

Special Educational Needs and Disabilities (SEND) Information Report

Chilton Primary School



Inclusion Team

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Kent SEND Information Report

Dear parents and carers,

The aim of this Information Report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

As educational professionals, we are all working towards the ultimate goal of growing independent young people as they prepare for adulthood. All provision and support we provide is working towards achieving the Kent Children and Young People (CYP) Outcomes Framework:



If you want to know more about our arrangements for SEND, read our SEND policy alongside this Information Report.

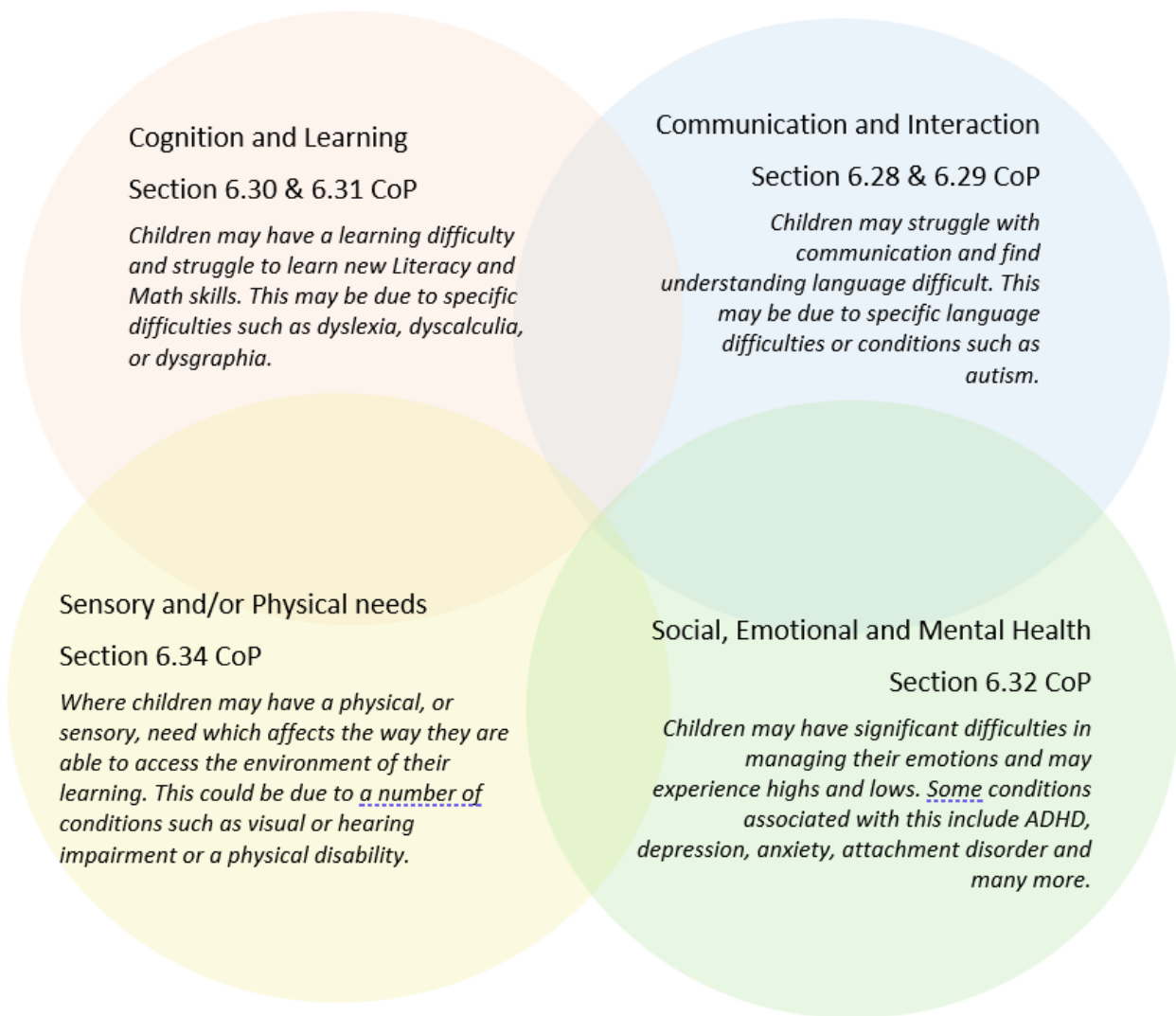
You can find our SEND policy on our website www.chiltonprimary.co.uk

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEND does the school provide for?

