

## Chilton Primary School SEND Information Report 2025

This report sets out information about the ways in which Chilton Primary School meets the provision for children and young people with Special Educational Needs and Disabilities (SEND).

### About our school

Chilton Primary School provides for children and young people with a wide range of special educational needs including those with:

- **Communication and Interaction needs:** This includes children who have speech language and communication difficulties including autistic spectrum conditions.
- **Cognition and Learning needs:** This includes children who have learning difficulties and specific learning difficulties like dyslexia, dyspraxia and dyscalculia.
- **Social, Emotional and Mental Health needs:** This includes children who may have behaviour difficulties relating to emotional conditions such as anxiety, depression, ADHD or Autism.
- **Sensory and/or Physical needs:** This includes children who have visual or hearing needs, or a physical disability that affects their learning

We are a mainstream school and our Special Educational Needs Coordinator (SENCo) is: Mrs Knight. She is a qualified teacher and SENCo who holds the National SENCo Award. She works closely with the Headteacher to oversee the provision and monitoring of children's learning and progress throughout the school and to support the families of those children with special educational needs. Mrs Rippington is our SEN Assistant and supports Mrs Knight with monitoring the SEN provision in our school. Mrs Knight can be contacted on: 01235 834263 [office.2555@chilton.oxon.sch.uk](mailto:office.2555@chilton.oxon.sch.uk). Our governor with responsibility for SEN is Helen Rae; she can be contacted via the school office. Our SEN Policy, Equality Scheme and Accessibility Plan can be found on our school's [website](#). If you would like a hard copy, please request one from our school office.

### How do we identify and give extra help to children and young people with SEND?

The school uses Oxfordshire County Council's SEND framework to identify, assess, and meet the needs of children and young people with SEND. The graduated response consists of four steps. Assess, plan, do, review. It helps understand a child or young person's needs, allows support to be put in place, and ensures they progress. It also ensures that parents and carers are kept actively involved and informed throughout the whole process of planning.

The guidance sets out:

- How we identify if a child or young person has a special educational need.
- How we assess children and plan for their special educational needs, and how we adapt our teaching.
- Ways in which we can adapt our school environment to meet each child's needs.
- How we review progress and agree outcomes and involve you and your child in this process.

We use the Oxfordshire SEND Indicators Toolkit to identify children's needs and the [Oxfordshire Ordinarily Available Toolkit](#) to enable us to make adaptations in our setting and curriculum to meet the needs of learners.

### **How do we work with parents and children/young people?**

The partnership between school and home is important to us at Chilton Primary School. We will always contact parents if we have a concern that a child or young person may have a special educational need and no child goes onto the school's Special Needs register without the full consent of the child's parents or guardian. We work closely with children with SEN and their families to agree outcomes and to plan how we will all work together towards these, and then to review progress. This communication happens in a variety of ways:

- Each child has a Pupil Profile which outlines the interventions and/or strategies used to support the child's learning. This document is sent home and shared with parents.
- Pupil Profiles are reviewed three times a year. Meetings are held between the parents and class teacher in the Autumn Term and also in the Spring and Summer Terms. This enables us to review the Pupil Profile and discuss the child's progress and any other issues.
- A full school report is sent out to parents at the end of the summer term and there is an opportunity for parents to meet with teachers twice a year at parents evenings.
- Parents are always able to speak to class teachers at the end of the school day regarding any concerns.
- Appointments can be made to see Mrs Knight by phoning or emailing the school office.

### **Adapting the curriculum**

We offer a broad and balanced curriculum for all children and young people including those with SEN. Please look at the school website for information on the broad and exciting curriculum the children enjoy as part of our school ethos. Teachers are responsible for the progress of all children, and lessons are well differentiated to ensure success and progress for everyone. The way we adapt the curriculum and environment for children with SEN and disabled children is set out in the school [accessibility plan](#). In class, resources such as word banks, coloured overlays and writing frames are used to increase confidence and enable children to become independent learners. At Chilton Primary School we believe in quality first teaching for all, which means that most children's needs will be met within the classroom learning environment. If required, the school offers intervention programmes where needed which offer support in addition to the core curriculum to boost and support children's learning. These are usually delivered by the class teacher or trained Teaching Assistant and are monitored by the SENCO. These interventions may support a particular aspect of learning such as reading and comprehension or numeracy but we also offer social/nurture groups to enable children to develop communication and social skills and increase their self-esteem. We also have a trained Emotional Literacy Support Assistant (ELSA) who works with individuals and groups of children.

We choose to run these interventions because they have a positive impact on the child, enabling them to feel more confident and to close the attainment gap with their peers. We recognise that what works for one child does not always work for another, which is why the impact of all interventions is closely monitored alongside the progress data for each

individual child. Most interventions run for a period of 6-8 weeks and we would expect to see a positive impact in that time.

### **What expertise can we offer?**

Our SENCo Mrs Knight holds the National SENCo Award. Staff training is undertaken in various aspects of SEN according to the needs of the children to ensure that the provision made and support given to pupils is appropriate and effective. The training needs of staff are reviewed as part of the CPD process in school. Training may take the form of attendance at external courses on particular conditions such as dyscalculia, dyslexia or autism, or is offered through in-house training run by the SENCo or other specialists such as our Educational Psychologist or a Language and Communication Advisory Teacher.

We have access to a range of specialist support services including;

- Educational Psychology Service
- Early Intervention - Locality & Community Support Service (LCSS), Didcot Children & Family's Centre
- SENSS (Special Educational Needs Support Services), who support children with communication and language, sensory needs and physical needs. Teams include, Communication & Interaction, speech therapy, occupational therapy, SEN ICT and physical disability service.
- Behaviour Support Service Outreach from specialist schools (as needed).
- Child and Adolescent Harmful Behaviour Services (CAHBS)
- Adoption Support Agencies
- Hearing Impairment Team
- Children's Social Care
- Autism Advisory Service
- Child and Adolescent Mental Health Services (CAMHS) and the Mental Health Support Team (MHST)
- OXSIT (Oxfordshire School Inclusion Team)

Information about these services and what they offer can be found on the Oxfordshire County Council SEN web pages by clicking on the link below: [Oxfordshire SEND local offer](#)  
[| Oxfordshire County Council](#)

We always discuss the involvement of Specialist SEN services with parents first.

We also work with other services and organisations that are involved with a family, with the family's permission.

### **How do we know if SEN provision is effective?**

We measure children's progress in learning against expectations for the end of each year group, as set out in the 2014 National Curriculum. Class teachers continually assess all children, identify areas where they are improving and where further support is needed. The progress of all children/young people is tracked throughout the school using Bromcom (the school management information system) and this data is analysed regularly during termly Pupil Progress meetings with class teachers, the Head teacher, Assistant Heads and specific subject leaders where necessary eg the maths lead.

In addition, for children with SEN, we regularly review progress towards agreed outcomes, assessing whether the support that has been in place has made a difference, and what we need to do next. We evaluate this progress against age-related expectations. When we run intervention programmes for groups of children, we assess how successful they have been. Then we use that information to decide how best to run them in the future.

Interventions and support are coordinated by the SENCo on phase provision maps, to ensure effective use of time, resource and expertise. This is revisited and updated each term (three times a year), with interventions ceasing where children have met targets, or being re-planned where these have not been met. Our SENCo works strategically to evaluate the effectiveness of any intervention programmes used in school, assessing how successful they have been, and using that information to decide on how best to run them in the future.

### **How are children and young people with SEN helped to access activities outside the classroom?**

All children and young people are included in activities and trips, following risk assessments where needed, and in accordance with duties under the Equalities Act 2010. We talk to parents and young people when planning trips, so that everyone is clear about what will happen and how the trip will run.

Information about activities and events for disabled children and those with SEN in Oxfordshire can be found in the Family Information Directory:

<http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page>

Oxfordshire's accessibility strategy can be read at: [Guidance and policies about SEN and disability | Oxfordshire County Council](#)

### **What do we do to support the wellbeing of children/young people with SEN?**

All children have the opportunity to share their views through their school council representatives, and we encourage all children to talk to staff if they have a problem. We listen to the views of children/young people with SEN, and we regularly gain their input into provision and, where appropriate, the planning of Pupil Profiles. Bullying is not tolerated, and procedures followed can be found in our Behaviour Policy. This can be found on the School website and is available as a paper copy from the School office. We also have a trained member of staff who is an ELSA's (Emotional Literacy Support Assistant) they offer valuable support at times to children who need it to build children's self-esteem and confidence outside the academic curriculum.

### **Joining the school and moving on**

We encourage all new children to visit the school before starting. For children with SEN, a meeting with the SENCo is recommended. We will also speak to previous schools in order to gain further information and records.

We begin to prepare young people for transition into the next stage of their education by working closely with the relevant agencies. Year 6 children transferring to local Secondary Schools have the chance to visit the new school for a day. Representatives from the

Secondary Schools visit to talk to the children. The SENCo and Year 6 teacher liaise over the transfer procedure, and, when transfer is local, meetings are arranged between the appropriate staff. At all times of transition, SEN information is gathered together, and records transferred to the new teacher or school. Additional meetings are arranged for those children who may require more than one visit prior to transfer.

## **Who to contact**

If you are concerned about your child, please in the first instance discuss your concerns with their class teacher. Our SENCo is very happy to be part of any meeting you may wish to have and may also be able to support with access to other suitable professionals.

If you would like to offer feedback, including compliments and complaints about SEN provision, please contact Mrs Knight (SENCo).

If you would like impartial advice from SENDIASS Oxfordshire – Supporting parents of children and young people with Special Educational Needs and Disabilities - [SENDIASS Oxfordshire | Information, advice & support in Oxfordshire \(sendiass-oxfordshire.org.uk\)](http://sendiass-oxfordshire.org.uk)

If you would like to know more about opportunities for children and young people with SEN and their families, support groups, or information about SEN, these are listed in the Family Information Directory: <http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page>

Oxfordshire's Local Offer contains lots of information for parents. Click here to see it: <https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-local-offer>

Our school has contributed to the county's Local Offer through attendance at training workshops and through trialling of new guidance and systems.