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 will continue to **thirst for knowledge** and strive to improve **heart** and **mind** enjoying a diverse curriculum in their next educational setting.

Special Education Needs and Disability (SEND) Policy

Date Reviewed	March 2026
Review Period	**Annually**/2 Yearly/Readopted/Other
Review Body	SENCO/Headteacher/Governing Body key personnel

Special Educational Needs Coordinator (SENCO) Maggie Ingham
Katie Turner (Headteacher)
The Special Educational Needs Governor (SEND Governor)
Fiona Cameron
Contact via the school office: 01488 682630
admin@chiltonfoliat.wilts.sch.uk
head@chiltonfoliat.wilts.sch.uk

With thankfulness, courage and love, we strive to improve heart and mind
Jesus said, "Everyone who drinks of this water will be thirsty again, but whoever drinks the water I give him will never thirst". John 4:13

1. Definition of Special Educational Needs and/or Disability (SEND)

A child or young person has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities generally provided for others of the same age in mainstream

Page 15 Special Education Needs & Disability Code of Practice 0 to 25 years 2014 and section 20 of the Children and Families act 2014.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

2. Compliance

This policy has been written with reference to the following guidance and documents:

- SEND Code of Practice: 0 to 25 years 2015
- Children and Families Act 2014
- Equality Act 2010
- The Special Educational Needs and Disability Regulations 2014
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (DfE, 2014)
- Keeping Children Safe in Education – (DfE most current version)
- The school's Accessibility Plan
- The school's SEND Information Report

3. Aim

Chilton Foliat Primary School aims to embrace the needs of all pupils and has a whole school approach to special educational needs and/or disabilities (SEND). We endeavour to provide effective opportunities for all pupils by responding to people's diverse learning needs, setting suitable learning challenges and overcoming barriers to learning. Every teacher is a teacher of every child including those with SEND.

4. Objectives

1. To identify and monitor children's individual needs at the earliest possible state so that their attainment is raised.
2. To work within the guidance provided in the SEND Code of Practice.

3. To plan an effective curriculum to meet the needs of children with SEND and ensure that the targets set on Individual Learning Plans (ILPs) are specific, measurable, achievable, realistic and time related (SMART).
4. To involve children in the identification and review of the targets identified in their Individual Learning Plans (ILP's) or My Support Plans (MSP's).
5. To work in close partnership with parents/carers of children who have SEND.
6. To raise the self-esteem of children having SEND acknowledging the progress they have made.

a) To ensure that all who are involved with children are aware of the procedures for identifying, supporting and teaching them.

5. Identification

Chilton Foliat Primary School is committed to the early and accurate identification of pupils with SEND, in line with the SEND Code of Practice (2015). We recognise that some pupils will enter school with previously identified needs, while others may present with emerging needs during their time with us.

For pupils joining Reception, our SENCO and Early Years teacher work closely with feeder pre-schools and nurseries to gather relevant information, observe pupils in their early settings, and liaise with key workers and families. This helps ensure a smooth transition and early planning for support.

We also recognise that some pupils may not have had prior formal assessment or diagnosis, and that SEND can become apparent at any stage of a child's development. Teachers and support staff are trained to observe and respond to signs of learning difficulties, developmental delays, or barriers to access. Where concerns arise, staff follow a graduated response, involving the SENCO in initial assessments and discussions with parents/carers.

Identification may lead to placement on the SEND register if the pupil requires provision that is additional to or different from that made for other pupils. This process is collaborative and evidence-based, and may include referrals to external agencies for further assessment or support.

6. Parental Partnerships and Early Collaboration

Parents and carers are valued as essential partners in supporting their child's learning and development. At Chilton Foliat Primary School, we actively involve parents/carers in the identification, assessment, and decision-making processes related to SEND. Their insights and contributions are crucial in helping us understand each child's unique needs and plan appropriate support.

In keeping with the principles of early identification and partnership set out in the SEND Code of Practice (2015), we kindly ask parents and carers to share any information that might help us understand their child's special educational needs and/or disabilities (SEND) as early as possible — ideally before or when expressing an interest in a school place.

Having this information in good time helps the school understand the nature of any additional needs and consider, using our best efforts, how we can support the child effectively within our mainstream setting.

Pupils are encouraged to be active participants in their own learning journey.

Parents/carers are supported to involve their child in decision-making processes, particularly in recording pupil voice and reviewing ILPs and MSP's. The school will keep parents/carers informed of relevant developments and progress and will work in partnership to review and adapt provision as needed.

If a child is in the process of being assessed for, or already has, an Education, Health and Care Plan (EHCP), the Local Authority will be involved in the admissions process. The school will work closely with the Local Authority to ensure that the required consultation takes place under Section 39 and Section 43 of the Children and Families Act 2014. This includes considering whether the school is suitable for the child's age, ability, aptitude and needs, and whether a placement would be compatible with the efficient education of other pupils and the efficient use of resources.

To support smooth transition, SENCOs from relevant secondary schools are invited to join Year 5 transfer reviews for pupils with EHCPs or significant needs, where this is considered beneficial for the child.

7. Criteria identification for the SEND Register

Following assessment of progress and outcomes, if a pupil is found to meet the above definition, they may be considered for inclusion on the school's SEND register. This decision is made collaboratively, involving teachers, the SENCO, and parents/carers, and is based on evidence of need and the requirement for provision that is additional to or different from that made for other pupils.

Placement on the SEND register typically initiates formal involvement from the school's SENCO and will lead to referrals to external agencies for further assessment, advice, or support, as part of a graduated response to meeting the pupil's needs.

8. Areas of SEND Need

There are four broad areas of need:

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, Emotional and Mental Health Difficulties**
- **Sensory and/or Physical Needs**

These four areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. When identifying the needs of a pupil we consider the needs of the whole child, which will include them and not just focus on the special educational needs of the child.

The following list is not considered to be a special educational need, but may still impact on progress and attainment and therefore a pupil may receive extra help from the school:

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provide under current Disability Equality legislation – these alone do not constitute a special educational need)
- Attendance and punctuality
- Health and welfare
- EAL
- Being in receipt of pupil premium
- Being a looked after child
- Behaviour.

9. Targeted Support for Pupils with SEND – A Graduated Approach

At Chilton Foliat Primary School we are committed to a high quality of provision for pupils with Special Educational Needs, following the principles set out in the revised National Curriculum (2014).

- Every teacher is a teacher of every child including those with SEND
- Need is addressed with Quality First Teaching in the first instance
- To raise aspirations of and expectations for all pupils with SEND.

We believe that these principles are essential to developing a more inclusive curriculum.

Targeted support, in most cases, means differentiated delivery, resources or tasks managed by teachers in class settings, without involving additional adults. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or other specialised staff. High quality teaching is the first step in responding to pupils who may or may not have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching.

Provision may also entail in-class work or targeted group interventions by teaching assistants, such as English and Mathematics catch-up groups, or work on areas such as social skills and/or speaking and listening. Many pupils with SEND also have special (access) arrangements for assessments, such a separate invigilation, rest breaks, extra time, a reader or access to a laptop.

A small number of pupils with SEND will have been assessed as needing specific support and allocated additional funding for dedicated provision or resources. The school uses its overall SEND funding to meet pupils' needs and allocates staff and resources accordingly. However, there is a limit to the extent to which highly complex or specialist provision can be funded from school-level resources alone, and additional funding supports pupils whose needs require this level of provision to be put in place and sustained.

These pupils may be assisted in class by teaching assistants or withdrawn from class for special teaching or social development or social skills programmes.

In many cases, pupils with SEND will have had medical or educational assessments designed to identify their areas of need, and report on how parents and carers, school, therapists and external experts and activities can contribute to helping them make progress.

The school regularly reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and where necessary improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered (CPD).

Once a potential SEND is identified, four types of action will be put into place:

1. Observe / Assess

When deciding whether to make any special educational provision, an assessment will take place, which will involve the SENCO, and class teacher as well as information on the pupil's progress alongside national data and expectations. For higher levels of needs we use support from external agencies and professionals. Views of the child and their parents will also be taken into consideration.

2. Plan

When any pupil is being provided with targeted SEND support their parents will be notified, normally by the class teacher and a review date will be agreed.

Teachers and other staff who work with that child will be informed of any additional needs and suggested strategies provided by other stakeholders. This will be recorded an Individual Learning Plan or My Support Plan. Plans are reviewed once every main term and shared with parents. The SENCO will invite parents to meet and discuss at least every main term.

3. Do

The teacher will remain accountable and responsible for the child in their class. Even when interventions involve group or one-to-one teaching they should still retain this responsibility and assess the impact of the interventions.

4. Review

The effectiveness of the support and the impact on the child's progress should be reviewed in line with the agreed date.

The impact of any support provided, along with views of the child and their parents, should feed back into the analysis of the pupil's needs.

10. SEND Plans

- SEND plans – Individual Learning Plans (ILPS's) should be written and reviewed at least 3 times per year (once every main term). They are working documents and it may be appropriate to review them more frequently. Targets for an ILP are set every odd term (1,3 and 5). A meeting between the school SENCO and parents is arranged for every even term (2, 4 and 6)
- The SENCO will:
  - Monitor the quality of the school's plans with the governing body. (*Annual report to governors.)*
  - Annually analyse how many targets have been achieved to assess how SMART our targets are
  - Follow up and make appointments to see parents who have not attended SEND meetings.

11. School Request for a Statutory Assessment

In a very small number of cases, the child's special educational needs will, despite extra provision, have demonstrated a significant cause for concern. The SENCO will discuss, with the parents, whether they agree to the school applying to the Local Authority for a statutory assessment of the child's needs to be carried out. The outcome of the assessment may result in the child being given and Education, Health and Care Plan (EHCP).

12. Education and Health Care Plan (EHCP)

When the LA agrees that a child should be given an EHCP they may be allocated a level of additional funding. This funding can be used by the school to purchase resources or support - appropriate to the needs of the child.

All plans must be reviewed at least annually with the parents; the pupil (where appropriate); the school and professionals involved. All involved need to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the plan.

13. The Role of the SEND Governor

In line with statutory requirements, the Governing Body of a community, voluntary or foundation school will:

- Do its best to ensure that the necessary provision is made for any child who has SEND
- Ensure that where the 'responsible person' – the Head Teacher or the appropriate governor – has been informed by the LA that a child has SEND those needs are made know to all who are likely to teach them
- Ensure that teachers in the school are aware of the importance of identifying and providing for those children who have SEND
- Ensure that parents/carers are notified of a decision by the school that SEND provision is being made for their child

- Ensure that a child with special educational needs joins in the activities of the school together with children who do not have SEND needs, so far as is reasonably practical. This needs to be compatible with the child receiving the special educational provision their learning needs call for, the efficient education of the children with who they are educated and the efficient use of resources.
- Have regard to the SEND Code of Practice when carrying out its duties toward all children with SEND
- Consult the LA and the governing body of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole
- Have a written SEND policy containing the information as set out in the Education (Special Educational Needs) (Information) (England) Regulations 2014 (reproduced in the SEND Code of Practice)
- Report to parents/ carers on the implementation of the school's policy the children with special educational needs in the school profile and the school's prospectus/website; and in the school prospectus/website including the name of the person responsible for coordinating SEND provision in the school.

The governors play an important role in ensuring that:

- They are fully involved in developing and monitoring the school's SEND policy.
- They are up-to-date and knowledgeable about the schools SEND provision, including how funding, equipment and personnel resources are deployed.
- SEND provision is an integral part of the school improvement plan and school's self-evaluation process
- The quality of SEND provision is continually monitored
- The SEND policy and SEND Report are on the schools' website.

14. The Role of the SENCO

- The SENCO is responsible for co-ordinating the provision of SEND throughout the mainstream provision at Chilton Foliat Primary School
- The SENCO is responsible for the day-to-day operation of the SEND policy and maintains the SEND register. SEND records are held centrally for all pupils
- The SENCO will meet with each class teacher every main erm to discuss and review SEND concerns of pupils on the SEND register
- The SENCO will meet with class teachers to discuss and review SEND concerns on Educational and Health Care Plans (EHCP). This review may involve the other health and educational professionals such as the educational psychologist
- Parents and pupils are involved in reviewing their Individual Learning Plan, Individual Behaviour Plan, My Support Plan and/or Educational and Health Care Plan a minimum of three times per year
- The SENCO liaises with outside agencies e.g. behaviour support team, speech therapists, physiotherapists, SENCOs of other schools, pupils are transferring into and educational psychologists. The SENCO can signpost parents to relevant agencies for advice
- The SENCO oversees and maintains specific resources for SEND

- The SENCO may contribute to the statutory assessment of pupils and coordinates the annual review process of pupils with Education and Health Care Plans
- Children with medical conditions that may be life threatening e.g. allergies, but which do not affect their potential to access the curriculum are not a responsibility of the SENCO (if the SENCO is someone other than the Head Teacher). The Head Teacher coordinates with parents, school nurse and class teachers to write a review Individual Health Care Plans
- The SENCO liaises with the SEND governor as appropriate
- The SENCO will review the SEND policy annually.

