



CHILTON FOLIAT PRIMARY SCHOOL
Special Education Needs and Disability (SEND) Report
Last updated: June 2023

	Four Areas of SEND			
	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 help?	<p>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.</p> <p><u>We identify extra help by:</u></p> <ul style="list-style-type: none"> • identification through class teacher, teaching assistant, parental concern • identification after assessment weeks and daily marking and feedback • concerns discussed at SENCO Surgeries • feedback after a boost with an intervention • use Wiltshire Graduated Response 'Plan, Do Review' cycle. • review and evaluate provision according to need and then contact outside agencies if necessary 			
What should I do if I think my child may have a special educational need or disability?	<ul style="list-style-type: none"> • contact the class teacher. • 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?	<p>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:</p> <ul style="list-style-type: none"> • communicate regularly • hold an initial meeting to set up Individual Support Plans; they are used to identify support needed and identify specific objectives to be met. • individual Support Plans are shared with parents and updated every 8 weeks. • have an open door policy so regular discussions on progress can be had • hold parents' evenings to feedback progress and attainment as well as well-being issues that might arise • send an annual report outlines attitude to learning, progress made and attainment gained compared to national expectations • involve external agencies if identified. • hold an annual review if the child is issued with an EHCP (Education Health and Care Plan) 			
How will the curriculum be matched to my child's needs?	<p>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.</p> <p>The class teacher will deliver high-quality teaching that is personalised so that the individual needs are met and adapted when necessary. Specific resources and strategies, underpinned by universal provision will be used to support every child individually and in groups.</p> <p>The class teacher will use appropriate assessments to set outcomes which are challenging but achievable.</p> <p>The class teacher will plan lessons to ensure that there are no barriers to every pupil achieving.</p> <p>Class teachers will engage learners with choice and control over learning strategies, when appropriate.</p>			

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How will you help me to support my child's learning?	<p>Parents will support their child at home in order to work in partnership with the school. The following opportunities will be given for parents to enhance learning at home:</p> <ul style="list-style-type: none"> • family learning sessions in phonics and reading • give parents access to resources from school to use at home, including phonic grapheme cards • give access to individuals to further support parents' knowledge and understanding of teaching methods when necessary and appropriate • at parent's evenings or additional individual meetings teachers give advice on how to support children further at home • resources can be accessed from the school website • parents receive agency reports which often include support materials for home use • parents are given opportunities to attend cluster workshops on specific areas of need 			
What support will there be for my child's overall well-being?	<p>The school promotes a positive behaviour ethos as outlined in our Behaviour Policy.</p> <p>The school also teach children strategies to help them socially and emotionally in the following lessons:</p> <ul style="list-style-type: none"> • 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 the SENCO, who trained in ELSA. <p>The school provides many opportunities for children to participate in after school enrichment.</p> <p>The school gives all children equal opportunities to participate in all activities, including via the pupil premium funding.</p> <p>Older children are given responsibilities to care for others. These may include: buddy systems, play leaders or school councillors.</p>			
	Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health Difficulties	Sensory and/or Physical
What specialist services and expertise are available at or accessed by the school?	<ul style="list-style-type: none"> • Speech and language • Behaviour Support • Educational Psychologist 	<ul style="list-style-type: none"> • EMAS support • SSENS • Speech and language • Educational Psychologist 	<ul style="list-style-type: none"> • CAMHS • Social Care • Paediatrician • ELSA 	<ul style="list-style-type: none"> • School Nurse • Occupational Therapy • Paediatrician
What training have the staff supporting children and young people with SEND had or are having?	<ul style="list-style-type: none"> • Social Skills • ELSA 	<ul style="list-style-type: none"> • Unlocking Letters and sounds phonics interventions. • Setting SMART targets 	<ul style="list-style-type: none"> • Social skills • JIGSAW - PSHE 	<ul style="list-style-type: none"> • Fine Motor Skills • Gross Motor Skills • Visual Screening – changing background colour strips
How will my child be included in activities outside the classroom, including school trips?	<ul style="list-style-type: none"> • Activities and school trips are available to all. • Risk assessments and procedures are in place to enable all children to participate. 			
How accessible is the school environment?	The school environment is suited to all children. Please see Disability and Accessibility Plan.			
How will the school prepare and support my child when joining Chilton Foliat School	Before any child moves to our school we try and find out as much about them as possible to help them settle in quickly. All our new children have the opportunity to come and visit the school and spend a short time in their new class so they know the expectations, can be allocated a buddy and understand the procedure for early morning routine.			

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<p>or transferring to a new school or post-16 provision?</p>	<p>Once we know that a child has SEND, we will meet with parents to decide on the desired outcomes we are all working towards and develop a plan to support each child to achieve these aims. A copy of this plan will be shared with parents as soon as possible after the meeting. If needed some plans may detail a 'transition plan' to help a child to settle into the school easily and happily. This transition should only take a short amount of time and will be decided upon during the initial meeting. If appropriate a one-page profile can be drawn up to communicate to staff exactly how to help the child and explain what we are all working on.</p> <p>Whenever a child moves to another school, we always pass on school records to the new school.</p> <p>If a child has SEND, we also:</p> <ul style="list-style-type: none"> • pass on SEND records to the new school including SEND support plans or Statutory EHCP Plans and one-page profiles • 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. <p>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.</p>
<p>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?</p>	<p>The school has a delegated budget for children with special educational needs and this is used for providing effective provision for individual children. The school holds regular 'Solution Surgeries'. This is for the SENCO to discuss pupils (with parental permission) with the Local Authority Inclusion Support Team. The school will then allocate resources and deploy members of staff according to need. The resources will be reviewed and evaluated during parental meetings, three times a year, and modified to ensure the effective support is maintained to maximise the learning and progress for individuals. Tracking progress on a regular basis will ensure the provision matched the need.</p>
<p>Who can I contact for further information?</p>	<p>If you wish to discuss your child's educational needs, please contact the school office to arrange a meeting with the SENCO/Headteacher</p> <p>Chilton Foliat Church of England (VA) Primary School Chilton Foliat Hungerford RG17 0TF</p> <p>Telephone: 01488 683630 Email: admin@chiltonfoliat.wilts.sch.uk</p>

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