



Annual Report to Governors: Special Educational Needs and Disabilities (SEND) 2023/2024

Overview

At Chiseldon Primary and Nursery School, we take great pride in being a school that values inclusivity and support, making sure that every child receives a curriculum and school experience tailored to their unique needs. Our facilities and premises have been modified to ensure accessibility for disabled individuals. We offer a variety of interventions focused on reading, writing, and mathematics, aimed at providing additional support to pupils with special requirements. To assist parents, we organise informative workshops, offering them extra guidance and assistance.

Data

- We have a total of 46 pupils (24% of our school population) identified as having special educational needs and/or disabilities (SEND).
- The primary categories of need include:
 - Specific Learning Difficulty (7 pupils)
 - Speech, Language and Communication Needs (3 pupils)
 - Autistic Spectrum Disorder (2 pupils)
 - Hearing Impairment (3 pupils)
 - Other categories (Physical Disability, Moderate Learning Difficulty, Disability Affecting Mobility, Social, Emotional & Mental Health, and SEN Support with no specialist assessment)
- 6 pupils have an Education, Health and Care Plan (EHCP), and 30 pupils are receiving SEN Support.
- The attendance rate for pupils with SEND is 91.68%, compared to the whole-school attendance rate of 94.3%.

Identification and Assessment

Our school fosters a responsive culture where we proactively seek to identify SEND at an early stage. We actively collaborate with new parents to ensure timely and appropriate actions are taken. The Senior Leadership Team and the Special Educational Needs Coordinator (SENCO) play a crucial role in identifying and addressing the needs of children, working closely with staff and parents/carers.

Consulting and Working with Parents

We ensure that all parents/carers of children with SEND are kept informed about their child's needs and actively seek their input. Teaching staff hold at least one meeting per term with parents, and additional meetings can be scheduled as needed. We involve parents/carers in the decision-making process before engaging any external agencies, and we follow the guidelines outlined in the Swindon Borough Council Core Standards documentation for children with SEND.

Consulting and Working with Children with SEN

We actively seek the input of children with SEND regarding their strengths, areas of difficulty, and how they believe we can assist them. We involve a familiar adult known to the child to ensure the appropriateness of the consultation and discussion. We engage the child at every stage of the process and incorporate their perspectives during annual reviews.

Assessment, Review, and Progress

We assess progress through various methods, such as analysing books, evaluating reading and spelling abilities, and making qualitative observations. External agencies also contribute to this



process by conducting regular evaluations. Parents or caregivers are invited to attend annual reviews for children with an EHCP, and they are kept informed about any updates regarding children with an Individualised Education Plan (IEP).

Transitions

We place great importance on transitions, with carefully designed transition days to support the needs of all our pupils. We provide additional support, such as social stories, for children with anxiety or Autism Spectrum Condition (ASC). Throughout the transition process, we ensure that parents and children are kept informed at every stage.

Teaching Children with SEND

Our primary focus is on delivering quality first teaching to ensure that every child can reach their full potential. Inclusive education is our goal, with children with SEND being integrated into the regular classroom setting, except when they participate in specific interventions outside the classroom as needed. We employ a wide range of resources and provide appropriate scaffolding for pupils with SEND, encouraging peer support to enhance their learning experience.

Adapting the Curriculum and Environment

We have made adaptations throughout our premises to ensure disabled access is available at every point, demonstrating our commitment to creating a fully inclusive environment. We effectively utilise adult support to cater to the specific needs of children, guaranteeing access to the curriculum and fostering a welcoming and inclusive learning environment within the school. A new addition to our school has been a Sensory room where children can use this room to regulate when needed. This is not singled to the use for SEND children – all children potentially have access to this room when required.

Expertise of Chiseldon Primary and Nursery School Staff and Specialist Expertise

All our staff have undergone comprehensive training and receive ongoing education in various aspects of teaching children with diverse special educational needs and disabilities. We collaborate with external agencies, such as Speech and Language support, Educational Psychology, the SEMH Team, and Swindon Autism Support Services, to provide additional support for our pupils with SEND.

Evaluating the Effectiveness of Provision

We regularly evaluate progress and closely monitor interventions to ensure their desired impact. Senior leaders and subject leaders consistently oversee the quality of teaching and learning, and Governors receive an annual report on the effectiveness of SEND provisions. IEP's are reviewed by teachers and careful planning is carried out before removing support or moving to the next stage of SEND within our graduated response.

Looked-After Children (LAC)

We do not currently have any Looked-After Children (LAC) at our school.

Partnerships and Collaboration

We work closely with the Swindon Borough Council Local Offer to ensure that our school's provision aligns with the support available in the local area. This collaboration allows us to provide comprehensive and tailored support for our pupils with SEND and their families.