15. Admission Arrangements

Normal admission arrangements apply. The Admissions Policy has been agreed by the Full Governing Body. We strive to be a fully inclusive school. All children will be treated according to their needs in line with the school's policy for equality of opportunity. No child will be denied admission because of his or her creed, race, physical ability or academic attainment. Where a child has a particular need, for example wheelchair access, the governors will endeavour to make reasonable adjustments to ensure the child's needs are fully met in line with the Disability Equality Scheme and Accessibility Plan. If the child is transferring into the school with an Education and Health Care Plan or have been receiving extra support from LA centrally funded resources in a previous school, the continuation of this support will be negotiated with the appropriate officer and the LA to ensure that their needs can be met.

16. Criteria for evaluating the impact of the SEND Policy

The policy will be evaluated against the objectives stated by ensuring that:

- An analysis of all teachers' planning by Head Teacher/SENCO ensures that a adaptive approach is taken and that the learning objectives in Individual Learning Plans (ILP's) are identified and reflected in planning
- Where children may struggle significantly with academic work the school will have systems in place to help them with practical life skills. For example, through Forest School
- Parents/carers are involved with individual targets set
- Children are involved in discussing, constructing, reviewing and having their views recorded on their Individual Learning Plans and/or other plans
- Outside agencies, where appropriate, have their own comments and recommendations recorded on all forms of planning document and are involved in their development
- The SEND policy and SEND Information Report is published on the website
- The School Development Plan and SEF prioritises and includes provision for SEND.
- The school undertakes a value for money review of special educational needs funding.

17. Working to Secure the Right Provision

In accordance with Section 66 of the Children and Families Act 2014, the school uses its best endeavours to secure the special educational provision required by pupils with SEND. This involves delivering provision that is reasonable, evidence-based, and responsive to individual need, following graduated assessment and intervention.
In a small number of cases, despite robust assessment, targeted support, and ongoing collaboration with parents/carers and relevant external professionals, a pupil's needs may not be able to be fully met within the resources and context of a mainstream school setting. Any such situation is approached with care and thorough consideration.

Where this arises, the school will continue to work constructively with the family and the Local Authority to explore appropriate next steps to support the pupil's education, wellbeing and progress. This may include consideration of additional provision or an Education, Health and Care (EHC) needs assessment.

This approach aligns with the SEND Code of Practice (2015), which emphasises the importance of inclusive practice alongside the need to ensure that pupils receive provision that best supports their individual outcomes.

18. Exclusion and SEND

Chilton Foliat Primary School is committed to inclusive practice and to meeting the needs of all pupils, including those with SEND. We recognise that pupils with SEND are statistically more vulnerable to exclusion and will take all reasonable steps to avoid this outcome.

In line with the Equality Act 2010 and the SEND Code of Practice (2015), we will make reasonable adjustments and use our best endeavours to meet the needs of pupils with SEND. Where a pupil's behaviour is linked to their SEND, we will consider whether appropriate support is in place and whether an Education, Health and Care (EHC) needs assessment is required.

Exclusion will only be considered in response to a serious breach or persistent breaches of the school's Positive Behaviour Policy, and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others. This applies equally to pupils with SEND.

Any decision to exclude a pupil on the SEND register will be made lawfully, fairly, and proportionately, and will involve consultation with parents/carers and relevant professionals. We will ensure that the pupil continues to receive appropriate education during any period of exclusion.

19. Complaints Procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Head Teacher/SENCO, who will be able to advise on procedures, including formal procedures for a complaint if necessary.
(Please refer our 'Complaints Policy' on the school website.)

20. Continuing Professional Development (CPD)

Through the monitoring and evaluating of our provision the SENCO with the Head Teacher will identify any particular professional development needs of the staff. This will, where appropriate, be linked closely to the School Development Plan and/or performance management objectives. Staff members that attend relevant courses will feed back on courses attended through staff meetings. The effectiveness of such professional development will be monitored and evaluated by the SENCO, and information provided during the annual evaluation of the school's overall SEND provision. This will be discussed at meetings with the SEND governor.

21. Links with Other Schools and Agencies (Including the Voluntary Sector)

Links are maintained to ensure the smooth transfer on school entry through liaison and visit to local Early Years settings where necessary. Children are invited to visit us for induction visits in the term before they start school. If necessary, the school liaises with other agencies at this stage.

Children with SEND who transferred from other schools are supported through their induction to the school by the class teacher, SENCO and by classroom buddies to ensure that they have a smooth transition. Liaison with the Secondary Schools into which we feed ensures a smooth transition from year six into year seven. Appropriate members of staff, from the secondary schools, visit the pupils and staff at Chilton Foliat Primary School during the summer term.