Our school provides for pupils with the following needs (as outlined in the SEND Code of Practice 2015):

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Often you will find that children's needs overlap and are rarely confined to one area of need, which is why it is important to gain a wholistic overview of your child.

More information about the Areas of Need can be found in the Special educational needs and disability code of practice: 0 to 25 years (link below).

[SEND_Code_of_Practice_January_2015.pdf \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/374822/SEND_Code_of_Practice_January_2015.pdf)

2. Which staff will support my child, and what are their key responsibilities?



At Chilton Primary School all staff are considered responsible for supporting the needs of pupils with SEND. Our staff are committed to regular, high-quality training to ensure that they have the knowledge and skills to better meet a wide range of pupil needs.

Below outlines key staff who will be supporting your child. *Please note that this list is not exhaustive.*

Carly Reavill : Assistant Head: Inclusion Lead

Fiona Downs : HTLA Speech and Language Leader

Ella Twyman, Victoria Manning & Emma Knight: Thrive Practitioners

Emma Knight: ELSA

Poppy Winchcombe: Play Therapist

Our Special Educational Needs Co-ordinator, or SENCO

Our SENCO and Inclusion Lead is Carly Reavill. Carly Reavill is also the Assistant Headteacher and Senior Mental Health Lead.

Carly has many years of experience working within schools, she is a qualified teacher with 10+ years teaching experience and has been working within a SEND role for over 5 of those years.

Carly has completed the NPQSENCO qualification.

Class/subject teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

We understand the importance of educating staff knowledge of SEND with this remaining a constant CPD focus. In September 2024 the specialist teaching and liaison service delivered the Autism Education Trust training to every member of staff at Chilton. We have received external ADHD training and will continue to offer internal SEND training.

Teaching assistants (TAs)

We have a team of 14 TAs, including 3 Senior TAs who are trained to deliver SEN provision.

We have 14 teaching assistants who are trained to deliver interventions such as Sensory circuits, precision teaching, phonics, handwriting, maths, spelling, see and learn. One HTLA is our Speech and Language lead who works alongside the SENCO to oversee and support the Speech, language and communication needs of children from reception to year 6. We have three thrive practitioners and one of our unqualified teachers delivers Emotional Literacy Support in the mornings.

In the last academic year, TAs have been trained in Thrive, sensory circuits, precision teaching, see and learn, RWI & how to support speech and language within the classroom.

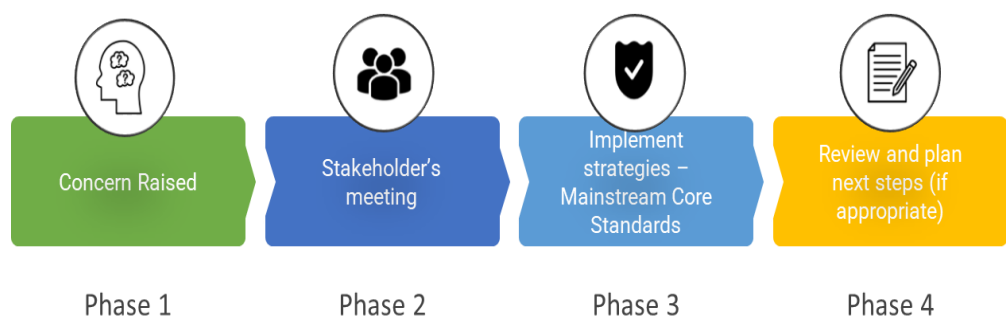
External agencies

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These may include:

- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Educational psychologists
- GPs or paediatricians
- NELFT practitioners
- Occupational therapists
- Therapeutic practitioners
- Wellbeing practitioners
- Safeguarding services
- School Liaison Officer
- School nurses
- SEND Inclusion Advisor
- Specialist Teacher Service
- Speech and language therapists
- Voluntary sector organisation



