



**CHILTON COMMUNITY
PRIMARY SCHOOL**

Respect, believe, achieve

Special Educational Needs and Disability (SEND) Information Report

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Chair of Governors	Mr. Gary Kenworthy
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Introduction

Welcome to the SEND information report for Chilton Community Primary School. This report forms part of the Suffolk Local Offer and Special Educational Needs and Disability. As a school, we have the obligation to publish and review this report annually.

What is meant by local offer?

<http://infolink.suffolk.gov.uk/kb5/suffolk/infolink/localoffer.page?localofferchannelnew=>

The purpose of the Local Offer is to provide choice and transparency for families. It is an important resource for parents/carers in understanding the range of services and provision in the local area and should support them in making informed choices and decisions regarding their child's education.

What is the SEND Information Report?

The SEND Information Report is unique to each school and includes information regarding the provision for pupils with SEND that is available at that school. The School SEND Information Report forms part of the LA Local Offer.

Chilton Community Primary School SEND Report

Our school is committed to providing support for children with SEND in line with the requirements of the SEND Code of Practice: 0 to 25 years. The aim of our SEND Information Report is to provide an outline of the provision and support available at our school to meet the needs of pupils with Special Educational Needs and/or disabilities. To provide an improved, compliant policy we would like to co-produce our next SEND Report with families, staff and governors.

To contribute to the next review of our SEND Information Report in Summer 2026 please contact: Special Educational Needs and Disability Coordinator (SENDCo) via the school office.

What is SEND and what kinds of SEND are provided for at Chilton Community Primary School?

'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.' (SEND Code of Practice:0 to 25 years- 6.15)

Chilton Community Primary School is supported by the Local Authority to be as inclusive as possible. We are determined to meet the needs of children with SEND in a mainstream setting, wherever possible, and where families want this to happen.

Chilton Community Primary School is an inclusive school which aims to ensure that all children, regardless of their specific needs, make the best possible progress in school. The following broad areas of SEND give an overview of the support provided at Chilton Community Primary School. The purpose of our SEND support is to recognise and identify the kinds of support a child's needs and to plan, implement and review the action that the school needs to take to meet the needs of the child. It is also our intention to work closely with families to ascertain the needs of the child. A child is an individual and may have needs in more than one of these broad areas and a child's needs may change over time.

Communication and Interaction

Children are supported in the development of their speech, language and communication. This area also includes children with Autism Spectrum Disorder (ASD). These children may have particular difficulties with social interaction.

Cognition and Learning

An array of strategies are used to support children with learning difficulties here at Chilton Community Primary School, including a range of interventions and resources to support individual learning needs. This includes support for children with Specific Learning Difficulties, such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health Difficulties

At Chilton Community Primary School, we recognise that children may experience a range of social and emotional difficulties. We aim to provide a nurturing learning environment to support children in their social and emotional development. We also work closely with external agencies where it is felt that children may have an underlying mental health difficulty.

Sensory and/or physical needs

At Chilton Community Primary School, we would seek advice from specialists such as Special Educational Services and health professionals on supporting children with visual, hearing or multi-sensory impairments and/or a physical disability.

Medical needs

We also seek advice and guidance from health professionals on supporting children with medical needs and formulate an Individual Medical Care Plan for the child.

How are Special Educational Needs identified and assessed?

At Chilton Community Primary School we listen carefully to parents/carers. Where a parent/carer has a concern about their child's learning or progress, we listen and work with the parent/carer to identify any particular difficulties or factors which may be important in the identification of any Special Educational Needs. It is vital that we know how children behave at home, in order to understand how they behave at school.

The class teachers at our school know the children in their class very well. When children transfer to new teachers as they move through the school, their new teacher already has an understanding of the child's learning from information passed up by the previous teacher and from each child's individual learning records.

Our marking and assessment policy supports teachers in monitoring learning and regular assessed pieces of work means that class teachers have a very good understanding of where every child is up to in their learning and can help identify where there may be cause for concern.

We aim to identify any Special Educational Needs as early as possible in order to provide appropriate support and early intervention. However, we recognise that Special Educational Needs can become apparent or affect a child at any point during their school career and so we continually monitor progress to ensure every child is progressing in their learning. Where a concern is raised by a parent/carer, a teacher or the child, we may then monitor progress or carry out specific assessments of the child's learning to identify any possible Special Educational Needs. The SENDCo can carry out a range of assessments to help identify possible areas of difficulty or Special Educational Needs.

Individual Support Plans

Where a Special Educational Need is identified, we then plan and implement an Individual Support Plan that identifies desired outcomes and the support or provision needed to achieve these outcomes. The SEND Learning Plan is reviewed termly by the class teacher. Parents /carers are asked to be fully involved in the Learning Plan process.

We may also seek specialist advice or support from outside agencies in order to meet the child's individual needs. The majority of children with SEND will have their needs met by the school through the school's SEND budget. Where the cost of the necessary provision to meet a child's needs exceeds this, the school applies for additional top-up funding. This is known as High Needs Funding.

