CHILTON FOLIAT CofE VA PRIMARY SCHOOL

Our School Christian Vision

With thankfulness, courage and love,
we strive to improve heart and mind.

At Chilton Foliat Primary School we honour our educational heritage, supported by a strong Christian ethos. We strive to provide a diverse education that inspires children to develop a **thirst for knowledge**. This is delivered in a safe, thoughtful and nurturing environment promoting self-discipline, motivation and excellence in all that we do. We encourage strong partnerships and inclusive relationships amongst pupils, parents, carers, staff and the wider community. Our children leave Chilton Foliat Primary School with a deep understanding of the impact of living out our school Christian vision and values. As a result, they are well-rounded, confident and able to contribute positively to a wider community. They want to continue to **thirst for knowledge** and strive to improve **heart** and **mind** enjoying a diverse curriculum in their next educational setting.

SEND Information Report

Date Reviewed	March 2026
Review Period	**Annually**/2 Yearly/Readopted/Other
Review Body	SENCO/Headteacher and SEND Governor (Foundation Committee)

At Chilton Foliat Primary School, we honour our rich educational heritage, rooted in a strong Christian ethos and a deep commitment to inclusion. Our aim is to ensure that every child can learn, achieve, and flourish within a safe, thoughtful, and nurturing environment that inspires curiosity and supports a genuine thirst for knowledge. Our values—thankfulness, courage and love—guide everything we do and shape our approach to supporting all learners, including those with SEND.

We believe that every child is unique and of equal worth. We work closely with pupils, parents, carers, and outside professionals to identify and meet individual needs so that all children can succeed.

	Communication And interaction	Cognition and Learning	Social, mental and emotional health	Sensory and/or physical
How does Chilton Foliat Primary School know if my child needs extra help?	Children with every type of need are supported at our school and we make our very best efforts to ensure that every child in our school makes good progress and is well prepared for adulthood. We identify extra help by: • Identification by class teacher, teaching assistant and parent concern • Close liaison with preschool providers before the child starts school • Tracking progress rigorously • Formal and informal assessment, daily marking and feedback • Concerns discussed at pupil progress meetings and SENCO surgeries • Using the Wiltshire Graduated Response to SEND Support (WGRSS) documents for identifying, supporting and reviewing Special Educational Needs • Reviewing and evaluating provision according to need and then referring to Specialist SEN Services and other agencies for more specialist support.			
What should I do if I think my child may have a special educational need or disability?	• Contact the class teacher and/or headteacher and/or SENCO • Discuss any concerns at parent's evenings • Teacher, parents and SENCO meet to discuss ways forward.			

How will I know Chilton Foliat School supports my child? **How will I know my child is doing?** **How will I be involved in discussions about and planning for my child's education?**	We work closely with all our parents to ensure that all pupils are happy and make progress. **Working in partnership with parents with children with SEND is even more important.** We do the following things: • Support learning through our high-quality teaching and learning offer (Three-Tiered Approach: Universal, Targeted and Specialist Provision) • An open-door policy and encourage regular informal discussions about progress • In depth Parents' Evenings are held twice yearly for all mainstream children, including SEN • You will be asked for your permission to access specialist advice from which you will receive a report about your child • You will receive an annual report which outlines attitudes to learning, progress made and attainment gained compared to national expectations • We meet with parents to discuss and review strategies and interventions designed to support pupils needs which are set out in My Support Plans for more complex levels of support • Annual reviews are held with the parents and relevant outside professionals to update targets for any child with a statutory Education Health Care Plan • Regular meetings with parents are held for any child for whom additional support is required.
How will the curriculum be matched to my child's needs?	• Teachers are responsible and accountable for the progress and development of the pupils within their class, including where pupils access support from teaching assistants or specialist staff • The class teacher will deliver high quality teaching that is differentiated and personalised so that the individual needs are met and adapted when necessary. (Three-Tiered Approach) • The class teacher will plan lessons to ensure that there are no barriers to every pupil achieving • Specific resources and strategies will be used to support every child individually and in groups • If necessary small group or 1:1 intervention may be provided • The class teacher will use appropriate assessments to set outcomes which are challenging but achievable • An appropriate adult (teacher or teaching assistant) may work with your child's group to ensure the learning is accessible
How will you help me to support my child's learning?	Parents will support their child at home to work in partnership with the school. The following opportunities will be given for parents to enhance learning at home: • Termly curriculum newsletters and curriculum information held on the school's website

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<tr><td></td><td colspan="4">

- Home school books if necessary, and reading record books
- At progress meetings, or additional individual meetings teachers will give advice on how to support children further at home
- Access to individual support may be given to further parent's knowledge and understanding of teaching methods when necessary and appropriate
- Professional agency reports which often include support materials for home use
- Parents are given opportunities to attend parent support groups
- Parents are given opportunities to attend cluster workshops on specific areas of need e.g. Wiltshire All Together/Spurgeons Service.