3. What should I do if I think my child has SEND?

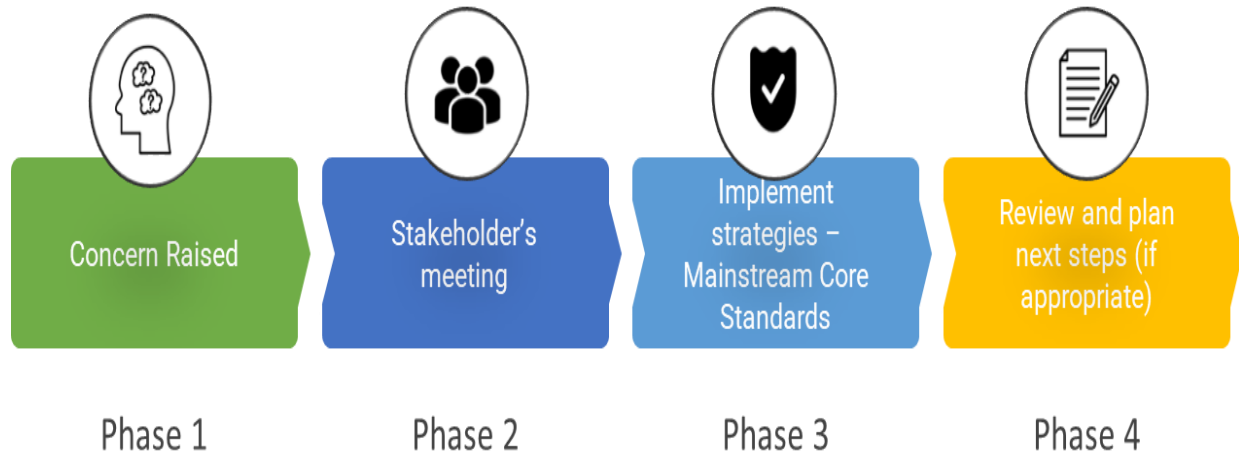


Phase 1	If you think your child might have SEND, raise your concern with the school so that the SENCO is aware. You can do this by speaking to your child's class teacher or contacting the SENCO directly via phone or email; 01843 597695 or carly.reavill@chiltonprimary.co.uk
Phase 2	We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps. We will make a note of what's been discussed and add this to your child's record.
Phase 3	We will implement the agreed strategies and monitor these over an agreed period of time. These are likely to be universal strategies set out in the mainstream core standards. A copy of this can be found here: https://www.kelsi.org.uk/__data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf . This will initiate the 'Graduated Approach' where support will be continually reviewed. See next page for more details.
Phase 4	If we decide that your child needs SEND support, we will formally notify you and your child will be added to the school's SEND register. They will receive additional support and this will be reviewed using the assess, plan, do, review model.

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4. What happens if the school identifies a need?

The same process is followed if a concern is raised by the school.



We follow our schools graduated response tool to determine the child's SEN stage, level of support and monitoring required.

 Chilton Primary School Graduated Response Tool 				
Stage	Provision Required	Support and Provision	Assessment, Recording and Monitoring Systems	Monitored by
1	<i>Universal provision</i>	High quality inclusive teaching Personalised learning targets Necessary learning adaptations made Assessment for learning	Reviewed at Pupil Progress meetings Progress Data	Class teacher Phase Leaders SLT
2	<i>Early intervention support</i>	In addition to stage 1: Support within class through B20% strategy	Reviewed at Pupil Progress meetings Progress Data	Class teacher Phase Leaders SLT
3	<i>Targeted additional support</i>	In addition to stages 1-2; Additional group or individual intervention	Reviewed at Pupil Progress meetings SENCo made aware Intervention records Assess Plan Do Review cycle – Provision Action Maps Added to SEN monitoring list Consider adding to SEN register	Class teacher Phase Leaders SLT SENCo

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4	<i>Prolonged targeted additional support</i>	In addition to stages 1-3; Continued intervention support Potential LIFT referral	SEN register Added to SEN overview Reviewed at Pupil Progress meetings Intervention records Assess Plan Do Review cycle- Provision Action Maps SENCO monitoring provision	Class teacher Phase Leaders SLT SENCo
5	<i>Targeted intensive additional support</i>	In addition to stages 1-4; Multi-professional support/ LIFT referral Personalised plan Consider request for EHCP Consider request for HNF	SEN register Pupil passport Personalised plan SENCO monitoring provision Consider end of year transition meetings	Class teacher Phase Leaders SLT SENCo
6	<i>Provision over and above stage 4 including specialist/ individual provision</i>	In addition to stages 1-5; EHCP reviewed annually Multi-professional support Personalised plan	EHCP Annual review meeting Pupil passport Personalised plan SENCO monitoring provision	Class teacher Phase Leaders SLT SENCo

All our class teachers are responsible for the monitoring of all pupils who have been identified as having SEND. They also review those who are not making the expected level of progress in their schoolwork or socially.