EHCP's

Where a child has significant needs, it may be appropriate for a request to be made to the Local Authority to carry out an Education, Health and Care needs assessment. These requests can be made by the child's parent/carer or the school. Where the LA agrees to carry out an Education, Health and Care needs assessment, they will then decide whether it is necessary for it to make additional provision through an Education, Health and Care Plan (EHC Plan).

Who should a parent/carer contact if they are concerned about their child's learning or progress?

If a parent/carer has any concerns about their child's progress, they should contact the class teacher in the first instance. The class teacher is the person with accountability for teaching the children in their class and they tend to be best placed to inform a discussion about the child.

If a parent/carer has further concerns, they should make an appointment through the school office to speak to the school SENDCo.

How does the school monitor the progress of the child?

At Chilton, a child's progress is continually monitored by his/her class teacher, identifying where they are improving and where further support may be required.

Their progress will be reviewed formally with the Headteacher/SENCo every term at Pupil Progress Meetings. As a school, we measure progress in learning against National benchmarks and age related expectations. Children who are not making expected progress or are experiencing difficulties are identified and ways of supporting them to overcome barriers to learning are discussed and actions are agreed. Children who continue to experience difficulties with learning may be identified as having a Special Educational Need.

If a child is receiving additional support because of their identified Special Educational Need, they will have an Individual Support Plan based on targets designed to accelerate learning and close the gap / targets set by outside agencies specific to their needs. Progress against these targets will be reviewed termly, and used to inform a future plan of support, if necessary.

The progress of children with an EHC Plan will be formally reviewed at an Annual Review with all adults involved with the child's education.

Regular book monitoring and learning walks are carried out by the Headteacher, Deputy Headteacher, SENCo and other members of staff to ensure the quality of teaching and learning and that the needs of all children are met.

At the end of Year 6, all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to conduct, and the results are published nationally.

Standardised assessments may also be used to monitor the impact of any specific intervention programmes in place to support a pupil.

What support is available for children in class?

All teachers are teachers of SEND. The child's teachers are responsible for planning lessons that are inclusive, accessible, and adapted so that all children make progress.

Most children will have their learning needs met through 'High Quality First' teaching and exciting learning opportunities at Chilton Community Primary School. Where children need provision that is 'different from or additional to' that normally available to children of the same age, this will be provided wherever possible at our school.

Some of the ways our teachers plan for this are:

- small group or 1-1 learning with a teaching assistant or teacher
- pre-teaching content or vocabulary where the teacher or TA teaches the pupil/s the words that they will need to know before a lesson so that they can take part fully
- over-learning topics, where parts of a topic are re-taught to make sure that pupils have learnt it
- much of our curriculum is supplemented by subscriptions to carefully sequenced schemes of work such as Power Maths or Read, Write, Inc. in order to ensure the quality of resources and a carefully sequenced progression for all children.
- providing specially targeted texts and resources appropriate for a pupil's reading age
- providing additional resources or materials (for example practical resources, visual aids or additional ICT)
- adapting and adjusting resources and materials to make them accessible for pupils
- referrals to Special Education Services (SES) to access specific and tailored guidance and advice to support your child.
- referrals to Neurodevelopmental pathway to access advice, support and diagnosis for children who are neuro diverse and are seeking a diagnosis of ADHD (attention deficit hyperactivity disorder) and/or ASD (autistic spectrum disorder).
- implementing advice and strategies from outside agencies supporting the pupil

If your child has an Education, Health and Care Plan, this will specify the support needed for your child. All staff working with your child will work together to put this provision in place to support the achievement of the outcomes detailed in the Plan.

Some children's needs are met within their mainstream class all of the time. Where it is felt beneficial, a child may be withdrawn from their class for individual or group support for particular elements of the curriculum.

How are parents/carers consulted and involved with their child's education?

As part of our parent/carer/teacher consultation and reporting arrangements, parents/carers of children with SEND are consulted regarding their child's education through regular meetings to review the child's SEND Learning Plan. During these meetings, progress towards the previously agreed desired outcomes for the child are discussed and new outcomes agreed. Information is shared regarding how the school will meet the child's needs and monitor progress made and ideas are given regarding possible ways parents/carers can support their child at home. In addition to these meetings, parents/carers or the school may request additional meetings to discuss progress as appropriate.

Shared parent/carer and child homework tasks encourage discussion and shared learning experiences. Parents/carers of children with SEND are also encouraged to support their child at home through the suggestions made on the child's SEND Learning Plan which are specific to the desired outcomes for the individual child.

How will a child be informed of their Special Educational Needs? How will they be consulted and involved in their education?

One of our values- 'achieve' sums up our ethos of celebrating everyone's successes while also recognising that everyone finds some things more difficult, supports children in recognising their own strengths and areas of difficulty. Where a child has a specific Special Educational Need or disability, the school is happy to support parents/carers in discussing this with their child in a positive way and at an age-appropriate level. Please speak to your child's class teacher or the SENDCo if you would like support in this. Children are encouraged to be reflective and self-evaluate their work and learning. During EHCP review meetings children are encouraged to self-evaluate their progress towards the outcomes. Children with Education, Health and Care Plans (EHCP) are invited, where possible, to attend their Annual Review meetings.

