

## ***Special Educational Needs and Disabilities (SEND) Local Offer***

### **Chester Park Junior School SEND Information Report**

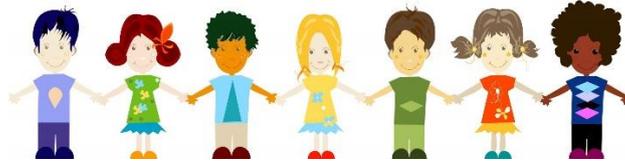
Chester Park Junior School is a three form Junior School and admits children from 7 to 11 years old. We can accommodate 90 children in each Year Group.

Our ethos and philosophy are grounded in the belief that pupils' social and emotional well-being is just as important as academic subjects. From September 2014 our school uses the "Thrive Approach" which supports adults to help children and young people become more self-assured, capable and resilient, enabling them to thrive in their world. Many children and young people face challenges that can knock them off course and we provide the understanding and help to get them back on track. Every child needs to feel that they belong, that they matter and that they are valued for their unique qualities. We believe this will ensure they make the best academic progress possible.

To support our philosophy in ensuring our provision is inclusive for pupils who have a wide range of special educational needs, the school uses the funding received from the Government, via the Local Authority. This provision includes:

- A full time SENCo (Special Educational Needs coordinator) who is non class based but works with pupils who have special educational needs.
- Six teaching assistants who provide 1 to 1 and small group support inside and outside the classroom.
- An HLTA (Higher Level Teaching Assistant) and a Child and family mentor.
- Staff with additional training in speech and language, autistic spectrum disorders, dyslexia, managing challenging behaviour, reading interventions, social skills programmes and physical development interventions.
- A Thrive room where children can go in to have some quiet time and be encouraged to participate in collaborative games.
- We offer targeted mentoring programmes taking place during the day including lunch times, and before and after the school day where appropriate.

As a Local Authority Junior school there is no charge for any of these services if your child secures a place with us.



### **1. How does the education setting know if children need extra help and what should I do if I think my child/young person may have special educational needs?**

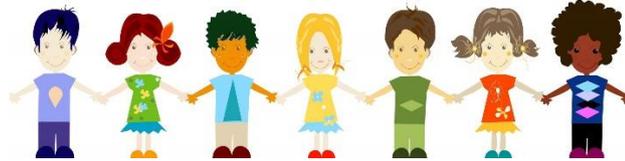
- We receive information from the pupils' previous schools and educational settings.
- The progress of all pupils is monitored regularly by class teachers and the Senior Leadership Team, so that when a pupil is not making expected progress in a particular area of learning, including emotional development, the school can quickly identify the need for additional support. This will then be discussed with parents/carers and the pupil concerned.
- If parents/carers have concerns about the progress or attainment of their child, or think their child has SEND, they should in the first instance, make an appointment to speak to the class teacher to discuss their concerns. The Class Teacher will then liaise with our SENCo as appropriate. School will look into the concerns, share what is discovered and agree with parents/carers what will happen next.



### **2. How will education support my child?**

- Our school provision map shows the range of interventions in place in our school which may be used when we identify a need for additional support.
- When the school identifies the need for additional intervention to enable a pupil to make expected progress, the parents/carers will be informed of the planned support and will be invited to a meeting at the school to discuss this further. If the pupil meets the criteria for special educational needs, provision will be given through various interventions. A copy of this will be provided for parents who can raise any concerns with the class teacher.

- We will monitor the progress of all children receiving additional support to ensure that the provision we have put in place is having the impact we are expecting.
- Governors are responsible for monitoring the effectiveness of the provision in place for pupils identified with SEND and they will receive a report from the SENCo on the progress of pupils with SEND and any actions that need to be implemented to improve provision.



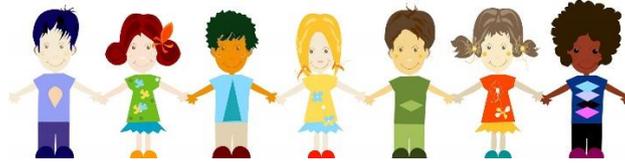
### 3. How will the curriculum be matched to my child's needs?