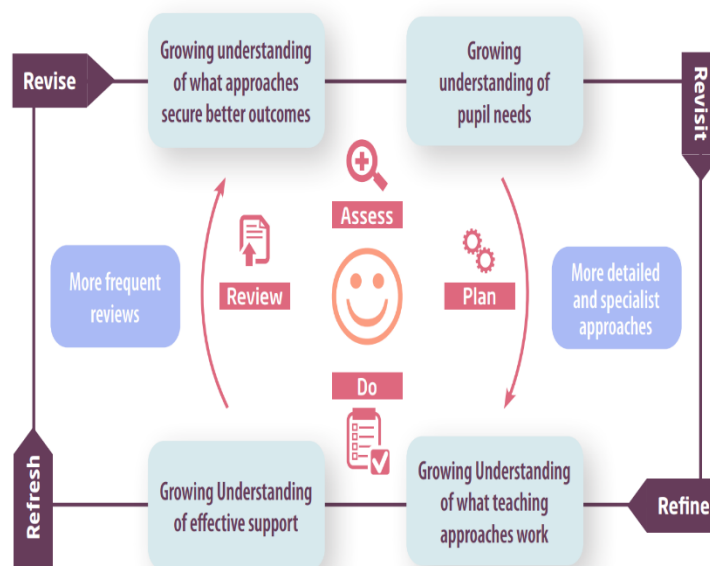
If the teacher notices that a pupil is having difficulties, they try to find out if the pupil has any gaps in their learning. If they can find a gap, the school will provide appropriate support. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

If the pupil is still finding it difficult to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEND, and the school will follow the graduated approach (see previous page).

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEND needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



Assess	If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as getting help from external professionals where necessary.
Plan	In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.
Do	We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.
Review	We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer; this may mean the Plan, Assess, Do, Review cycle continues.

For academic attainment we will track progress generally twice a year using Viking Assessment Grids. These are reviewed by class teachers and all members of SLT.

For children who present with significantly delayed academic progress we will track their progress using iSEND. This data is collected 3 times a year and is reviewed inline with personalised plans.

6. How will I be involved in decisions made about my child's education?

We will provide annual reports on your child's progress. If your child is identified as either stage 5 or 6 according to our graduated response tool (see above). You will receive an additional three reports which details the progress your child is making, this is tracked and documented via a 'Personalised plan'

A member of staff who knows your child well will meet you twice per year, to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

You will then meet a further once to review the years progress and look forward to next steps and transition. This final meeting will be held with the SENCO, your child's current teacher and your child's new class teacher where possible.

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

If you have concerns that arise between these meetings, please contact the SENCO directly via email at, carly.reavill@chiltonprimary.co.uk or via phone: 01843597695, or speak directly to your child's class teacher.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and individual needs. We recognise that no two pupils are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey



8. How will the school adapt its teaching for my child?

Your child's teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt our approaches to how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child and are guided by the Mainstream Core Standards in the first instance.

These adaptations may include:

- Adapting our approaches, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.



- Adapting our resources and staffing



- Using recommended aids, such as Ipads, clicker, coloured overlays, visual timetables, larger font, etc.



- Teaching assistants or support staff will support pupils appropriately depending on their presentation of need



- Scaffolding lesson materials

We may also provide the following interventions:

Sensory circuits, Lego Therapy, Precision teaching, See and Learn, Thrive, ELSA, Pre-teaching or catch up interventions for the following; phonics, handwriting, maths, spelling.

These interventions are part of our contribution to Kent County Council's local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions at the end of every term
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps & data to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)



10. How will the school ensure my child has appropriate resources?

It may be that your child's needs mean we need to provide additional resources such as:

- Additional resources to support their learning
- Adaptations to in class support
- Further training for our staff
- External specialist expertise

Where appropriate, we will consult with external agencies to get recommendations on what will best help your child access their learning and use our best endeavours to ensure these are supplied. We will review the need for appropriate resources in line with our Assess Plan do Review Cycle as explained above.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?



The expectation is that all schools providing an inclusive provision for all pupils. It may be necessary for some pupils to receive interventions in addition to a broad and balanced curriculum.

Our environment is designed with inclusion at the core. Each classroom has an 'Inclusion Trolley', stocked with ear defenders, fidget toys, pencil grips, wobble cushions. We provide flexible seating options for all children and work alongside them to identify what best suits their needs.

