



***Inspiring Excellence
Everyday***

Chilvers Coton Community School and Nursery

SEND Information Report 2026 - 2027

As part of the Children and Families Act 2014, all Warwickshire schools must publish information about how they identify, assess and support children with Special Educational Needs and/or Disabilities (SEND). This report explains the support available at our school and how it links to Warwickshire's Local Offer: <https://www.warwickshire.gov.uk/send>. It is reviewed regularly in line with the SEND Code of Practice (2015).

This Information Report was updated in September 2026 following feedback from our parent discussion forum. We would like to thank the parents who took part and shared their views.

If you would like a paper copy of this report, please contact our school Special Educational Needs Coordinator (SENDSCO) via the school office (02476387001) or directly via email (marsh.c@welearn365.com).

Last review: September 2026



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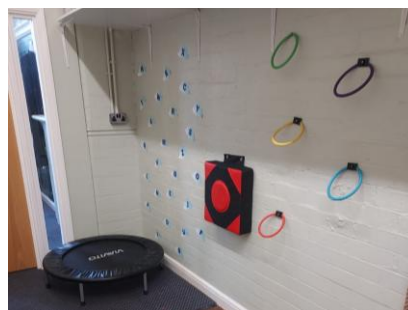


What is Our School Vision For SEND?



At Chilvers, we believe that education is the greatest gift we can give to each and every child who enters our family. Every child has the right to a rich and full education that meets their individual needs and shapes them into the citizens of tomorrow. We take pride in enabling everyone to be their best and a little bit more, ensuring all our children have the tools they need to open doors, no matter how heavy or firmly closed they appear to be. We are driven to ensure that no child is left behind and that all achieve their full potential, whatever their age, stage, or ability.

To achieve this, we work in partnership with our families, community and external professional to ensure that every child feels included and valued in all aspects of their school life and receives the support they need to succeed. We also purposefully celebrate each child's unique strengths, talents and their innate 'ness' of being them.



We strive to encourage each child to develop a love of learning, explore opportunities beyond their comfort zone and support them to acquire wider life skills that will underpin their future development. We can't wait to see what our young people become. **Their possibilities are limitless.**



What is Our School Context?



We currently have 181 children on roll at Chilvers (Nursery - Year 2; September 2026). Of these, **42 children** are on our SEND register with a range of needs from universal support to specialist provision.

Here is what that looks like:

☐ **Total Number of children identified as having SEND:**

- ☐ 42 children (23.2% of our school)
- ☐ This is higher than the national average of 19.5%

☐ **Total number of children receiving SEND support:**

(without an Education, Health and Care Plan (EHCP):

- ☐ 33 children (18.2% of our school)
- ☐ This is higher than the national average of 14.2%

☐ **Total number of children with an Education, Health and Care Plan (EHCP):**

- ☐ 9 children (4.97% of whole school).
- ☐ This is slightly lower than the national average of 5.3%. In addition, we have 4 children currently going through an Education, Health and Care Needs Assessment (EHCNA). This process is led by Warwickshire SENDAR (Special Educational Needs and Disability Assessment and Review Service), who work with families and professionals to decide whether these children would benefit from an EHCP.

☐ **Total number of children with SEND who qualify for Pupil Premium funding: 12 children (28.6% of SEND population)**



Who Is in Our Infinite Possibilities Team?



At Chilvers, we have an **Infinite Possibilities Team** who work with class teachers and the head teacher to support children with SEND and their parents or carers. This includes Miss Marsh, our SENDCO, along with Miss Virgo and Mrs Kapadia, who are part of the pastoral team.



Our school SENDCO is **Miss Chloe Marsh**. Her role is to ensure that all children with special educational needs and disabilities within our school receive the extra support that they need. She also helps identify any students who might need additional provision to thrive.

If you would like to contact her, please call school on 024 7638 7001 or email marsh.c@welearn365.com.

Miss Marsh works closely with class teachers as well as our pastoral team, Miss Virgo and Mrs Kapadia, to provide the right support for your child.

Together, they can guide families to the resources and help available within school and through external services.

If you would like to contact the pastoral team, please email virgo.s@welearn365.com or kapadia.s@welearn365.com.

Miss Virgo:



Mrs Kapadia:





What Types of SEND Do We Cater For?



At Chilvers, we support children with a wide range of special educational needs and/or disabilities (SEND). Some children we support have needs in a single area, while others have needs that span multiple areas. SEND is categorised into four broad areas according to the SEND Code of Practice 2015:



Communication and
Interaction Needs



Cognition and
learning Needs



Social, Emotional
and Mental Health
Needs



Sensory and or
Physical Difficulties



What are Communication and Interaction Needs?



Some children may have difficulties with speech, language, and communication, or with social interaction. These needs can affect how children express themselves, understand others, or interact socially.

Children with a speech, language and communication need might have difficulties with:

- ☐ using clear speech
- ☐ listening to and understanding language
- ☐ talking in words and sentences
- ☐ social interaction
- ☐ fluent speech (e.g. stammering)
- ☐ eating and swallowing

Children with social communication needs may have difficulties with:

- ☐ social communication
- ☐ social interaction
- ☐ sensory differences

For more information about communication and interaction needs, please see the guidance on [Warwickshire's Local Offer](#):



Social Communication
[Learn more](#)



Speech and Language
[Learn more](#)



Communication, Interaction and
Language Inclusion Resources
[Learn more](#)



What are Cognition and Learning Needs?



Some children may have difficulties with learning and thinking skills. These needs can affect how children understand new information, remember and apply what they have learned, or develop skills in reading, writing, or maths.

Children with a cognition and learning need may experience:

- ☐ Lower attainment than expected for their age
- ☐ Difficulty understanding abstract concepts or applying prior learning
- ☐ Challenges with attention and concentration
- ☐ Poor organisation
- ☐ Difficulty following instructions
- ☐ Speech and language difficulties
- ☐ Weak auditory or visual processing skills
- ☐ Specific learning differences, such as dyslexia, dysgraphia, or dyscalculia

For more information about cognition and learning needs, please see the guidance on [Warwickshire's Local Offer](#):



How can cognition and learning needs be met at whole school level?

[Learn more](#)



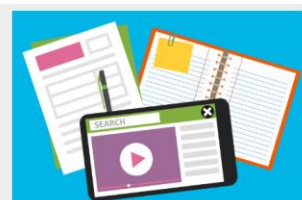
How can cognition and learning needs be supported by Quality First Teaching?

[Learn more](#)



How can cognition and learning needs be supported by further cycles of assess, plan, do, review?

[Learn more](#)



Cognition and Learning Inclusion Resources

[Learn more](#)



What are Social, Emotional and Mental Health Needs?

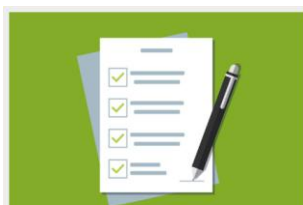


Some children may have difficulties with their emotions, behaviour, or mental health. These needs can affect how children manage their feelings, interact with others, concentrate in class, or cope with everyday school life.

Indicators of unmet social, emotional or mental health needs include:

- ☐ ongoing friendship issues or conflict with others (including reports of bullying)
- ☐ withdrawal and avoidant behaviours
- ☐ displaying behaviour that has disruptive effects
- ☐ signs of emotional distress (e.g. self-harm)
- ☐ changes in behaviour

For more information about social, emotional and mental health needs please see the guidance on [Warwickshire's Local Offer](#):



How can SEMH needs be met at a whole school level?

[Learn more](#)



How can SEMH needs be supported by Quality First Teaching?

[Learn more](#)



How can SEMH needs be supported using further cycles of assess, plan, do, review?

[Learn more](#)



Social, Emotional and Mental Health Inclusion Resources

[Learn more](#)



What Are Sensory and Or Physical Needs?



Some children may have difficulties with their physical movement, coordination, or sensory processing. They may also have medical needs or visual or hearing impairments that require additional support during the school day. These needs can affect how children move, use equipment, participate in activities, respond to sights, sounds, or touch, or manage their health needs safely at school.

Children with a sensory and/or physical need might have:

- ☐ A sensory, physical, or medical need caused by a congenital condition, illness, or injury
- ☐ A visual impairment
- ☐ A hearing impairment

For more information about sensory and/or physical needs, please see the guidance on [Warwickshire's Local Offer](#):



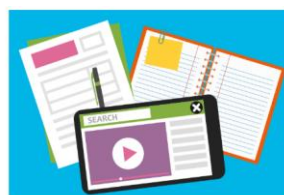
Medical and Physical needs
[Learn more](#)



Hearing Impairment
[Learn more](#)



Visual Impairment
[Learn more](#)



Physical and/or Sensory Inclusion Resources
[Learn more](#)



What is Our SEND Pathway?



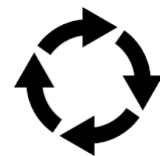
At Chilvers, we use a four-step process called **Assess, Plan, Do, Review**. To help us identify and support children's needs, this is sometimes called a **graduated response**. We assess their learning and needs, plan the support required, do the strategies in class, and review how well it is working. This approach allows us to tailor curriculum adaptations based on each child's progress and response to support. It begins with quality first teaching and a differentiated curriculum, and if needed, moves to targeted support or involvement from outside agencies. Our provision is continually adjusted to ensure every child receives the right help at the right time.



To find out more about the graduated approach, please visit the [Warwickshire Local Offer](#).



What is Our SEND Pathway?



Phase One:

Initial Assessment:

- ☐ Teachers observe and use ongoing assessments to identify a child's strengths, areas for development, and potential barriers to learning.
- ☐ If a concern arises, further observations or assessments are carried out.

Phase Two:

Initial Support:

- ☐ Targeted support is implemented using the school's 'Initial Support' approaches.
- ☐ This includes at least five Wave 1 strategies for a minimum of five weeks.
- ☐ Parents are informed about the support and strategies being used.

Phase Three:

Review of Progress:

- ☐ The effectiveness of strategies is reviewed within 6–8 weeks.
- ☐ If little or no progress is made, the teacher completes a 'Cause for Concern' form and consults the SENDCO.
- ☐ Next steps may include short-term class-based interventions with SMART targets, with progress closely monitored.

Here is a snippet of our 'Cause for Concern' form:



Chilvers Coton Community School and Nursery
Cause for Concern Form



Background Information:				
Pupil Name:		Class/year:		
DOB:		Attendance:		
Home language:		Proficiency code: (EAL only)		
Pupil Premium (Y/N):		LAC (Y/N):		
Teacher name:		Date of referral:		
☐ Social Care (highlight as needed)	☐ Social worker or family support worker	☐ Early Help	☐ Child in Need	☐ Child Protection
Assessment:				
EVIS Development Matters age band:	ELL:	PSE:	PD:	Literacy:
NC Year group:	Reading:	Writing:	Maths:	Phonics Screening:
Progress comment:				
Area of Concern: (highlight as many areas as needed)				
☐ General learning difficulties	☐ Communication and interaction		☐ Emotional, social and mental health	
☐ Specific learning difficulties (e.g. dyslexia)	☐ Speech and language		☐ Physical (e.g. gross/fine motor skills, visual or hearing impairment)	
☐ Sensory difficulties	Other: (please specify)			



What is Our SEND Pathway?



Phase Four:

Placement on the SEND Register:

- ☐ If progress remains limited, with parental consent, the child may be added to the SEND register. Parents will receive a letter to confirm their child has been added.
- ☐ Children on the register have an Individual Learning Plan (ILP) with around three SMART targets, co-created with parents. SMART targets are specific, measurable, achievable, relevant, and time-bound goals that help children focus on clear steps to make progress. Progress is reviewed each term, and ILPs are updated. Parents will receive a copy of their child's ILP targets.

Here is an example of our ILP format:



Term and Year :
Plan number:
Start date:
Review date:
Teacher:

Individual Learning Plan: NAME

SEN needs:



Area of Strength:

Areas of concern:



Individual Learning Plan: NAME

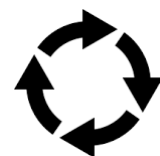
Term: Year Group
Plan number:
Average outcome:

-2 - Significantly less than expected -1 - Less than expected 0 - As expected 1 - More than expected +2 - Significantly more than expected

Area of Concern:	Target:	Desired Outcome:	Strategies and Provision:	Key staff:
	Impact:			
	Impact:			
	Impact:			
Parental input:				



What is Our SEND Pathway?



Phase Five:

Involving External Agencies:

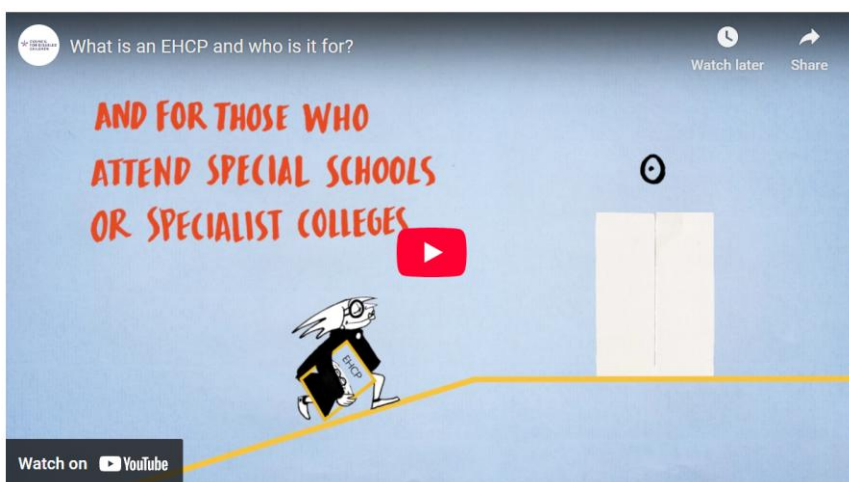
- ☐ If progress is still minimal, the school may involve external specialists for advice, observations, or assessments.
- ☐ Findings are shared with parents, and next steps are discussed to ensure the child gets the support they need.

Phase Six:

EHC Needs Assessment:

- ☐ If repeated cycles of assess, plan, do, review show minimal progress, an Education, Health, and Care (EHC) Needs Assessment may be considered.
- ☐ Parents are fully involved in this process.
- ☐ To find out more about EHC plans and the EHC needs assessment, please visit the [Warwickshire Local Offer](#).

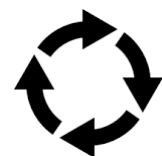
This short video explains what an Education, Health and Care Plan (EHCP) is and who it is for.
[Watch the video here.](#)



Please note that provision and interventions are continually adjusted to ensure each child receives the support they need to succeed.



What is the SEND Register?



The SEND register is a list of children who, for reasons detailed below, are receiving additional teaching or support alongside their everyday classroom teaching. The list is fluid and children can be added and removed as appropriate according to the guidance outlined in the SEND Code of Practice.

Around one in five children will be added to the SEND Register at some point during their school years, and some may need support throughout their entire time in education.

Once your child is on the SEND Register, they will receive the support they need to help them make progress, following the 'Assess, Plan, Do, Review' cycle. Support will include targeted interventions designed to address specific needs.

Your child's progress within interventions and in class is then closely monitored and recorded. If they make good progress and both school staff and parents agree that any gaps in their learning have been addressed, they may be removed from the SEND Register. However, support can always be adjusted if needed, and your child's progress will continue to be reviewed.

If your child has not made good progress, the school will reassess the support in place. This may involve trying different interventions, adjusting the teaching strategies, or seeking additional help from external professionals, such as educational psychologists or speech and language therapists. The school will continue to work closely with you to ensure that the right support is put in place to help your child make the best possible progress.



How Do We Identify and Assess SEND Needs?



At Chilvers, we understand that early identification of pupil needs and potential learning barriers means we can put the appropriate support in place as soon as possible. Children may be identified as having SEND through a variety of methods, including the following:



Identified Diagnosis: A child may have a health diagnosis from a paediatrician or other health professional. However, having a diagnosis does not automatically mean they will be placed on the SEND register.



New Starters: We identify a child's needs through Nursery home visits and transition information from previous schools. For mid-year admissions, we meet with parents or carers and contact the previous school's SENDCO to discuss the child's needs and support. This helps us plan strategies to overcome any barriers to learning.



Parental Concerns: We encourage parents to share concerns about their child's needs by speaking with the class teacher, sending a message via Class Dojo, emailing, or arranging a meeting with the SENDCO.



School Concerns: Teachers and the SENDCO use ongoing formative and summative assessments along with classroom observations to identify pupils who may need extra support. We sometimes investigate these concerns further by asking external agencies to conduct further assessments and observations.



How Do We Identify and Assess SEND Needs?



Communication and Interaction Needs:

In addition to listening to parents' concerns, we use a range of approaches in school to help us understand how best to support each child. Below are some of the specific strategies and assessments we use to identify and assess communication and interaction difficulties.

- ❑ **Staff Observations:** Teachers, TAs, and lunchtime staff (Play Team) regularly observe children's communication, social interaction, and play.
- ❑ **Health Visitor Information:** Concerns raised by Health Visitors are taken considered carefully.
- ❑ **WellComm Screening:** All Nursery and Reception children are assessed using *WellComm* to screen their understanding and use of language. Children in Years 1–2 are assessed if concerns arise.
- ❑ **Specialist Input:** Where needed, the *Specialist Teaching Service (STS)* may carry out detailed communication and interaction assessments to support the identification of communication and interaction difficulties.
- ❑ **Speech and Language Therapists:** Reports and assessments from external Speech and Language Therapists provide further guidance and recommendations.
- ❑ **Tracking Tools:** We also use tools such as the *Teaching Talking Profile* and *Birmingham Audit Continuums* to track development and highlight areas of need.



How Do We Identify and Assess SEND Needs?



Cognition and Learning Needs:

In addition to listening to parents' concerns, we use a range of approaches in school to help us understand how best to support each child. Below are some of the specific strategies and assessments we use to identify and assess cognition and learning difficulties.

- ❑ **Ongoing Tracking:** Class teachers and the SENDCO regularly monitor children's progress to identify pupils making less than expected progress, or those not maintaining their previous rate of progress.
- ❑ **Tracking Tools:** In Nursery, we use *Teaching Talking* profiles, and from Reception to Year 2, we may use the *Birmingham Audit Continuums* to highlight specific areas of need.
- ❑ **Pupil Progress Meetings:** Each term, teachers and leaders meet to review academic progress and identify children who may require additional support.
- ❑ **Statutory Assessments:**
 - ❑ **Reception:** End-of-key-stage assessments help show whether children are meeting age-related expectations.
 - ❑ **Year 1:** The Phonics Screening Check identifies children who may need extra support with reading.
 - ❑ **Year 2:** Standard Assessment Tests (SATs) provide further evidence of attainment and progress.
- ❑ **Specialist Input:** Where needed, the *Specialist Teaching Service (STS)* may carry out assessments and provide reports to support identification of specific learning needs.



How Do We Identify and Assess SEND Needs?



Social, Emotional and Mental Health Needs:

In addition to listening to parents' concerns, we use a range of approaches in school to help us understand how best to support each child. Below are some of the specific strategies and assessments we use to identify and assess social, emotional and mental health difficulties.

- ❑ **Staff Observations:** Teachers and TAs monitor children's behaviour, relationships, and emotional wellbeing to identify any concerns early.
- ❑ **Behaviour Logs:** In some cases, we track patterns and triggers of behaviour to better understand a child's needs.
- ❑ **Specialist Input:** Reports and assessments from professionals such as RISE (CAMHS) and Educational Psychologists provide additional insight into a child's needs and support strategies.
- ❑ **Strengths and Difficulties Questionnaires (SDQ):** In some cases, we might ask staff and parents to complete an SDQ to gain insight into a child's behaviour and emotions.
- ❑ **Dimensions Tool:** We can complete the dimensions tool with parents or carers to help identify needs. Find out more about this tool [here](#).
- ❑ **Thrive Assessments:** Where needed, we might request that the Specialist Teaching Service (STS) complete a Thrive assessment.
- ❑ **ELSA Support:** Our Emotional Literacy Support Assistant (ELSA) uses assessment tools to help identify and support children's needs.



How Do We Identify and Assess SEND Needs?



Sensory and/or Physical Needs:

In addition to listening to parents' concerns, we use a range of approaches in school to help us understand how best to support each child. Below are some of the specific strategies and assessments we use to identify and assess sensory and/or physical difficulties.

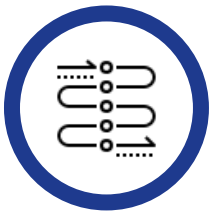
- ❑ **Staff Observations:** Teachers, TAs, and our Play Team notice and record any difficulties during lessons, playtimes, or lunchtimes.
- ❑ **Health Service Input:** Information and guidance from medical professionals, such as Health Visitors, are considered when identifying needs.
- ❑ **Specialist Input:** Assessments and reports, including sensory assessments, from Occupational Therapists or the Integrated Disability Service (IDS) help us understand children's physical or sensory needs.
- ❑ **Physiotherapy:** Reports and programmes from physiotherapists provide advice on physical development and mobility.
- ❑ **Sensory Assessments:** The school may carry out a sensory assessment to identify any sensory needs. In some cases, they may request the Specialist Teaching Service (STS) to conduct this assessment.
- ❑ **Monitoring Intervention Progress:** The progress made in interventions, such as OT MOVES or fine motor programmes, may also be reviewed to help identify ongoing sensory or physical difficulties.



What is Our Approach to Teaching Children with SEND?



At Chilvers, children are taught alongside their peers wherever possible in flexible groups with clear differentiation. Lessons follow defined objectives, which are shared at the start and reviewed at the end. Content is broken into manageable steps that build on prior learning, and retrieval practice is reinforced through questioning and low-stakes quizzes. Guided by Rosenshine's Principles of Instruction and the EEF's 'Five-a-day' guidance, we ensure that every lesson includes:



❑ **Explicit Instruction:** We teach using clear language, combine visuals with verbal explanations, and check understanding through questioning and low-stakes quizzes.



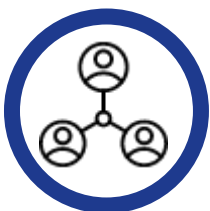
❑ **Scaffolding:** Pupils have access to visual, physical, verbal and written scaffolds as needed. We also use the EEF scaffolding framework, starting with minimal support first to reduce children's reliance on adult support.



❑ **Guided Practice:** Teachers guide children step-by-step through problems before they work independently, ensuring each step is executed correctly.



❑ **100% Participation:** Lessons are interactive, using strategies like 'talk to your partner' and 'my turn, your turn'. Children can contribute to class discussions verbally or via communication boards and visual symbols.



❑ **Flexible Grouping:** We group children flexibly within lessons, based on readiness and individual needs. Formative assessments determine the most effective groupings for supporting children.

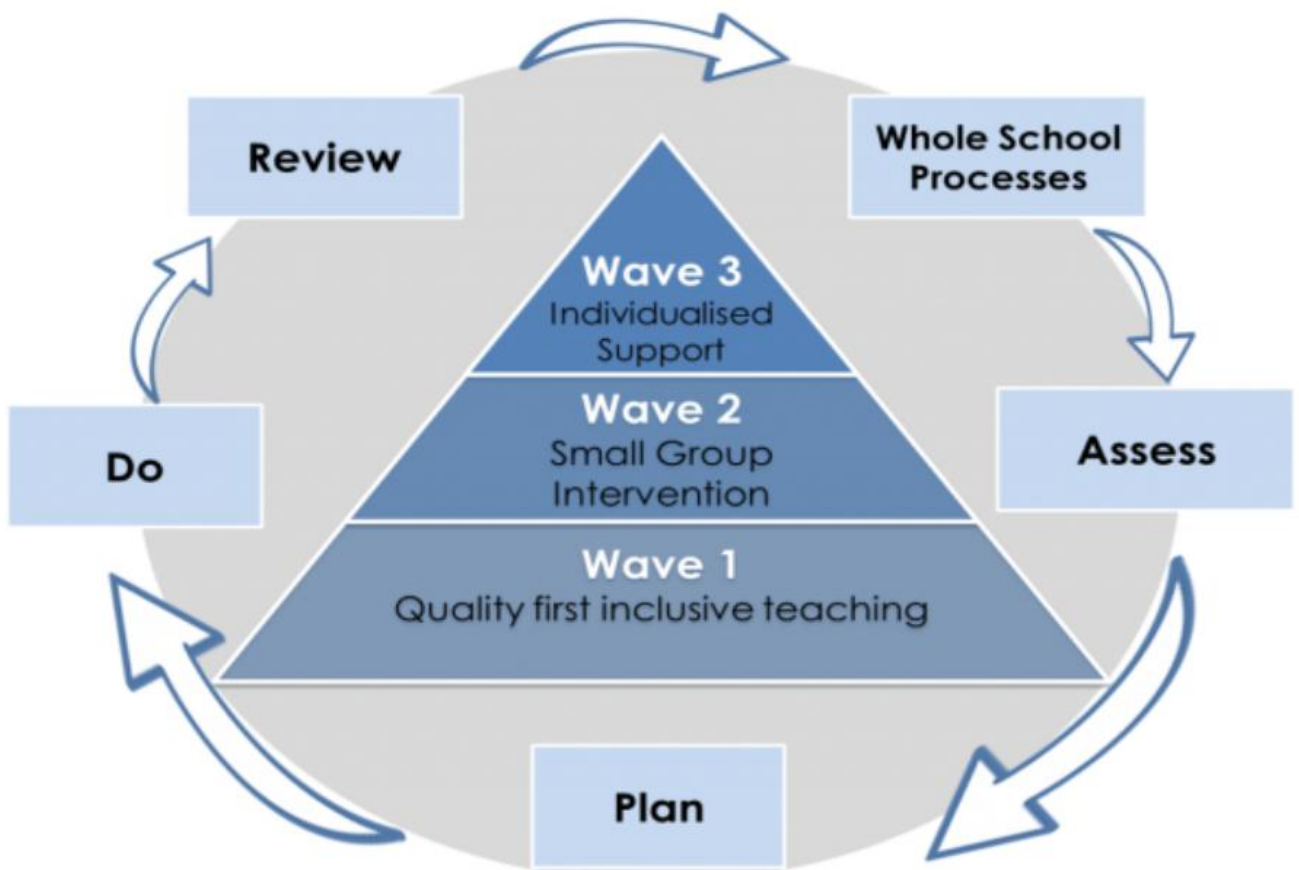


How is the Curriculum Adapted to Meet Children's Needs?



At Chilvers, we gradually increase the level of support for each child to meet their individual needs. This approach is known as the **Graduated Response**, which adapts the curriculum to recognise that there is no 'one-size-fits-all'.

Support is organised into three levels, called 'waves', with additional help provided if initial interventions are not fully effective. Below are examples of Wave 1, Wave 2, and Wave 3 support within this framework.



To find out more about the graduated approach, please visit the [Warwickshire Local Offer](#).



How is the Curriculum Adapted to Meet Children's Needs?



Wave 1 (Universal Provision):

Wave 1 is High Quality First Teaching in the classroom. It includes inclusive teaching strategies and adaptations that help all children learn, including those with SEND. in the general classroom setting as part of a broad and rich curriculum. Teachers adjust lessons, resources, and activities to meet the diverse needs of every child as part of a broad and engaging curriculum.



Wave 2 (Targeted Provision):

Wave 2 provides additional, time-limited support for children who need extra help to make expected progress beyond Wave 1 teaching. This support is usually delivered in small groups or one-to-one sessions and is designed to help children catch up and achieve age-related expectations. Interventions are specific, have clear start and end points, and are regularly reviewed. While Wave 2 interventions are not primarily for children with SEND, children receiving this support may also be on the SEND register.



Wave 3 (Specialist Provision):

Wave 3 provides highly specialised, intensive support for children who have not made expected progress with Wave 1 or 2. This is usually delivered one-to-one or in very small groups and may include specialised teaching, extra staff support, or input from external specialists. Wave 3 interventions are individualised and tailored to meet complex needs, providing the most intensive support to help children achieve their full potential.



How is the Curriculum Adapted for Communication and Interaction Needs?



Examples of curriculum adaptations for children with communication and interaction needs can be found below. For a more detailed overview, please see our [Provision Map on the school website](#).

Wave 1 (Universal Provision):



Whole class visual timetables



Talking partners



Explicitly teaching and displaying new vocabulary



Communication visuals on all staff lanyards

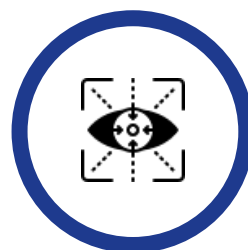
Wave 2 (Targeted Provision):



WellComm intervention



Social stories



'Attention Autism' group



Small group turn taking groups

Wave 3 (Specialist Provision):



Aided language display boards



Targeted work advised by a Speech and Language Therapist



SALT therapy blocks



Intensive interaction sessions



How is the Curriculum Adapted for Cognition and Learning Needs?



Examples of curriculum adaptations for children with cognition and learning needs can be found below. For a more detailed overview, please see our [Provision Map on the school website.](#)



Wave 1 (Universal Provision):



Use of concrete resources



Variety of recording methods



Challenge tasks



Differentiated curriculum planning



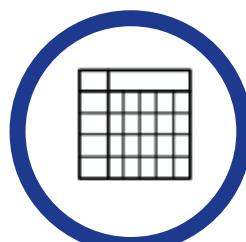
Wave 2 (Targeted Provision):



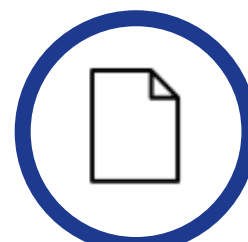
RWI phonics 1:1s intervention



Targeted support in lessons



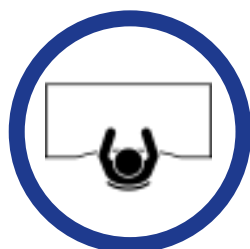
Task management boards



Coloured overlays



Wave 3 (Specialist Provision):



Individual workstations



'EPATT' phonics intervention



Personalised curriculums



Multi-sensory teaching approaches



How is the Curriculum Adapted for SEMH Needs?



Examples of curriculum adaptations for children with social, emotional and mental health needs can be found below. For a more detailed overview, please see our [Provision Map on the school website](#).



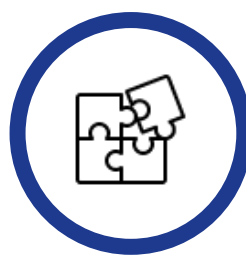
Wave 1 (Universal Provision):



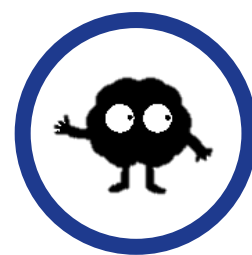
Consistent school rules and routines



Emotion coaching approach



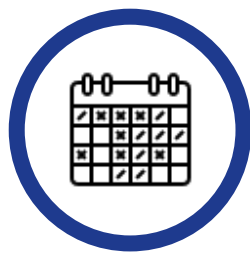
Jigsaw PSHE scheme



My Happy Mind scheme



Wave 2 (Targeted Provision):



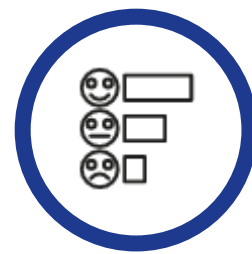
Individual behaviour charts



Emotional Literacy Support Assistants



Personal transition warnings



Emotion check-ins



Wave 3 (Specialist Provision):



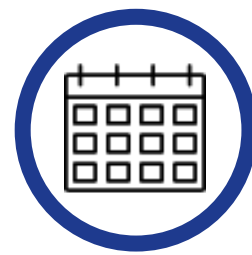
Play Therapy



Meet and greet with a familiar adult and end of day handover



Individual social stories



Flexible timetables



How is the Curriculum Adapted for Sensory and/or Physical Needs?



Examples of curriculum adaptations for children with sensory and/or physical needs can be found below. For a more detailed overview, please see our [Provision Map on the school website.](#)

Wave 1 (Universal Provision):



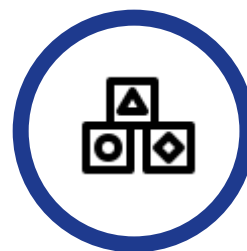
Neutral environment policy



Whole class sensory resources



Uncluttered, organised environment

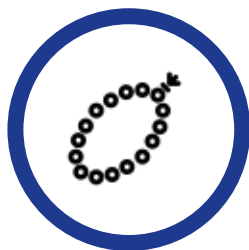


Whole class movement breaks

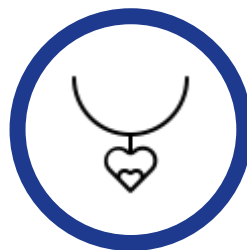
Wave 2 (Targeted Provision):



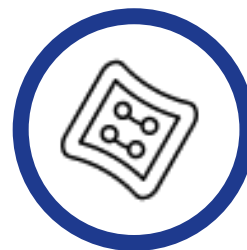
Adaptive equipment (e.g. scissors or cutlery)



OT MOVES or fine motor programmes



Chewelry



Wobble cushions

Wave 3 (Specialist Provision):



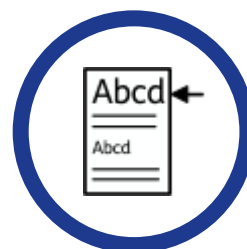
Personalised sensory diets or sensory circuits



Support using assistive technology



1:1 support with personal-care



Adaptive learning resources (e.g. large print books)



How Do We Monitor and Evaluate Provision?



At Chilvers, we carefully monitor the progress of all children with SEND to make sure they are receiving the support they need. Teachers track learning regularly, review data each term, and adjust interventions as required. The SENDCO and school leaders oversee provision through observations, meetings, and progress tracking, and we involve parents and external agencies when needed. This ensures support is effective and helps every child make the best possible progress. The ways in which we review and evaluate provision are outlined below:

Class Teacher Monitoring: Class teachers continually monitor and review all pupils' progress, including those with SEND, through formative and summative assessments, adapting support to meet individual needs.

Data Tracking: We use an internal tracking system to monitor progress and attainment each term. Pupil Progress Meetings with SLT are then held to review data and update provision for pupils with SEND where needed.

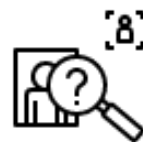
Provision Reviews: The SENDCO and headteacher monitor provision through meetings, classroom observations, planning reviews, and tracking on the SEND register and provision map.

Intervention Tracking: Intervention impact is reviewed termly using entry and exit data.

Progress Analysis: SEND progress is analysed at all data collection points, with school trends compared to local and national data.



How Do We Monitor and Evaluate Provision?



Personalised Assessments: Some children benefit from smaller-step targets or alternative reward charts to support their learning or behaviour. Children in Nursery are assessed using the Teaching Talking Profile. Reception to Year 2 pupils who are below age-related standards may be monitored with the Birmingham Audit Continuums and small-step targets.

Parental Information: Parents can share concerns or successes in person, through Class Dojo, at parents' evenings, or by requesting a meeting.



ClassDojo

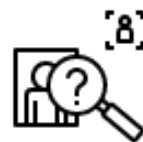
Parent Evenings: Parent evenings are held in the Autumn, Spring, and Summer terms to discuss your child's progress and next steps. School reports, which outline attainment, progress, and future targets, are sent home each Summer term.

ILP Meetings: Children's progress towards their Individual Learning Plans (ILPs) is reviewed termly with class teachers, pupils, and parents. New targets and any changes in support are discussed at these meetings.

External Agency Reviews: For children supported by external agencies, the school holds reviews according to the recommended schedule. These services provide feedback on how well our support is meeting your child's needs.



How Do We Monitor and Evaluate Provision?



Statutory Assessments: At the end of Reception (the first year of school), we assess how children are developing in key areas to make sure they are ready for Year 1. This assessment is called the Early Years Foundation Stage Profile (EYFSP). In the Summer term of Year 1, they take the Phonics Screening Check. Year 2 pupils also complete SATs in the Summer term. These assessments show how your child is performing against age-related expectations and are shared with parents in their school report.



Find out more about the phonics screening check [here](#)



Find out more about the Key Stage 1 SATs, click [here](#).

Pupil Feedback: Children are asked how helpful they find support or interventions, whether these make a difference to their learning, and what they feel would or would not help them further.

Warwickshire County Council



Person-Centred Annual review of
an Education Health and Care
(EHC) Plan - guidance for
educational settings

This guidance is written in accordance with Section 44 of the
Children and Families Act 2014 and Regulations 2, 18, 19, 20, and
21 of the SEND Regulations 2014 and should be viewed alongside
the Annual Review Form.

EHCP Reviews: Children with an Education, Health and Care Plan have regular progress reviews. For children under five, these happen at least every six months, and for older children, once a year. Parents, external professionals, class teachers, and the SENDCO all take part in these reviews. To find about more about the annual review process, please look at the [Warwickshire Local Offer](#).



How Do We Include Children with SEND in Activities Outside the Classroom?



We believe every child should enjoy all aspects of school life. We adapt to individual needs and, when needed, work with specialists to provide the right support.



Extra-Curricular Activities: All children take part in sports day, school competitions, class assemblies and performances. Each child is given a role suited to them.



Clubs: We offer a variety of after-school clubs run by external providers, plus a school-run breakfast club. These clubs are available to all pupils, with adaptations made to ensure inclusion.



Roles of Responsibility: All children are encouraged to apply for and take on roles of responsibility in school e.g. school council, litter monitor etc.



Lunchtimes: When needed, staff provide extra help during playtimes to encourage positive peer engagement. External specialists also review our outdoor facilities to ensure they remain accessible.



Trips: We liaise with venues to discuss children's needs before trips and carry out pre-visits to check for risks and facilities. Where needed, additional TAs provide support on trips, and parents are sometimes invited to reduce their child's anxiety. We also use social stories to help children prepare and feel more confident.



How Do We Involve Families at Chilvers?



At Chilvers, we work closely with parents and carers. We encourage families to share what is and isn't working at home and share school strategies to maintain a consistent home-school approach. Class teachers regularly update parents on their child's progress through daily conversations, Class Dojo, parents' evenings, or additional meetings as needed. Parents may also request meetings with the class teacher or SENDCO.

- ❑ **ILP Meetings:** Parents of children on the SEND register are invited to three ILP meetings per year (Autumn, Spring, Summer). Nursery children have more frequent reviews. Meetings celebrate achievements, review targets and plan next steps.
- ❑ **EHCP Reviews:** Children with an EHCP have an Annual Review. For children aged over five, this happens at least once a year; for under 5s, at least twice a year. Parents, the class teacher, SENDCO, and professionals attend to celebrate progress, review targets, and agree future provision.
- ❑ **Additional Support Meetings:** If a child is not making progress, a meeting will be arranged with parents to share concerns, explore needs at home, plan extra support, and discuss referrals to outside professionals if needed.
- ❑ **SEND Coffee Morning:** The SENDCO runs a termly coffee morning on different SEND areas and is available at any time for advice or signposting.
- ❑ **External Services:** Reports or updates are usually sent directly to parents. If not, the school will pass on all relevant information.
- ❑ **Parent Feedback:** We speak regularly with parents informally and at reviews to seek their feedback on school provision. Parents also contributed to the design of this report.



What Are SEND Coffee Mornings?



At Chilvers, we hold SEND Coffee Mornings once a term for all parents. All parents and carers are welcome! These informal sessions are hosted by our SENDCO, Miss Marsh, and sometimes feature guest speakers such as the school nursing team or the Specialist Teaching Service. Past sessions have included workshops on autism, sensory processing needs and sensory circuits. We welcome parent suggestions for topics they would like covered so the sessions meet real needs. If you have any ideas for a SEND Coffee Morning, please let Miss Marsh or your class teacher know.

These coffee mornings provide a space to chat and connect with other parents, share experiences and receive practical support strategies. They also offer guidance and signposting to additional resources and services to help families feel informed and supported.



COFFEE
MORNING



What Is Our Harbour?



The Harbour is a quieter, nurturing space within our school for children who need additional support during the school day. We call this an **'inclusion base'**. Children do not need an EHCP to access the Harbour; access is based on each child's individual needs.

The Harbour provides a quieter, nurturing environment where children can feel safe, settled and successful. The space is carefully planned around individual needs and is set up in a similar way to an EYFS classroom. It offers a range of sensory resources and opportunities for messy play, construction, small world and role play. This approach can be particularly helpful for children in KS1 who benefit from a more play-based approach to learning.



To support children who access the Harbour, teachers use information from assessments and advice from external professionals to plan targeted activities and interventions based on children's individual needs. Teaching Assistants deliver these activities and support children to develop their skills, confidence and independence.



What Is Our Harbour?



We know that belonging is very important. Children who access the Harbour remain valued members of their mainstream class and the wider school community. Therefore, the amount of time children spend in the Harbour will vary according to their individual needs.

Every day, children who access the Harbour space will take part in learning and activities planned and delivered by their class teacher. They will have opportunities to learn and play alongside their peers. Additionally, when children are able to meaningfully engage with the learning, they will access their mainstream classroom with appropriate support and adjustments in place.



When a quieter environment or a different approach is needed, the Harbour can provide the additional support and environment children need. The Harbour therefore works alongside the mainstream classroom rather than replacing it. This enables children to receive the support they need while maintaining their relationships, routines and sense of belonging within their class.



How Will We Use Our Inclusion Funding?



The Government is making changes to the way support for children and young people with SEND is provided. A key aim of these changes is to make sure children can access the support they need in their local school, helping them to feel included, enjoy learning and achieve alongside their peers wherever possible. Therefore, the government is providing additional Inclusion Funding this year to help schools strengthen the support they offer to children with SEND.

At Chilvers, we will be using this funding to further develop our Harbour Inclusion Base, strengthening the support available to children with SEND across our school. The Harbour will provide a welcoming, supportive space where children can access additional help, build confidence and develop the skills they need to thrive in school.

The funding will support us to further develop our provision, including providing staff with additional training and expertise, as well as investing in appropriate resources to meet the diverse needs of our children. Our aim is to ensure that children with SEND are able to participate fully in school life, learn alongside their peers and make progress within an inclusive and supportive environment.

Throughout the year, we will share further information about how the funding is being used and the development of our Harbour Inclusion Base.

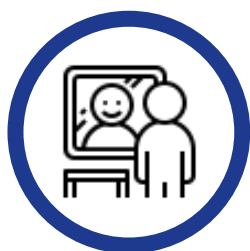


How Do We Involve Children at Chilvers?



Children have the right to be involved in decisions about their education and are made aware of the support available, such as sensory resources, specialist equipment and scaffolding tools. They are taught and encouraged to select and use this support independently or with the support of an adult. At our school, children's views shape policies, procedures and daily teaching for pupils with SEND.

Pupils are given regular opportunities to:



Self-assess during lessons or towards ILP targets



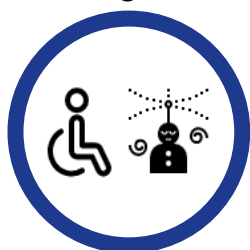
Contribute their views during EHCP Annual Reviews



Engage in 100% participation strategies during lessons



Attend meetings discussing their needs and support



Indicate when they need a sensory break



Use Zones of Regulation check-ins



Receive certificates for completing some interventions



Contribute to their One Page Profile by stating their strengths and what helps them learn

One Page Profile: NAME



I communicate by using my _____



What do people like and admire about me:

My favourite things:

How best to support me:

What's important to me:

My dream is to:

What are my strengths and talents:

What does not help me/things I don't like/my worries:



Which External Agencies Do We Work With?



If necessary, we may refer a child to an external agency for additional support. These agencies may visit the school to work with the child, or they may ask parents or carers to attend a meeting at their premises. We will always seek parental or carer consent before making any referrals. We work with a range of agencies to support children with SEND. This includes the ones listed below, and any other services that may be needed to meet a child's individual needs:



Educational Psychology Service (EP)



Specialist Teaching Service (STS)



Integrated Disability Service (IDS)



Warwickshire Preschool Autism Service (WAPAS)



Physiotherapy and Occupational Therapy (OT)



Hearing Impairment Support Service



NHS Speech and Language Therapy (SALT)



Sycamore Counselling Service



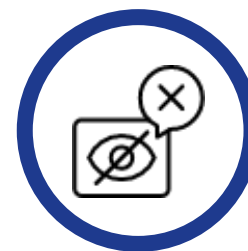
Ethnic Minority and Traveller Achievement Service (EMTAS)



Childhood and Adolescent Mental Health Services (RISE)



COMPASS (Connect for Health; the School Nursing Team)



Visual Support Service (VSS)



How Do We Support Transitions?



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

If a child is moving to a different year group:

- ❑ **Transition Books:** Children receive books with photos of their teacher, TAs, and classroom to help them feel familiar with their new environment.
- ❑ **Transition Days:** Children visit their new classroom and meet their teachers during the summer term. Additional visits are arranged for some children to help reduce anxiety.
- ❑ **Staff Handover:** Class teachers and TAs meet in the summer term to discuss children's needs and share Individual Learning Plans and SEND records.
- ❑ **Get to Know the Teacher Books:** All teachers and TAs create a booklet introducing themselves to the children.



If a child is joining Nursery or Reception:

- ❑ **Summer Term Meeting:** Parents and carers can meet their child's new class teacher and the SENDCO.
- ❑ **Nursery Home Visits:** We visit Nursery children at home to discuss their needs and answer any parent questions.
- ❑ **Reception Transition:** Children joining Reception have a transition morning in the summer term.
- ❑ **Gradual Start:** Children starting Nursery or Reception begin school gradually in September.



How Do We Support Transitions?



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

If a child is moving to another school:

- ❑ **SENDCO Contact:** We inform the new school's SENDCO about any support your child requires.
- ❑ **Records Transfer:** All records are passed promptly to the new school.
- ❑ **IDS Notification:** If needed, we inform the Integrated Disability Service (IDS) so any necessary adaptations can be made.
- ❑ **Year 2 to Junior School:** Our SENDCO and Year 2 teachers work with the junior school to share information about provision, arrangements, and support. Children visit their new school where possible, and in some cases, staff from the new school visit the child here.
- ❑ **Social Stories:** Social stories may be used to help children prepare for the move and feel more confident.



If a child is joining us mid-way through the year:

- ❑ **Welcome & Introduction:** New children with SEND are welcomed by their class teacher.
- ❑ **Meeting with SENDCO:** Parents meet with the SENDCO to discuss any support or adaptations needed before the child starts.
- ❑ **Phased Transition:** A gradual start may be arranged if necessary to help the child settle in.



What Training Do Staff Have in Relation to SEND?



At Chilvers, we prioritise professional development to ensure all staff are confident and skilled in supporting children with SEND. The senior leadership team monitors the needs within the school and arranges whole-school training when required. This may include INSET days, twilight sessions, or staff meetings, covering areas such as emotional and attachment difficulties, complex needs, and autism:



INSET days



Twilight sessions



Staff Meetings

The SENDCO, Miss Marsh, is currently undertaking the National Award for Special Educational Needs Coordination. She also arranges training for staff to meet specific children's needs and regularly meets with the Specialist Teaching Service (STS), Educational Psychology Service (EPS), Speech and Language Therapy Service (SALT), Integrated Disability Service (IDS), and other external professionals to seek guidance on how best to support children. She also attends conferences and network meetings to keep Chilvers up-to-date with the latest SEND information and ensures that all staff working with a child with SEND are informed about their needs.

When a child has specific needs, the SENDCO assesses whether staff require additional training and organises targeted courses as needed for the staff working with them.

To achieve this, the school works closely with outside agencies to provide specialised training for teachers and teaching assistants, for example from the Visual Impairment Team or other specialist services.



What Training Do Staff Have in Relation to SEND?



Some of our staff have completed training in the following areas:



Complex Needs Training



Child Development



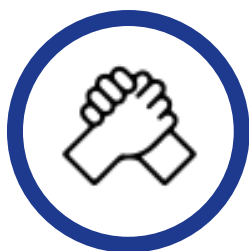
RWI Interventions and EPATT



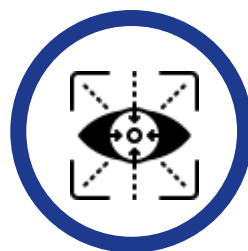
Positive Behaviour Training



Intensive Interaction



Makaton (Level 1-3)



Attention Autism



Speech and Language



Autism (Level 1-2)



Emotion Coaching



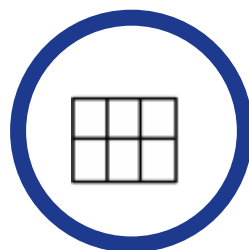
ELSA



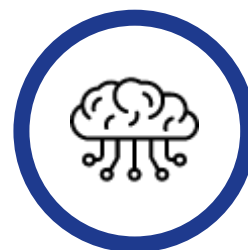
Interoception



Specific Learning Difficulties



Precision Teaching



Memory and Processing



Zones of Regulation



How is Our School Environment Accessible?



We work closely with specialist agencies, such as IDS or the Vision Service, to make sure our school is accessible for all children. This means we make changes to the environment so every child can take part in school life. Here are some of the ways we do this:

- ❑ **Visual support:** Signs and symbols are displayed around school to help children and visitors find their way and understand routines.



- ❑ **Building access:** All classrooms are on the ground floor. The main entrance and Nursery area have double doors. Steps at the main and rear entrances have yellow-painted edges to make them easier to see and navigate.

- ❑ **Facilities:** We have a disabled toilet, a shower and changing room in the Foundation Stage, and additional smaller accessible toilets and sinks in both Key Stage 1 and the Foundation Stage.



For more information, please see our school's Accessibility Plan for more detail: <https://www.chilvers-coton.co.uk/policies-2/>

How Do We Support Social and Emotional Development?



At Chilvers, we are a nurturing school, with trained staff in assessing SEMH needs. Below are some examples of how we provide social, emotional and mental health support for all our children, particularly those with SEND:



A regularly reviewed behaviour and relationships policy



School Council discussions about issues and concerns



Emotion coaching approach and regular class circle times



Whole school assemblies on inclusivity and diversity



Daily emotional check-ins using the Zones of Regulation approach



Explicit teaching of strategies to regulate emotions



We follow the Jigsaw PSHE curriculum. Find out more about Jigsaw [here](#).



We follow the MyHappyMind programme. Find out more about the MyHappyMind [here](#), or ask your child's teacher about the MyHappyMind parent app.



Emotional Literacy Support Assistants to support for children with SEMH needs. **Parents can make a referral for ELSA by talking to your child's class teacher.** Find out more about ELSA [here](#).



How Do We Support Children With Medical Needs?



At Chilvers, we want every child with medical needs to feel safe and supported in school. If your child has a medical condition that affects their daily life — for example, asthma, allergies, or epilepsy — we will work with you to create an **Individual Health Care Plan**. This plan outlines your child's specific needs, how we will support them in school, and the actions staff should take in an emergency. It is developed with parents and, where needed, the school nursing team or other health professionals to ensure it is accurate and effective. An Individual Health Care Plan helps staff understand exactly what your child needs so they can access school life safely and confidently alongside their peers.

Where necessary, at the request of parents/carers, prescribed medicines can be administered in school however, a signed medicine consent form needs to be in place to ensure the safety of both the child and staff member. Please see the example Individual Health Care Plan below:

CHILVERS COTON COMMUNITY SCHOOL & NURSERY	
Individual Healthcare Plan	
Child's name:	
Group/class/form:	
Date of birth:	
Child's address:	
Medical diagnosis or condition:	
Date:	
Review date:	
Family contact information	
Name:	
Phone number (work):	
(home):	
(mobile):	
Name:	
Relationship to child:	
Phone number (work):	
(home):	
(mobile):	
Clinic/hospital contact	

Arrangements for school visits/trips:
Other information:
Describe what constitutes an emergency, and the action to take if this occurs:
Responsible person in an emergency (state if different for off-site activities):
Plan developed with:
Staff training needed/undertaken – who, what, when:
Form copied to:

Name:	
Phone number:	
Child's GP	
Name:	
Phone number:	
Who is responsible for providing support in school?	
Describe medical needs and give details of child's symptoms, triggers, signs, treatments, facilities, equipment or devices, environmental issues, etc.	
Name of medication, dose, method of administration, when it should be taken, side effects, contra-indications, administered by/self-administered with/without supervision:	
Daily care requirements:	
Specific support for the pupil's educational, social and emotional needs:	



How Do We Offer Personal Care Support?



At Chilvers, we understand that some children may need extra support with personal care, such as nappy changing or assistance with toileting. If your child requires this level of intimate support, we will work with you to create an Intimate Care Plan.

An Intimate Care Plan sets out your child's individual needs, the level of support required, and how staff will provide this in a safe, respectful, and consistent way. It is developed in partnership with parents and reviewed regularly to ensure it continues to meet your child's needs. This plan helps staff provide the right support while promoting your child's dignity, independence, and wellbeing.

Please see the example Intimate Care Plan below:

Intimate care plan

PARENTS/CARERS	
Name of child	
Type of intimate care needed	
How often care will be given	
Where care will take place	
What resources and equipment will be used, and who will provide them	
How procedures will differ if taking place on a trip or outing	
Name of senior member of staff responsible for ensuring care is carried out according to the intimate care plan	Debbie Minihan
Name of parent or carer	
Relationship to child	
Signature of parent or carer	
Date	
CHILD	
How many members of staff would you like to help?	
Do you mind having a chat when you are being changed or washed?	
Signature of child	
Date	

This plan will be reviewed twice a year.
Next review date:
To be reviewed by:

Appendix 2: template parent/carers consent form

PERMISSION FOR SCHOOL TO PROVIDE INTIMATE CARE	
Name of child	
Date of birth	
Name of parent/carers	
Address and contact details	
I give permission for the school to provide appropriate intimate care to my child (e.g. changing soiled clothing, washing and toileting)	☐
I will advise the school of anything that may affect my child's personal care (e.g. if medication changes or if my child has an infection)	☐
I understand the procedures that will be carried out and will contact the school immediately if I have any concerns	☐
I do not give consent for my child to be given intimate care (e.g. to be washed and changed if they have a toileting accident). Instead, the school will contact me or my emergency contact and I will provide for my child to be given intimate care (e.g. be washed and changed).	☐
I understand that if the school cannot reach me or my emergency contact, if my child needs urgent intimate care, staff will need to provide this for my child, following the school's intimate care policy, to make them comfortable and remove barriers to learning.	
Parent/carers signature	
Name of parent/carers	
Relationship to child	
Date	



What Are SEND Newsletters?



At Chilvers, we publish a SEND Newsletter once a term for parents and carers. Each newsletter includes a spotlight on our SEND provision and features information about cognition and learning, social and emotional wellbeing, communication and interaction support, and physical and sensory needs.

The newsletter provides practical advice, links to videos and parent training, and information about support available in the local area. Previous editions have included ideas to help children with the transition into school, guidance on vision checks, quiet areas in supermarkets, learning apps and games, and strategies for supporting communication.

The newsletters are designed to keep families informed about our school provision for children with SEND and offer practical ways to support children at home and in the community.

SEND Newsletter Summer 2024



At Chilvers we are passionate about valuing every child and ensuring everyone has access to a full and balanced curriculum. As Special Educational Needs and Disability Coordinator (SENDCo), I am here to offer support and advice regarding the additional needs or SEND support for your child. The Pastoral team (Mrs Williams and Mrs Kapadia) are also available for behavioural support, parental advice and to assist you completing DfE forms. We are proud of our 'open door' policy so please do not hesitate to get in touch if you have any concerns or need some non-judgemental support.

Please contact us through your class teacher or you can make an appointment by phoning the school office. Alternatively, you can contact me via email: marsh.c@wileteam365.com. Many thanks, Miss Marsh

Spotlight on Provision:

All children may experience challenges with their learning at some point and for most children, these difficulties are overcome with support from teachers and home. However, children with SEND are likely to need something extra or different to help them learn.

A child may have special educational needs if both of the following apply:

- They have a physical or mental impairment, this includes a learning difficulty, mental health issues and physical disability which makes it much harder for them to learn than other pupils of the same age
- They require special educational provision to be made for them.

The Equality Act 2010 also states a person has a disability when they have a physical or mental impairment that is substantial, long term and has an adverse effect on their ability to carry out day-to-day activities.

Children may have difficulties in one or more of the 4 main areas of SEND:



If you have any concerns about your child's special educational needs, please do not hesitate to get in touch.

SEND Newsletter Spring 2025



Sensory and/or Physical Needs:

Children with sensory processing differences may react negatively to noises because they become overwhelmed with this type of input. This includes sounds which are not particularly disturbing or distressing to most people. When children are oversensitive to sound, it results in fear, anxiety, and at times avoidance of the activities that most other children enjoy participating in. Signs of auditory sensitivity include:



To support children with auditory sensitivity, you can provide ear defenders or ear buds, give advance warning of loud sounds, and turn off any background noise. Some shops also provide quiet times where all music is turned off, non-emergency announcements are stopped and the volume of the tannoy is turned down. ASDA has a quiet hour between 2.00pm and 3pm every Monday to Thursday and Lidl has quiet evenings every Tuesday between 6pm and 8pm. For further support strategies and advice, click [here](#). You can also complete an NHS sensory checklist to identify whether your child might have auditory needs. You can access the checklist [here](#).

Cognition and Learning:

Working memory is the ability to hold and manipulate information in your mind over short periods to be able to use it for further processing. For example, when we hear new information we rely on our working memory to keep the information active so that we can focus, organise and problem solve. Working memory is therefore crucial for academic performance.

Children with working memory difficulties may struggle with multi-step instructions, forget what they're doing mid-task, make mistakes when writing, struggle with mental maths, have difficulties reading, find it hard to retain information needed for learning or struggle to start work independently.



To help improve your child's working memory why not try [Memory Hunt](#), a free app. For further information about working memory and more support ideas, click [here](#).

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Social, Emotional and Mental Health:

As the school holidays approach, the festive period can be a very exciting time. It can also bring with it lots of anxiety and unsettled behaviour with new foods to try, new activities and different routines. Please click on the link below for some tips on how to make the holidays an easier experience for all the family and to help your child manage their time away from school.

[10 Tips for a happy SEND Christmas](#)

Tips for an autism friendly Christmas:



[Click here to watch the video](#)

For immediate support regarding your child's mental health, the YoungMinds charity offer friendly and confidential advice via their Parents Helpline, Webchat or Email services. If English is not your first language, the charity offers translators through all of these services. [Click here to access the YoungMinds website](#)

Communication and Language:

At Chilvers, we use Makaton to support children's understanding and support speech. It is used by over 100,000 adults and young people in the UK and you may have seen it used by Mr Tumble on Cbeebies. At home, using Makaton signs might help your child follow instructions and remember new vocabulary.

Singing Hands have a series of useful videos which can support you with this, including videos on the following:

Christmas Specific Signs:
Winter Clothing Signs:
Breakfast Signs:
Rooms in the House:
Things in my House Signs:
Feeling/Emotion Signs:
Farm Signs:
Vegetables:
Drinks:





What Are Our Roles and Responsibilities?



As SENDCO, Chloe Marsh is responsible for:

- ☐ Coordinating the support for children with SEND and ensuring all staff adhere to the schools SEND policy and are aware of their responsibilities.
- ☐ Developing and reviewing the school's SEND policy and the SEND Information Report.
- ☐ Involving parents in supporting their child's learning, keeping them informed about the support provided, and including them in progress reviews.
- ☐ Liaising with external professionals to support a child's learning.
- ☐ Updating the school's monitoring list and SEND register and maintaining records of children's progress and needs.
- ☐ Providing specialist support to teachers and support staff so they can identify those who need additional support and deliver appropriate support to children with SEND.





What Are Our Roles and Responsibilities?



Class teachers are responsible for:

- ☐ Monitoring the progress of all children. They will then identify, plan and deliver any additional support the child requires.
- ☐ Teaching groups or individuals with SEND and implementing personalised support and interventions as identified on the school's provision map.
- ☐ Working with Teaching Assistants so that they can lead support and interventions effectively and ensure links between classroom teaching and intervention work are made explicit.
- ☐ Identifying children who might require additional support and raising any concerns to the SENDCO, and, where necessary, writing referrals to external professionals for children in their class.
- ☐ Keeping parents/carers informed about their children's progress, SEND provision, and targets.
- ☐ Writing and reviewing Pupil Progress targets and Individual Learning Plans (ILPs) with parents at least once per term, and updating targets and updating provision.
- ☐ Attending yearly Annual Review meetings for children with an EHCP and other meetings with external professionals.
- ☐ Ensuring adherence to the school's SEND Policy in their classroom.





What Are Our Roles and Responsibilities?



Teaching assistants are responsible for:

- ☐ Working with small groups of children to help narrow gaps in learning and provide socio-emotional support.
- ☐ Adapting planning under the direction of the class teacher, to meet a child's needs.
- ☐ Collaborating with the class teacher to plan and implement activities, ensuring accurate monitoring of progress and appropriate assessment of learning half-termly.



The SEND Governors – Amy Shale and Sharon Wood are responsible for:

- ☐ Ensuring the necessary support is provided for any child with SEND who attends the school.
- ☐ You can contact the SEND governors through the school office (02476387001) or via email: wood.s11@welearn365.com and shale.a1@Welearn365.com



External agencies and professionals are responsible for:

- ☐ Processing referrals made by school staff and providing expert advice. They also conduct additional, specialist assessments upon the school's request.
- ☐ Reporting and providing feedback to school and/or parents within their designated time frames.





What Are Our Roles and Responsibilities?



As Headteacher, Miss Terri Hitchcox is responsible for:

- ☐ The day to day management of all aspects of the school, including the support for all children with SEND.
- ☐ Delegating responsibilities to the SENDCO and class teachers, whilst maintaining overall responsibility for ensuring that a child's needs are met.
- ☐ Keeping the Governing Body informed about SEND issues.



Miss Hitchcox:

Parents are responsible for:

- ☐ Letting the school know of any issues which may affect the child's learning.
- ☐ Having open communication with class teacher or SENDCO.
- ☐ Attending meetings that are relevant and involve their child.
- ☐ Raising any concerns with the class teacher so they can be investigated.
- ☐ Working with the school to provide a consistent approach to their child's learning.





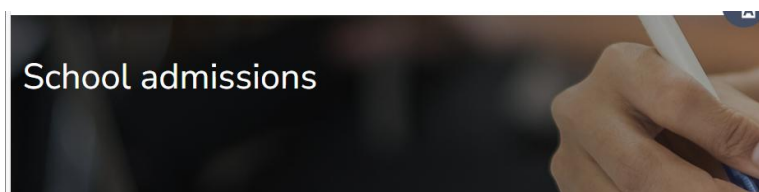
What is Our Admissions Policy?



We follow the Warwickshire LA Admissions Policy. All applications must be submitted to the local authority www.warwickshire.gov.uk/admissions. Please note that children with an Education and Health Care (EHC) Plan naming the school will be admitted first.

Once a place is confirmed, a robust induction programme is carried out to ensure any necessary support is in place before a child starts at Chilvers. This may include adaptations to the building, making appropriate resources available, and providing staff training. We are an inclusive school and strive to remove barriers to learning, ensuring all children can access education effectively.

For more details, please see our **Admissions Policy:** <https://www.chilvers-coton.co.uk/admissions-2/>



I want help to decide a school for my child >



Primary school places >



Secondary school places >



My child needs to change school during the school year >



I want to find out more about all Warwickshire schools >



Document library (admission arrangements and policies) >



I want to lodge an appeal >



I want to apply for a grammar school >



Contact us - school admissions >



What Is Our Complaints Procedure?



Step 1: Class teacher 	If you have any informal concerns about your child's learning or wellbeing, start by speaking with their class teacher. You can contact them via Class Dojo or speak to them in the morning or after school at the school gate.
Step 2: Infinite Possibilities Team 	If you feel your concern hasn't been fully resolved, you can contact our SENDCO or pastoral team. They are always available to listen, provide support, and guide you to the resources available.
Step 3: Headteacher 	If your concern is still not resolved, you can make an appointment to discuss the informal concern with our Headteacher through the school office.
Step 4: Formal Complaint 	If the issue is still not resolved, you can: Make a formal complaint or appeal, or Use a mediation service through Warwickshire: https://www.warwickshire.gov.uk/mediationappeals Once a formal complain is made, we follow out school Complaints Policy. This can be found on the school website.



What Is The Local Offer?



Warwickshire's SEND Local Offer is an online resource for families of children and young people aged 0 to 25 with SEND. It provides information and guidance on the support available across education, health and social care. Their offer includes free online parent courses that can be found [here](#). You can also find details about:



Education (school places, in-class support, transitions, and EHCPs)



Health and Wellbeing (speech, language, mental health, vision, hearing, and medical support)



Social Care and Family Support (help for young carers, short breaks, and financial support)



Early Years and Activities (childcare, holiday clubs, and activities for 0–5 year olds)



Transport (home-to-school or college travel)



Advice and Complaints (guidance if you are unhappy with a decision)

You can explore the Warwickshire Local Offer [here](#), or watch a video explaining the Local Offer [here](#):





Where Can You Get More Support?



Alongside the Warwickshire Local Offer, there are many other places where parents and carers of children and young people with SEND can find support:



Rise (mental health and wellbeing support)



Compass (emotional and social care guidance)



Warwickshire SENDIASS (SEND advice and parental support)



National Autistic Society (Autism information and resources)



CASS (Community Autism Support Service). Support for children and families on the autism spectrum)



Entrust Care Partnership (education and care services)



You can also talk to us in school if you'd like advice or support. To someone in school for advice, you can contact our SENDCO, Miss Chloe Marsh, by calling the school on 024 7638 7001 or emailing marsh.c@welearn365.com.

Alternatively, you can contact our pastoral team via email at virgo.s@welearn365.com or kapadia.s@welearn365.com.

More links to support and information can also be found on our school website, [here](#).



What Feedback Has Chilvers Had?



At Chilvers, we value parents' views and involve families in shaping our SEND provision. We talk to parents regularly and gather their feedback through surveys to make sure we are meeting the needs of every child. This helps us improve our support and ensure that all children feel included and thrive at school. Here are some quotes from parents:

'I can not praise them enough! They are amazing.'

'Many of the teachers and TA's are knowledgeable in SEND.'

'They always encourage SEN teacher/parent partnership.'

'My child had excellent support during their transition to a new year group.'



Glossary of Terms:



Please find bellow a list of acronyms that you may come across if caring for a child with SEND. Some of these notes have been taken directly from the 'Draft special need and disability code of practice; 0-25 years – April 2014' by the Department for Education and Department for Health.

COMPAS	Connect for Health: A service that works with schools and families to promote the health and well-being of children.
EHCP	Educational, Health and Care Plan: The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child, to secure improved outcomes for them across education, health and social care and, as they get older prepare them for adulthood. A request for an EHC can be done by the parents of the child or a person acting on behalf of the school with the knowledge and agreement of the parents. The Local Authority must determine whether the EHC assessment is needed and must communicate its decision to the parents within 6 weeks of making the request.
EMTAS	Ethnic Minority and Traveller Achievement Service: A service that supports children from ethnic minority and Traveller backgrounds to help them succeed in school.
EP	Educational Psychologist: a professional who helps children with learning, emotional, and behavioural difficulties by assessing their needs and providing support strategies.
HI	Hearing impairment: a condition where a person has a partial or total inability to hear.
IDS	Integrated Disability Service: A support service that supports children with a variety of needs including, physical, complex needs, hearing and visual difficulties.
ILP	Individual Learning Plan: A customised plan that outlines a child's specific educational goals and the support needed for the child to succeed.



Glossary of Terms:



LA	Local Authority: The local government responsible for providing public services, including education and support for children with SEND.
MLD	Moderate Learning Difficult: A term used to describe children who learn at a slower pace than their peers and need additional support.
OT	Occupational Therapy/Therapist: A professional who helps people improve their ability to do everyday tasks if you are physically disabled, recovering from an illness or operation, have a learning disability, or have a mental health need.
PD	Physical Disability: A condition that affects a person's physical functioning, mobility, or stamina.
PIP	Positive Intervention Plan: A strategy designed to improve a child's behaviour through positive reinforcement and support.
PMLD	Profound and Multiple Learning Difficulties: Severe and complex learning needs, often combined with physical disabilities, requiring extensive support.
PT	Physiotherapy/Physiotherapist: A health professional who helps children improve their movement and physical function through exercises and therapy.
SALT	Speech and Language Therapy/Therapist: A professional who helps children with communication difficulties, including speech, language, and swallowing issues.
RISE	Previously known as CAHMS: A service that provides mental health support to children and young people, focussing on emotional well-being and resilience.
SEND	Special Educational Needs/Disability: A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him to her. A disability as defined under the Equality Act 2010 is a "physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities".



Glossary of Terms:



SENDCO	Special Educational Needs and Disabilities Coordinator: A teacher responsible for managing and coordinating support for children with SEND in schools.
SEMH	Social, Emotional and Mental Health: A term describing needs in which children/young people have severe difficulties in managing their emotional well-being and behaviour that impacts learning.
SLCN	Speech, Language and Communication Needs: Difficulties with speaking, understanding language, and communicating with others.
SLD	Severe Learning Difficulties: Significant challenges in learning and understanding, requiring tailored educational support.
SpLD	Specific Learning Difficulties: Challenges with certain aspect of learning, such as dyslexia (reading), dyscalculia (maths), or dysgraphia (writing).
STS	Specialist Teaching Service: A team of educators who provide specialised teaching and support for children with specific learning needs.
TA	Teaching Assistant: A person who helps the main class teaching by providing extra support to children, especially those who need more help with their learning.
VI	Visual Impairment: A condition where a person has partial or complete loss of sight, impacting their ability to learn and perform daily tasks.
WAPAS	Warwickshire Preschool Autism Service: A service that provides support and early intervention for young children with autism and their families in Warwickshire.