- All teachers are provided with information on the needs of individual pupils so that they can plan the learning within our curriculum to ensure that all pupils are able to make progress.
- Differentiation is planned for groups and individuals according to need: for example, a child who has Speech, Language and Communication Needs (SLCN), teachers will use simplified language and/or pictures to support them to understand new vocabulary.



### 4. How will both you and I know how my child is doing and how will you help me to support my child's learning?

- Annual reports and regular Parents' Evenings, spread across the year, give all parents and carers regular feedback on their child's up to date academic levels, individual Reading, Writing and Mathematics targets and any behavioural, emotional or social difficulties.
- When appropriate, parents/carers may be contacted mid-term to discuss the support that the school is providing and how they can help their child at home: this may be a phone call or a meeting. Pupils' views will be obtained and when appropriate, they may attend all or part of any meeting.



## 5. What support will there be for my child's overall wellbeing?

- The well-being of all of our pupils is our primary concern at Chester Park Junior School. They are supported with their social and emotional development throughout the school day, through the curriculum and extra-curricular activities. Personal, Social and Health Education (PSHE), and Jigsaw are integral to our curriculum and are also taught explicitly on a weekly basis.
- Additional support from specialist staff is arranged as needed for individual pupils, both in and out of the classroom; E.G. An individual provision map (IPM) or a (PSP) pastoral support plan may be put in place for pupils with the highest need.
- Our Behaviour Policy is based upon placing the victim at the heart of the process; which includes ensuring guidance on expectations. A poster of our golden rules are on display in every classroom.
- We regularly monitor attendance, support pupils returning to school after absence and take the necessary actions to prevent prolonged unauthorised absence.
- Relevant staff are trained to support medical needs and in some cases all staff receive training. Within our prospectus online we have health, medicine and welfare guidelines.
- Pupils' views are sought through the School Council, pupil conferencing and questionnaires.

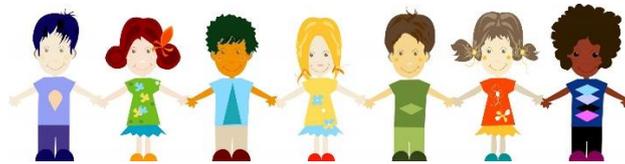


## 6. What specialist services and expertise are available at or accessed by the education setting?

- All external partners we work with are vetted in terms of safeguarding and when buying in additional services we monitor the impact of any intervention against cost, to ensure good value for money.
- Educational outside agencies include: Educational Psychology (EP); Bristol Autism team (BAT); Specialist health services such as Speech and

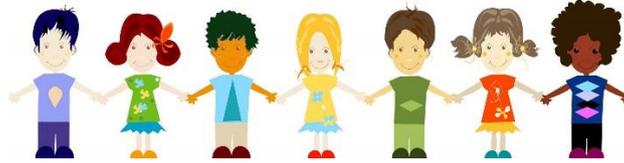
Language Therapy (SALT); Physical and Sensory Support Service (PSSS), which includes Hearing Impaired Service (HI) and Visually Impaired Service (VI); Occupational Therapy (OT); Physiotherapy (PT); Child and Adolescent Mental Health (CAMHS); and other health professionals.

- We work with First Response, Early Help and Community Police.
- Our highly trained LSA's deliver individual programmes of support for all children who benefit from having an IPM (individual provision map).
- Across our team of LSA's, staff are trained in Thrive, numicon, talk partners, basic dyslexia, Autism, basic physiotherapy and have basic speech and language qualifications.



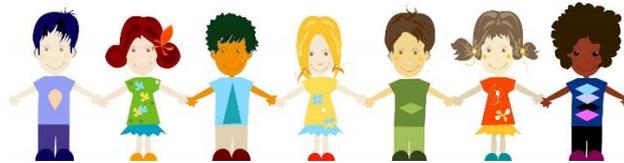
## **7. What training are the staff supporting children and young people with SEND had or are having?**

- We regularly invest time and money in training our staff to improve provision for all pupils, to develop enhanced skills and knowledge to deliver short-term support interventions and individualised support and interventions.
- Our SENCo is a qualified and experienced teacher, who receives ongoing SEN training in specific areas.
- All our teachers hold qualified teacher status and all staff members, including LSA, receive regular training to best support our pupils with SEND, for example in dyslexia, Autism, speech and language needs.