How will the child’s progress towards outcomes be assessed and reviewed and how will the child and their parents/carers be involved in this review?

The child’s progress towards the agreed outcomes in their Individual Support Plan or EHCP will be assessed by the class teacher under the guidance of the SENDCo. Ongoing assessment of the child’s learning will take place during lessons, marking of work and in termly assessments. In addition to this, specific assessments may be carried out in order to measure the child’s progress towards the outcomes. The SENDCo may be involved in carrying out specific assessments, especially for pupils who have an EHCP.

During the review, where an outcome has been achieved, successful strategies, approaches and interventions will be discussed and recorded. Where an outcome has not yet been achieved, the extent to which it has been achieved will be discussed together with any limiting factors. The provision that was made in order to support the child in achieving the outcome will be considered and amendments made as appropriate. This may include breaking down the outcome into smaller steps or alternative provision made to support the child. The child and their parent(s)/carer(s) will be invited to attend regular review meetings. This graduated approach model of “Assess, Plan, Do and Review” ensures that children are making progress at their own rate and allows for desired outcomes and next steps to be carefully planned and evaluated.



What adaptations are made to the curriculum and the learning environment of children with SEND?

Adaptations are made to the curriculum and learning environment to meet the individual needs of a child wherever these are possible and reasonable. Advice is sought from appropriate professionals to ensure appropriate adaptations are made wherever possible. These could include:

- Individualised curriculum planning to meet specific needs, e.g. individualised PE planning for a child with a physical difficulty.
- Adaptations to the curriculum to suit a particular learning style e.g. visual, auditory/kinaesthetic.
- Adaptations to the curriculum to meet particular sensory needs, e.g. to meet the needs of a visually impaired child
- Adaptations to the learning environment to meet the individual needs of a child e.g. work cards and prompts to support children with working memory difficulties, enlarged text to support children with impaired vision, etc.

How accessible is our building?

Our building is built on two levels, with 4 classrooms upstairs. These are the KS2 classes and are accessed via stairs. We have a risk assessment in place for how children use the stairs. The main dining hall can be accessed via the ground floor. We have, in the past, been able to move classrooms in order to meet the needs of a child, when this advice has been given by external professionals. More details regarding the accessibility of the building and curriculum can be found in our Accessibility Plan, available on the school website.

What support is available for improving emotional and social development of children with SEND? What extra pastoral support is available to listen to the views of children with SEND and what measures are in place to prevent bullying?

At Chilton Community Primary School, we recognise that most children need support in their social and emotional development from time to time and that some children need more support in this area than others. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative.

We are committed to providing support for all children whenever it is needed. We have a very caring staff who are skilled in spotting children who may be having difficulties and we have a vast range of strategies and support we can put in place to support individuals.

This could include:

- A named member of staff to meet and greet a pupil on an individual basis to ensure their day gets off to a good start
- Accessing support from outside agencies on an individual basis such as the Mental Health Support Team or School Nurse
- We also organise family sessions on topics such as anxiety, self-esteem or resilience
- We also run nurture groups, breakfast clubs and nurturing lunch clubs to support children

How will the school support my child to join the school, transfer to a new class or transfer to a new school?

We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible.

If your child is joining us from another school:

We will contact your child's previous school to ensure that we have detailed information about your child's needs and the support that has been in place to enable us to plan the provision that we need to put into place.

Your child will be able to visit our school and stay for a taster session, if this is appropriate.

If your child is moving to another school:

We will contact the school SENCo and ensure he/she knows about any additional support that needs to be arranged for your child.

We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

Information will be passed on to the new class teacher in advance.

Pupil Passports, Support Plans and Education, Health and Care Plans will be shared with the new teacher.

All pupils will have the opportunity to spend a morning with their new class teacher ahead of the start of the new school year.

If your child would be helped by a Moving Up booklet to support them in understanding moving on, then one will be made for them.

In Year 6:

The SENCo will discuss the specific needs of your child with the SENCo of the child's secondary school.

Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.

Where possible, your child will visit their new school on several occasions.

Staff from the new school will usually visit your child in this school.

If your child would be helped by a Transition Booklet to support them in understanding moving on, then one will be made for them.

We encourage parents/carers to visit the High School you want your child to attend and arrange to meet with their SENCo to discuss your child's needs and how best to support them.

How does the school involve other bodies, including health and social care, local authority support services and voluntary sector organisations in meeting the special educational needs of children and in supporting their families?

The school makes referrals to other bodies, including health and social care, local authority support services and voluntary sector organisations as appropriate to support the needs of an individual child and their family. A referral will be made, where appropriate, with the consent and support of the child's parents/carers and taking into consideration the views and opinions of the child and the child's parents/carers.

What arrangements are in place for handling complaints from parents/carers of children with SEND about the provision made at the school?

If a parent wishes to make a complaint about the provision made at our school for children with Special Education Needs the parent could:

Speak to the child's class teacher initially.



Write to or make an appointment to see the SENDCo and the class teacher.



Write to or make an appointment to see the Deputy Head Teacher.



Write to or make an appointment to see one of the Headteachers.



Write to the Chair of Governors at the school address.