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<tr><td>What support will there be for my child's overall well-being?</td><td colspan="4">The school promotes a positive behaviour ethos as outlined in our Positive Behaviour Policy. The school also teach children strategies to help them socially and emotionally in the following lessons:
PSHE
Circle times
Collective Worship
Small group interventions: social skills which encompass social stories; discussions and making choices
If necessary, we also support children's social and emotional development in individual or small group sessions that teach social skills and coping strategies delivered by appropriately trained adults.
The school provides many opportunities for children to participate in after school enrichment and gives all children equal opportunities to participate in all activities
Older children are given responsibilities to care for others. These may include: buddy systems, play leaders or school council.</td></tr>
<tr><td></td><td>Communication and Interaction</td><td>Cognition and Learning</td><td>Social, Emotional and Mental Health Difficulties</td><td>Sensory and/or Physical</td></tr>
<tr><td>What specialist services and expertise are available at or accessed by the school?</td><td>Speech and language
Behaviour Support</td><td>Specialist SEN Support
- EMAS Ethnic Minority</td><td>CAMHS
Social Care
Paediatrician
ELSA</td><td>School Nurse
Occupational Therapy</td></tr>
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	• Educational Psychologist • Emotional Literacy (ELSA)	• Achievement Service • Educational Psychologist	• Behaviour Support • Nature and Nurture (Forest School)	
What training have the staff supporting children and young people with SEND had or are having?	• Social Skills • ELSA • Neurodiversity awareness • Dyslexia awareness	• Early reading and literacy • Unlocking Letters and Sounds SSP • Behaviour Support • Maths Mastery	• Social skills • Emotional Literacy • PSHE curriculum • Team Teach • Restorative Practice • 5 to Thrive • Understanding Dreuker's Theory	• Fine Motor Skills • Gross Motor Skills • Visual Screening – changing background colour strips • Paediatric First Aid • EpiPen Training
How will my child be included in activities outside the classroom?	• Activities and school trips are available to all • Risk assessments and procedures are in place to enable all children to participate • If it is deemed that a child needs one to one support, then resources and appropriate provision will be allocated.			
How accessible is the school environment?	The school environment is accessible to all children. Children with specific dietary requirements due to health, religious or philosophical reasons are welcomed and the school ensures that alternatives are offered so that children feel fully included at snack and lunch times. The whole school is a 'nut free' zone. For further information please see our Accessibility Plan, SEND and Equality & Diversity policies.			
How will the school prepare and support my child when joining Chilton Foliat School or transferring to a new	Before any child moves to our school, we: • Find out as much about them as possible to help them settle in quickly by liaising with the parents and staff from previous settings • Invite the children to come and visit the school and spend time in their new class to become familiar with routines, expectations and staff			

school, including Secondary?	• If a child has SEN, a meeting is arranged with parents to discuss additional need. If appropriate, an Individual Learning Plan or Pupil Passport can be drawn up to communicate to staff exactly how to help the child and explain needs. Whenever a child moves to another school, we always pass on school records to the new school. If a child has SEND, we are also: • Pass on SEND records to the new school including SEND support plans or Statutory EHCP Plans and Pupil Passports • Liaise with the SENCO/ Headteacher or class teacher at the new school to clarify any information necessary • If needed, we can include ways to support a child to have settled move to a new school through their SEND support plan or Statutory EHCP Plans. For example, extra visits to the school or do transition work in preparation for move; maps or photographs of the new school or working on a new one-page profile for the new school • If possible, we invite the new school to the last annual review of a child with a statutory EHCP plan and a transition plan can be set up as part of this meeting • A transition meeting is convened for any child with an EHCP plan at the end of Year 5 ready for Year 6 moving into secondary education.
How are the school's resources allocated and matched to the children's special educational needs? How is the decision made about how much/what support my child will receive?	The school has a delegated budget for pupils with special educational needs and disabilities, which is used to ensure appropriate provision for individual children. The school allocates resources and deploys staff according to identified need, using its overall SEND funding to support pupils effectively. Resources and provision are reviewed and updated as necessary to ensure support remains effective and enables pupils to make progress. Where a pupil's needs are more complex and require a level of provision beyond what can reasonably be sustained from school-level resources alone, additional funding supports this provision. Regular tracking of progress ensures that provision continues to match individual need.
What support is there for parents and carers?	We endeavour to support all parents of children with SEND and can provide information and signposting for support services such as the West Berkshire Autism and ADHD Support Service and Wiltshire Together

Who can I contact for further information?	If you wish to discuss your child's educational needs, please contact the school office to arrange a meeting with the SENCO/Headteacher.	Chilton Foliat Church of England (VA) Primary School Stag Hill, Chilton Foliat Hungerford RG17 0TF Telephone: 01488 682630 Email: admin@chiltonfoliat.wilts.sch.uk