experiences. ([Home School Communication](#) (Guidelines for Parents, Carers and Families))

Other opportunities include:

- Attending termly parent consultation meetings
- Liaison by telephone with the Therapeutic Team and School Nurses to ensure assessments are updated
- Contributing to EHCP review and other school meetings
- Parent questionnaires and surveys delivered electronically
- Events such as the Summer Fayre or Christmas Celebration
- SOCS -The Chiltern School's parent teacher association(Supporters of The Chiltern School) is made up of both teachers and parents, who have formed a committee to help support the school through a wide range of activities.
- Family Forum meetings held monthly in school (currently on hold)
- Parent Carer Outreach held monthly in school (currently on hold)

We continue to welcome all feedback - please email or request an appointment via our friendly reception team.

reception@chiltern.beds.sch.uk

As with all schools, we have sadly needed to scale back opportunities for school events, visits and our typical open door approach to prioritise safety during the Covid pandemic. We realise this can distance families from school, particularly when pupils travel on school transport and or have barriers with communication. We look forward to reintroducing parents to school and sharing our new and improved school environment.

### **How will my child be able to contribute their views?**

#### **Pupil voice**

With a strong ethos where pupils are at the heart of everything we do at The Chiltern School, attention to pupil voice has always been a golden thread to our policies, procedures and day-to-day life. We are a listening school. Your child's time at school is about their future. Therefore learning experiences need to be meaningful and purposeful to them. We aim to grow their aspirations and ensure these can be communicated in a way that is relevant for them.

We believe that every pupil has a voice which should be heard. We want your child to recognise they have a voice and they can share what is important to them. When pupils are involved in making decisions that affect their school lives, they are more engaged in their learning and more motivated to succeed. Involvement can take many forms, whether it be through demeanor, body language, eye gaze, gesture, signing, objects, photos, symbols, written language, spoken word, or combination of any of these.

At the root of all of this, to ensure pupil voice is interpreted accurately, relevant and meaningful, are strong relationships between pupils and staff. We get to know our pupils exceptionally well so that we can understand how they best learn, how they can best

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communicate and how best to facilitate opportunities to share their news, views, and feelings.

We endeavor to ensure/propose that our pupils' voice is heard through the following:

- Emotional expression is supported through a variety of means including attunement, observation, supported communication, emotional literacy supports, interoceptive awareness.
- Pupil representatives take an active part in interviewing new teachers and showing them around the school.
- Pupils' views sought in meal planning for school dinners.
- Pupils complete their own pupil voice booklet for annual reviews with familiar staff in the classroom and where appropriate, attend and present them at their meeting.
- The outcomes from the EHCP are converted into 'my learning goals' which are presented as pupil-friendly working documents.
- Evaluation strategies as appropriate to their age and stage of development at the end of lessons enable the children to reflect on their learning.
- Pupil representatives are involved in learning walks around the school alongside staff, so they can spot and comment on our thematic school evaluation including, our spiritual, moral, social and cultural development provision across the school.
- speaking with family members and education staff who spend the most time with the pupil and where appropriate through direct and formal assessments. When staff truly know a pupil well, their voice can be heard whether it be through staff identifying subtleties in the child's responses, demeanor,
- Pupil involvement in their own class rules.

### **How will the school prepare and support my child to transfer to a new setting / the next stage of education or training / into adult life?**

Children and young people move settings for a variety of reasons and therefore transitions may be possible at any point during their educational journey.

Transitions may happen mid-year, such as moving out of the area, or at the beginning of a new school year when moving on to a new setting. Often these transitions have been discussed for some time during wider meetings, or during the EHCP meeting as part of the process to review progress and provision.

As pupils reach Phase 3, more thought and discussion focuses on the years ahead and options available for post 16 education, including remaining at The Chiltern School. The curriculum provides a focus on Preparation for Adulthood from the earliest years, and as children and young people move through the school this becomes part of their aspirational voice. Linked to the ongoing work on pupil voice, we aim to work with families to ensure we feedback accurate and meaningful information on the needs, provision and progress of our pupils to help them make informed decisions with, and where appropriate for their children.

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The most successful transitions are those where settings work together to share information to support the building of new relationships with young people and their families. We will engage with the admissions and transitions process offered by new settings and alongside this we:

- Share information on needs, provision and progress with your consent
- Attend meetings as requested
- Offer visits, assessments or observations to staff from settings to support their information gathering
- Support visits or taster days where capacity allows
- Use personalised resources and familiar approaches to support understanding, such as photos, symbols and transition books, social stories, Attention Autism techniques etc
- Monitor wellbeing and ensure pupil voice is part of our information sharing across all levels of developmental need.

At The Chiltern School, pupils in Phase 3 are prepared and supported for a positive and smooth transition to the next stage of their education or training through a range of experiences. These include:

- A curriculum that is centred around preparing for adulthood which promotes choice of vocational study options, community interactions and transitions to a range of different environments and settings (as appropriate to the individual)
- Focused lessons and class discussions on understanding options of possible future pathways such as training providers, further education or apprenticeships
- Focused lessons, class discussions and practical role play scenarios on preparing for transition and recognising expectations on what will be different.
- Support with researching the different pathways and further education provisions available; such as virtual tours, understanding courses and facilities available
- A personalised careers guidance interview with a qualified careers advisor from which an action plan is produced and shared with the pupil, their parent/carer and class teacher.
- Meeting with the Youth Support Service advisor to talk about hopes and aspirations for the future. The Youth support service advisor is also able to support parents/carers with the application process and in liaising with further education providers.
- Discussions on their hopes and aspirations for the future within the annual EHCP review.
- Inviting representatives from potential pathways to meet and communicate with pupils.
- Meeting with a representative from the chosen pathway destination either virtually or in school; or where required, supporting the pupil to attend a taster experience day with the provider.

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The pupil's teacher communicates with and shares information with the chosen destination to ensure that the transition is smooth. Parents are also supported to access support from the YAail (Young adults and Independent Living) team.

In addition, the school organises an in-house Careers and next steps transitions fair in school annually. All local colleges and further education and training providers are invited to attend this event as well as guidance support services such as the Youth support service and YAail. This is an event that is open for all year 7 – 14 pupils and parents/carers to attend to be able to speak directly with provider representatives to make informed choices. Pupils are supported by school staff during the event to ask questions and gather information which is then followed up and explored within further class learning. For more details on our Careers Policy please [click here](#).

Where pupils stay with us until the end of Year 14 we hope they find their transition manageable and enjoyable whether this is to education, training, employment or care providers. While we appreciate that these big changes can be unsettling, our aim is to make this next step as positive and exciting as possible, sharing experiences and promoting a can-do mindset where our young people believe they are ready and will be successful.

### **Who should I contact if I am considering whether The Chiltern School is a suitable setting for my child?**

If you would like to find out more about the school or book a visit, please email [placementenquiries@chiltern.beds.sch.uk](mailto:placementenquiries@chiltern.beds.sch.uk)

Or call 01582 866972

It has been necessary to operate virtual meetings with the Headteacher rather than group tours during the pandemic. Wherever possible we continue to try to facilitate visits on site, although these may take place outside the school day.

The following links may be helpful:

[Central Bedfordshire SEND Team](#)

[SENDIASS](#)

Please note that all applications to the school must come via the Central Bedfordshire SEND Team. We do not accept direct applications to the school as all places are allocated through the SEND Forum. This ensures that every child has their individual case considered.