We are a dyslexia friendly school, which includes dyslexia friendly fonts and sizing, coloured backgrounds and text and visual stress tests which identify when the use of coloured overlays and books are appropriate. We may offer technology where appropriate to support children with their writing, this includes access to the 'clicker' software and Doodle App.

All pupils are encouraged to go on all of our school trips from Reception up to year 6.

All pupils are encouraged to take part in all areas of school life including Christmas plays, Church services, sporting events to name a few.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?



We follow our school admission policy which is non selective in line with Kent County Councils admissions procedures. Please see Chilton Primary School Admission Policy on our school website; www.chiltonprimary.co.uk

13. How does the school support pupils with disabilities?



We make reasonable adjustments where possible to adapt to the specific needs of the child. We adhere to the equalities act which states that you are disabled if you have a physical or mental impairment that has a ‘substantial’ and ‘long-term’ negative effect on your ability to do normal daily activities.

14. How will the school support my child’s mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- We are a Thrive school, meaning we put the mental health, emotional and social development at the forefront of everything we do. We have weekly Thrive sessions in class which specifically target the needs of the class. We have also embedded Thrive through every element of the school day including the transition into school, lunchtimes, assemblies etc. For children who

require a higher level of well-being support we have Thrive practitioners who are able to support children including those with SEND on a 1:1 or small group basis.

- We provide extra pastoral support for children whom require it including those with SEND. This is facilitated through our Wellbeing, Inclusion & Pastoral Support (WIPS) teams twice-termly meetings in which children who have been identified as requiring additional pastoral support are discussed and then provided with additional support. This can include any of the following; Children's champion, Dare to differ, Spurgeons counselling, 1:1 or group Thrive, ELSA, play therapy.
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by ensuring our school values, Respect, Equality, Courage & Kindness are at the core of everything we do. Our Behaviour policy is followed explicitly to ensure all behaviour is monitored and addressed. In specific circumstances we follow our anti-bullying policy to ensure any bullying is eradicated

15. What support is in place for looked-after and previously looked-after children with SEND?



Carly Reavill, the SENCO will ensure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Pupils who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

16. What support will be available for my child as they transition into reception, between year groups and onto secondary school?

Between years

To help pupils with SEND be prepared for a new school year we:



- Provide all children with a social story preparing them for the next academic year
- Arrange whole class transition activities including; personalised videos, story times, three transition days

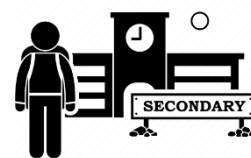
- Schedule additional transition sessions with the new class teacher towards the end of the summer term for specific children
- Offer a select group of children specific transition meetings to discuss current needs and next steps. SENCO, parents, current class teacher and new class teacher to attend.

Between phases

The SENCO of the secondary school will come into our school for a meeting with our SENCO and year 6 teachers. They will discuss the needs of all the pupils who are receiving SEND support.

Pupils will be prepared for the transition by:

- Learning how to get organised independently
- Plugging any gaps in knowledge
- Meeting members of staff from their new school
- Completing a wide range of specific transition activities run by both internal staff and external visitors



17. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family. We offer meetings with the SENCO/ Mental Health Lead who will aim to support your specific needs.

To see what support is available to you locally, have a look at Kent County Councils local offer. Kent County Council publishes information about the local offer on their website:

[About the SEND local offer - Kent County Council](#)

Local charities that offer information and support to families of pupils with SEND are:

[Spurgeons Charity | Home](#)

[Kent - Emotional Wellbeing Teams | NELFT NHS Foundation Trust](#)

National charities that offer information and support to families of pupils with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

18. What should I do if I have a complaint about my child's SEND support?

Complaints about SEND provision in our school should be made to the class teacher in the first instance, following this complaints should be made to the SENCO. They will then be referred to the school's complaints policy.

Complaints policy - [download.asp](#)

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

[Mediation support and appeals - Kent County Council](#)

19. Supporting documents

- *Equality Information and Objectives Policy*
- *Child protection and safeguarding policy*
- *Behaviour Policy*
- *Accessibility Plan*
- *Attendance and punctuality policy*
- *SEND policy*

- *SEN & Disabilities Code Of Practice 2015*
- *Mainstream Core Standards*



20. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEND support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEND in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment

- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support pupils with SEND
- **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEND
- **SEND support** – special educational provision which meets the needs of pupils with SEND
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages