



SEN Information Report

This document gives an overview of our procedures and of the resources available for supporting pupils with Special Educational Needs at Churchfields the Village School.

This SEN information report is reviewed annually.

If you would like any more information about the resources that are available in Wiltshire to support children and parents with SEN/D then please refer to the 'Local Offer' which is Wiltshire Local Authority's 'menu' of the resources available within the county to support children and parents of children with SEN/D available at: <http://www.wiltshire.gov.uk/local-offer>

We hope you will find the answers to your questions about SEND at Churchfields, the Village School here, but if we have missed something, please let us know and we will do our best to answer any further questions you may have.

If you would like a copy of this information report in audio format, please speak to our school office: Tel: 01225 703026

Some words are abbreviated throughout the document and these are listed below:

[ELSA](#) Emotional Literacy Support Assistant

My Support Plan To be known as a SEND Support Plan in Wiltshire from Sept 2022 – a document that is written in collaboration with the school, family and any outside agencies involved, that lists the strengths, needs, interests, targets and provision for supporting a child with SEN

One page profile a one page document that collates important information about a child and their needs as a quick reference point for e.g. supply staff

EHCP an Education Health Care Plan is a legal document which is an outcome focussed plan which uses a person centred approach to planning and reviewing additional provision for pupils with more complex and severe SEN aged 0-25 (known as a Statement of Special Education Needs prior to 2014 also known as a My Plan in Wiltshire)

SEN special educational need – a child is defined as having SEN if they have a learning difficulty that calls for special educational provision to be made for them. A learning difficulty means that the pupil has significantly greater difficulty learning than most children the same age.

SEN Support is a school-based single category which adopts a graduated approach to meeting the needs of those pupils identified with SEN, without and EHCP

SEND special educational need *and/or* disability

SENCO/SENDSCO Special Education Needs Coordinator or Special Education Needs and Disabilities Coordinator Every school must have a named SENCO. This person oversees the coordination and implementation of SEN policy and procedures in the school

SEND Lead Worker A key person from the local authority who will support you and your child with the coordination of services and paperwork associated with special needs, particularly EHCP

WGRSS Wiltshire Graduated Response to SEND Support

Our school

Churchfields is a rural mainstream setting with two bases one at Atworth and the other at Monkton Farleigh. We are highly committed to offering an inclusive curriculum to ensure the best possible attainment and achievement for all our pupils whatever their needs and abilities. We are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with SEND being met in a mainstream setting wherever possible, where families want this to happen. The school seeks to identify and remove barriers

to learning in collaboration with parents and carers. We aim to enable every child to learn as effectively as possible based on a good understanding on their strengths and areas of need. We want each child to enjoy his or her learning and to provide a firm foundation for life-long learning. All children with SEND are valued, respected and are equal members of the school and we work hard to ensure that all children have a high sense of self-esteem.

There are approximately 121 children on roll across 6 classes. 15.7% of our pupils on the school SEN register. We have a lower than average number of pupils who are eligible for us to access the pupil premium allowance 15.7%. Pupils with SEN are not always pupils in receipt of Pupil Premium.

What do we mean by SEND?

Under the 2015 Special Education Needs Code of Practice ([SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/442422/SEND_Code_of_Practice_0_to_25_years.pdf)), Special Education Needs and Disabilities are placed together, and abbreviated to SEND.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child has a learning difficulty or disability if he or she:

Has a significantly greater difficulty in learning than the majority of others the same age,

Or

Has a disability which prevents or hinders him or her from making use of the educational facilities of a kind generally provided for others of the same age in mainstream schools.

What provision is available at Churchfields School for SEN?

There are a broad range of resources and programmes for supporting children with common SEN including specialist intervention programmes that enable children to learn using specific approaches. We use the Local Authority guidance to support us select the most effective programmes of support.

How does the school know if children need extra help?

At Churchfields School, children are identified as needing extra help in a variety of ways, including the following:

- Liaison with pre-school or previous settings
- Regular monitoring of attainment and observations – part of the school's regular monitoring and pupil progress meetings with the Head of School
- Wiltshire Graduated Response to SEND Support (WGRSS) a document produced by Wiltshire Local Authority which helps school staff to identify SEN. Wiltshire produce

checklists for schools to use to identify children whose difficulties mean they should be placed on the SEN register. This ensures that when we identify pupils with SEND, we are using the same criteria as other Wiltshire schools.

- The use of a range of assessment tools to identify particular learning or emotional needs
- Concerns may be raised by teacher or parent

Most difficulties will be supported within the classroom as part of universal provision of high-quality teaching using a variety of styles and resources.

The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils. Class teachers make regular assessments of progress for all pupils. Where pupils are falling behind or making inadequate progress given their age and starting point they are given extra support.

Where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness, the class teacher, working with the SENCO, will assess whether the child has a significant learning difficulty. Where this is the case, then an agreement about the SEN support that is required to support the child is made.

Once a potential special educational need is identified, action is taken to put effective support in place – Assess, Plan, Do, Review – this is the graduated approach called SEN Support.

Where a child continues to make little or no progress, despite well-founded support that is matched to the child's area of need, the school would consider involving specialists, including those from outside agencies.

What should I do if I am concerned that my child needs extra help or may have special educational needs?

Talk to us – firstly contact your child's class teacher if you have concerns about their learning, communication, emotional, social, physical or sensory development.

Meet with the SENCO (Special Educational Needs Coordinator) Mr. Seán Delaney by booking an appointment via email senco@churchfields.wilts.sch.uk or phone 01225 703 026.

You know your child best. It is vitally important that we work together with you as parents and carers so that we can help your child to achieve his/her potential during their time with us. Together we will look at whether your child has some gaps in their understanding and needs a little extra help or whether they have a special educational need.

Who does the school work with to support children with SEN?

The school has access to a range of specialist services including:

School nursing service [School Nursing - Wiltshire Children's Community Services \(wiltshirechildrensservices.co.uk\)](http://wiltshirechildrensservices.co.uk) our school nurse is Annie Dalwood

Speech and language therapy [Speech and Language Therapy - Wiltshire Children's Community Services \(wiltshirechildrensservices.co.uk\)](http://wiltshirechildrensservices.co.uk)

[Educational psychologists](#)

Wiltshire Behaviour Support Service

Wiltshire Specialist SEN Service

Physical, hearing and visual impairment services [Audiology - Wiltshire Children's Community Services \(wiltshirechildrensservices.co.uk\)](http://wiltshirechildrensservices.co.uk)

Physiotherapists and occupational therapists Occupational Therapy and Physiotherapy - [Integrated therapies](#)

Child & Adolescent Mental Health Services (CAMHS) [Wiltshire CAMHS](#)

Autism Assessment [Wiltshire Autism Assessment Service \(WAAS\) - Wiltshire Children's Community Services \(wiltshirechildrensservices.co.uk\)](http://wiltshirechildrensservices.co.uk)

We would usually refer to these services after we have spoken with you and identified which would be the most appropriate service to engage.

How will the school support my child?

There will be several ways in which we will support a child with SEN depending on their needs. This may be through giving an additional programme of support to help with reading, writing, spelling or maths, communication or speech and language; they may have the support of an adult if needed or they may need more specialist support from one of the agencies above who can advise the school and parent/carer of further strategies and resources. We endeavour to identify underlying difficulties as early as possible so that the most suitable support can be tailored to each child's unique and individual needs.

Who will oversee, plan, work with my child and how often?

The **SENCO** oversees all support and progress of SEND children in the school and will be accountable to the governing body.

The **class teacher** is the first port of call as they know your child better than anyone else in school. They will oversee, plan and work with each child in their class to ensure that progress is made based on advice from you and the SENCO.

A **teaching assistant** (TA) may work with your child individually or as part of a group. This can be for extra reading, extra phonics, motor skills activities, etc. The frequency depends upon the needs of each individual. Staff maintain records that evaluate whether the intervention is helping your child and support your child to use their newly learned skills in the classroom.

What kind of support is offered in school?

The first approach to supporting children with SEN is to ensure that the environment and teaching/learning strategies, meet their needs. Staff will adapt teaching and/or resources including things such as use of a writing slope or pencil grip for handwriting issues; using a voice recorder for children with dyslexia or other alternatives to writing balanced with interventions to support skill development.



Universal Offer for all	... for some	...for a few
<p>Environments:</p> <ul style="list-style-type: none"> • Safe and well organised classrooms • Calm and purposeful environments for children to flourish in • Visual resources easily accessible • Common exception words for every class, • Resources to support progress within specific lessons and over time • Working walls are used to support vocabulary development • Visual Timetables with visuals to support • Familiar routines 	<ul style="list-style-type: none"> • Calm spaces for children who need more time and space to regulate 	<ul style="list-style-type: none"> • Individualised outdoor learning through Forest Schools and spaces are used to support children • Gardening

<ul style="list-style-type: none"> • Outdoor learning and natural resources are used when appropriate • Class rules displayed and taught well • A range of multi-sensory resources are used within and across lessons • Shearwater Farm on site – animals can be accessed in and out of school • Forest School on site 		
Universal Offer for all	... for some	...for a few
<p>Cognition & Learning difficulties:</p> <ul style="list-style-type: none"> • High Quality First Teaching • High expectations for all of our pupils • Clear learning outcomes using key skills and mastery • Clear steps within lesson to scaffold and support • Effective modelling • Carefully designed teaching sequences to support mastery • Pre-teaching of key concepts and language to support progress. Adaptive teaching to support children’s access to key skill development • Use of a range of resources to support (concrete objects, images, sequencing, etc.) • Word and grapheme mats. • A clear focus on talk, modelling and independent learning in each lesson • A consistent approach to handwriting. • Minimal copying from the board • Essential Letters and Sounds phonics programme is used to ensure that every child is a reader • High quality modelling and use of good examples to aid memory and support expectations • English is planned around the use of high, quality texts to develop a real love of reading 	<ul style="list-style-type: none"> • Pre-teaching and over-learning sessions to support children • Catch up programmes • Use of technology to support children’s learning • Handwriting support • Braeside G&T • Writing frames • Number Sense • Pupil Passports • Ear defenders for sensory support • EMTAS support • Talk tins 	<ul style="list-style-type: none"> • Learning Plans • Dyslexia Screening • Precision Teaching • Personalised timetables • 1:1 reading • Advice from Educational Psychologist and SSENS team • Annual reviews for EHCPs • MSP meeting 3 times a year

<ul style="list-style-type: none"> • High quality feedback to ensure that all children make good progress • On-going teacher assessment. • Times tables 144 club and TT Rock Stars • Annual school reports • Environment screen 		
Universal Offer for all	... for some	...for a few
<p>Social, emotional, mental health needs:</p> <ul style="list-style-type: none"> • A culture and climate based on our values of kindness, compassion, love and friendship. • Meet and Greet at the start of the day • Support from the Charlie Waller Trust, learning around emotion regulation and wellbeing. • Praise is specific and named • School has a Thrive practitioner. • Chunked instructions, • Calm areas in each class to support self-regulation. • Visual timetable to support regular routines. • Secure, trusting relationships between all adults and children • Weekly PSHE time to support well-being • PSHE curriculum built around core values to support explicit teaching • RSE policy and programme to support key skills for being ready and fit for their future • Thrive whole school assessment • Clear whole school behaviour policy. • Restorative approach • Regular Circle Time 	<ul style="list-style-type: none"> • Reasonable adjustments to the behaviour policy • Teacher talk time. 	<ul style="list-style-type: none"> • Individual Thrive provision • Social Skills groups. • Educational Psychologist advice • CAMHS input • Lego Therapy • Transition times clearly structured • Lunch Clubs • De-escalation plans • Reduced timetables • Alternative Provision
Universal Offer for all	... for some	...for a few
<p>Communication and Interaction</p> <ul style="list-style-type: none"> • A language rich environment • Lessons that provide opportunities for talk and oral rehearsal 	<ul style="list-style-type: none"> • Colourful semantics • Small group speaking and listening sessions 	<ul style="list-style-type: none"> • Task planners. • SALT 1:1 and small group sessions • SALT Therapist sessions

<ul style="list-style-type: none"> • Reading aloud time (intonation and expression) • Drama and role play planned into teaching sequences • Collaborative learning experiences • Regular oracy sessions • Talk partners 	<ul style="list-style-type: none"> • Social skills groups • Transition support • Talk Boost in EYFS and Y1 	<ul style="list-style-type: none"> • Personalised provision targeted work.
Universal Offer for all	... for some	...for a few
<p>Sensory and/or physical needs:</p> <ul style="list-style-type: none"> • Pen/pencil grips available • Muted colours in classrooms to provide low sensory demand. • Handwriting practise • Text size and font is appropriate. 	<ul style="list-style-type: none"> • Medication administered • Pencil grips • Fine Motor skills group • Highlighted handwriting lines to support. • Movement breaks. 	<ul style="list-style-type: none"> • Text size and font is adapted appropriately • Writing Slopes • Propelling pencils • Wobble cushions • Healthcare Professionals • OT advice • SPARK • Chew Buddy • Theraputty • Bespoke therapeutic timetables • Sensory Circuits

How does the school know how well my child is doing?

The class teacher continually monitors the progress of each child and notes areas where they are improving and where further support is needed. As a school, we use a variety of different methods to track progress and attainment. For children with SEN, we also use individual targets where the needs are significant, or a provision map which is a document detailing the provision for groups of children. These are evaluated by staff and by parent/carers so we can track your child's progress towards their individual targets and set new targets with you.

Children who are not making expected progress are highlighted at pupil progress meetings held between the class teacher and Head of School. These are held three times a year. As a result of these meetings the SENCO may work with the class teacher to arrange additional strategies or resources to support a child's needs to ensure that they continue to enjoy and do well at their learning.

What opportunities will there be for me to discuss my child's progress?

As well as meeting with the class teacher at parent/carer consultations, you will have the opportunity to meet outside of these meetings at least three times per year if your child has an

identified SEN and is on the schools SEN register. The purpose of these meetings will be to look at the progress your child is making towards their individual targets and to review, refine and plan support as part of the assess, plan, do, review cycle as set out in the SEN Code of Practice 2015.

How will progress be reported to me?

There will be the normal reporting arrangements of an annual report written during the year and there will be two parents/carers evenings.

If your child has an individual support plan the class teacher will meet with you and the SENCO at least 3 times per year to discuss your child's SEND needs, support and progress. For pupils of a higher need who have an EHC Plan (formerly known as a Statement of Special Needs) there will also be an annual review meeting with all the people involved in your child's support.

How can I support my child with their learning?

- Reading daily with your child/ren
- Helping with homework
- Reading class newsletters to engage with learning
- Participating in home learning projects
- Attending open evenings/mornings
- Communication of needs and changes in circumstances or home environment
- Attending meetings
- Working in partnership with the school

How will the curriculum be matched to my child's needs? What are the school's approaches towards differentiation and how will that help my child?

Teachers use a range of strategies to meet children's needs. Lessons have clear learning objectives. Work within class is matched to ability through differentiation and 'scaffolding' so that all children are able to access a lesson according to their specific needs, learn at their level and make progress.

Teaching assistants (TAs) may be allocated to work with the pupil in small focus groups or 1-1 to target more specific needs.

If a child is identified as having a special educational need, they may have an individual plan (IPP). The child, parent, teacher and SENCO will set and agree targets according to their area/s of need. These will be monitored on a weekly basis and reviewed at least three times a year.

Where appropriate, specialist equipment may be given to the pupil e.g. a reader pen, iPad, writing slopes, pencil grips or easy to use scissors.

How are the school's resources allocated and matched to children's SEND needs?

Children who are identified as having a SEN/D can access resources and support that meets their needs and will enable them to make progress. We regularly review our interventions and support to ensure that they are providing value for money and ensuring that the resources are helping your child.

It is the Governing Body's responsibility to ensure that resources in school are allocated to support appropriate provision for all children. These resources include learning materials/apparatus for the children as well as provision and training of Teaching Assistants and Teachers. It is important for children to have a balance of support from Teachers and Teaching Assistants, as well as opportunities to work with their peers and independently in class. The Head of School, together with the Senior Leadership Team (SLT) meet regularly to review and monitor the provision across the school for ALL children, and to allocate resources appropriately.

How is the decision made about what type and how much support my child will receive?

There is a document which has been produced by the Local Authority (Wiltshire Banding Thresholds) that helps schools to decide upon the level of need of children with SEN and this is consulted alongside the 'Wiltshire Graduated Response to SEND Support' to decide upon the resources allocated and is based upon the severity, persistence and complexity of the special educational needs.

Parent/carers are very much a part of this process and if we feel that we are unable to meet a child's needs within the allocated SEN budget that the school receives, then we may apply for an EHC (education/health care plan- previously known as a 'statement') It will then be up to the local authority to decide if your child's needs require additional resources to support them.

How will my child be included in activities outside the school classroom including school trips?

All children are included in all parts of the school curriculum including outdoor learning which takes place outside in the school grounds. We aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.

A risk assessment may be carried out prior to any off site activity to ensure everyone's health and safety is not compromised.

All the children, including those with SEND have the opportunity to attend after school clubs.

What support will there be for my child's overall well-being?

- Churchfields is an inclusive school that values diversity and celebrates the contribution of all. We encourage the children to do so too and believe that these are firm foundations for accepting individual differences.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required, the class teacher liaises with the SENCO for further advice and support. This may involve working alongside outside agencies or with our school based ELSAs (Emotional Literacy Support Assistants).

What support is there for behaviour, avoiding exclusion and increasing attendance?

- As a school we have a positive approach to all types of behaviour with a clear behaviour policy [Policies – Churchfields – The Village School](#) that is followed by all staff and known to children.
- If a child has behavioural difficulties, individual targets will be agreed with the child and parents to identify the specific issues, put relevant support in place and monitor progress. We also have access to the LA Behaviour Support Service specialist team for further advice.
- Attendance is regularly monitored by the Head of School to ensure that absence can be investigated and any identified needs can be supported. The Head of School and Educational Welfare Officer is available to support pupils who, for a variety of reasons, may find it difficult to attend school.

How does the school manage the administration of medicines?

The school has a policy regarding the administration and managing of medicines on the school website. [Policies – Churchfields – The Village School](#)

Parents need to contact the school office if medication is prescribed by health professionals to be taken during the school day and the admin staff will oversee the administration of any medications.

As a staff we have regular training and updates of conditions and medication affecting individual children so that we can manage medical situations. Some staff have had further training on administering injections or medication to certain children for specific conditions.

If my child has additional medical, physical or social needs, how will the school support them?

In consultation with parents and/or health professionals a Care Plan will be drawn up to ensure that your child's needs are met and that staff are appropriately trained.

Who is responsible for SEND at the school?

All teachers are responsible for the education and progress of all pupils, including those with SEN. The SENCO is currently Mr. Seán Delaney. He can be contacted by phoning 01225 703026 or emailing senco@churchfields.wilts.sch.uk.

What training is provided for staff supporting children with SEND?

Our school is dedicated to providing the best quality support for all pupils with SEND. We are constantly revising and improving our provision through continuing professional development for all our staff.

The SENCO and senior leadership through monitoring and auditing provision will determine training needs and plan regular CPD sessions for individual staff or the whole school as appropriate. The SENCO has the National Award for SENCO (NASENCO).

Our experienced TA's regularly support children to achieve well and are encouraged to access training provided by the LA and other providers as well as training sessions supported by our SENCO.

Recent, SEN specific, training includes – De-escalation techniques for TAs, ELSA training, Precision Teaching for all TAs, Autism and girls for individual staff.

In 2022-23 academic year SEND was a focus of the School Development Plan and a programme of CPD was planned to update and develop whole staff knowledge and skills in providing high quality teaching for all across the whole curriculum, as well as high incidence SEN such as dyslexia and autism.

How accessible is the school environment?

The school has an Accessibility Plan, which conforms with the Equality Act of 2010. This highlights the arrangements for the admission of disabled pupils at the school and the facilities provided to assist access to the school for these pupils ie.

- the entrance to the main school building is wheelchair accessible

- there is a disabled toilet large enough to accommodate changing
- the school carries out risk assessments for specific children as the need arises

How are parents/carers currently involved in our school?

We actively encourage parents to volunteer within school, e.g. supporting school trips, hearing readers etc.

We hold workshops to enable parents to understand and better support their child as a learner.

Parents run the Parent Teacher Association (Friends of Churchfields School - FOCS) and organise events to raise money for the school.

How are the Governors involved and what are their responsibilities?

- The SENCO reports to the Governing Body to inform them about SEND issues. This report does not refer to individual children and confidentiality is maintained at all times.
- One of the governors is responsible for SEND and meets regularly with the SENCO. They also report to the governors to keep all informed. The SEND governor is currently Rev. Jane Palmer

Who can I contact for further information?

The first point of contact would be your child's class teacher to discuss all matters regarding your child.

You could also arrange to meet the SENCO, Mr. Seán Delaney
senco@churchfields.wilts.sch.uk

If you are a prospective parent, please contact the school office (admin@churchfields.wilts.sch.uk or 01225 703026) to arrange a visit or to speak to the Head of School, Mrs. Heather Saunders, or the Special Educational Needs Coordinator, Mr. Seán Delaney.

How will my child be able to contribute their views and ideas?

- Children are involved in identifying areas in which they would like to progress and these are recorded on their one page profiles and/or in their support plans.
- As part of the school's monitoring processes the pupil voice is gathered annually.
- Circle times and PSHE sessions are used regularly to discuss any worries or concerns.

What steps should I take if I have a concern about the school's SEND provision?

If you continue to have worries or concerns then please contact the SENCO, Mr. Seán Delaney, or the head of school, Mrs. Heather Saunders. If you have a complaint concerning the provision for your child this should be raised in line with the school complaints procedure. For more information please see the Complaints Policy [Policies – Churchfields – The Village School](#).

Where can I get further information about services for my child?

The SENCO or Head of School can help you to contact other organisations, services etc. that can provide additional support for you. You can also find information about the Wiltshire 'Local Offer' on their web-site: <http://www.wiltshire.gov.uk/local-offer> The local offer is where Wiltshire Council publishes information on all services and support for young people with SEND

Wiltshire SENDIAS (SEN Information and Advice Service) can provide free advice and support to parents on many aspects of SEN provision. <https://www.family-action.org.uk/what-we-do/children-families/wiltshire-sendias/>

Wiltshire Parent Carer Council https://www.wiltshireparentcarercouncil.co.uk/en/Home_Page also provide a wealth of information about special educational needs, benefits & money, social care services, schools & learning, legal matters and more, as well as how to apply for the Short Breaks Scheme, which is funded by Wiltshire Council.

How will the school prepare and support my child when joining the school and when transferring to a new class or school?

First and foremost, we will talk to you as parents/carers to plan a smooth transition into our school. We encourage all new children to visit the school prior to starting. If your child is due to start school at the start of September in Reception, we will also liaise with your child's Nursery/Preschool. We also offer induction sessions to all children who are starting in Reception. If your child is due to start with us at any other time, we will liaise closely with their previous school. We will also talk to any other professionals who have been involved in meeting their needs. Where required, we will hold a transition meeting to share information between all those who have been involved with your child's education and all those who will be supporting them in the future. We will then plan a suitable transition programme for your child, depending on their needs. This may include:

- Extra visits to the school before your child's start date
- Meeting significant members of staff such as their class teacher or teaching assistant
- Ensuring that other adults around the school are aware of your child's needs

- Visiting their classroom when there are no other children present
- Providing a general timetable or photographs of the classroom, hall, playground, toilets etc to familiarise your child with at home
- Ensuring that the correct resources are available and reasonable adaptations to the school environment have been made
- Developing a reduced timetable to introduce your child to the setting gradually
- For children with SEN/D we might organise additional visits to assist with the transition. We might also visit them in their current school or pre-school setting.

Most of the children moving to secondary school attend local schools. We can make a ‘transfer book’ containing photos and other useful information that will help to ensure a smoother transition for those children who find transition difficult. Additional sessions with our school ELSAs can also be organised to discuss transition with pupils. A one-page profile is a useful document created for children on the SEN register. It collates information about what the child likes, what they find difficult and how they like to be supported and is a simple way to convey essential information about your child. Our Y6 teachers work closely with the relevant local secondary schools to ensure that all children have as successful transfer experience as possible.

If your child has a statement or EHCP (Education, health and care plan – also known in Wiltshire as “My Plan”), a transition review meeting will also be arranged in Year 5. We can arrange for your child to make extra visits into their new school, take photographs, ask questions and meet the staff before they start.

Secondary school staff may also visit your child here in Years 5 & 6 so that they have a chance to get to know the child in a familiar environment.

Within school, information about your child will be passed onto their new class teachers. Our school has a new class induction session in July of each year, for the children to meet their new teachers as a whole class. If your child needs more support with transitioning to their new class the school will support these special arrangements for your child and may hold a transition meeting.

We hope you have found the answer to your questions about SEND at Churchfields the Village School here, but if we have missed something, please let us know and we will do our best to answer any further questions you may have.

October 2024

Additional useful information



Sometimes parents may wish to access information independently and find websites a useful source of information. Whilst Churchfields, the Village School does not recommend or endorse any sites or the views expressed within them, the following links may prove useful:

<https://www.bdadyslexia.org.uk/> - British Dyslexia Association

<https://www.madebydyslexia.org/>

www.ipsea.org.uk – A useful site for free, legally based Special Education advice

www.autism.org.uk – The National Autistic Society website, the main UK charity for supporting people with ASD and their families

<https://www.autismeducationtrust.org.uk/parents>

www.attentionautism.com – For more information on Attention Autism and how you can support your child to develop attention and turn-taking skills

www.autismuk.com – Lots of information on ASD

www.downs-syndrome.org.uk – Advice and support, including booklets to help with independent toileting, sleeping and managing behaviour