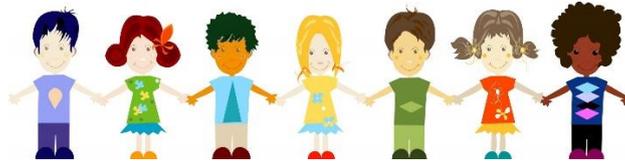
## 8. How will my child be included in activities outside the classroom including school trips?

- Our Equality/Inclusion Policy promotes involvement of all of our learners in all aspects of the curriculum including activities outside the classroom and is compliant with PSED (public sector equalities duty) requirements.
- Where there are concerns for safety and access, a personalised risk assessment is carried out to consider if reasonable adjustments can be made to meet any additional needs. If appropriate, parents/carers are consulted and involved in planning for the activity.
- The school takes part in specific inter school SEN sports events.



## 9. How accessible is the education setting?

- Chester Park Junior School is fully wheelchair accessible with a ramp at the front of the school that gives access to the office and full access to the rest of the site from the rear access. As we are in a 2 storey building there is a which can take you to the second floor.
- We have an Access Plan in place and where feasible, make reasonable adjustments to improve the accessibility of our environment to meet individual needs. Our policy and practice adheres to The Equality Act 2010.
- We monitor the languages spoken by families in our settings and make use of translation sites via our website and software. We endeavour to arrange for a translator to attend meetings if and when necessary.
- All newsletters and school documents are available on the school website where they can be translated into other languages.



## 10. How will the education setting prepare and support my child to join the setting, transfer to a new setting or the next stage of education and life?

- We have an induction programme in place for welcoming all new learners to our setting including the creation of 'buddies' with pupils from another year group and a series of visits.
- We have very good relationships with our feeder setting and the settings that most of our pupils move onto; we share information to support pupils' learning and well-being at transition. Personalised transition programmes are developed for children that will benefit from this additional support which include transition photo albums, additional visits and multi professional meetings.
- A Y5 'Choices' meeting dealing with transition from Junior to Secondary education is held annually and is presented by the Head teacher. At this presentation parents are introduced to the wide range of school choices available to them and the Head Teacher, supported by the Child and Family mentor and Admin staff explains procedures for applying for a secondary place and offers support.
- In Year 6 all children visit their new secondary school at least once and the staff from their new school come and visits them at Chester Park Juniors as well.
- Further support is provided as necessary for those children with SEND including additional visits to the new setting, both individually and as part of an enhanced transition programme for identified pupils.

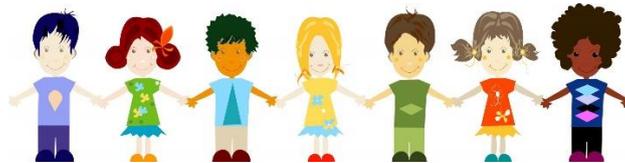


## 11. How are the education setting's resources allocated and matched to children's special educational needs?

- Our finances are monitored and audited regularly, both internally by the School Business Manager and externally via the Local Authority Auditing

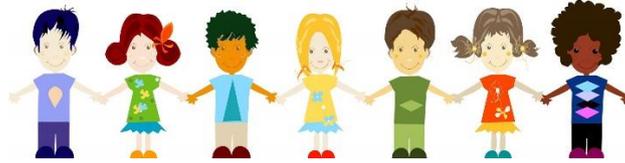
Team and we utilise resources to support the strategic aims of our setting as well as individual learner needs.

- We seek to ensure a 'value for money' service; therefore all interventions are costed and evaluated.
- Schools receive funding for all children including those with SEN and Disabilities and their needs are met from this funding, (including equipment).
- If the assessment of a child's needs identifies something that is significantly different to what is usually available, the Local Authority may contribute more funding if the cost of meeting an individual child's needs is more than £10,000 per year. This is done through the SENCO applying for TOP UP funding.
- Under the new Code of Practice, an Education Health Care Plan (EHCP) may identify additional money is required. Parents will have a say in how this is used. You will be told if this means you are eligible for a personal budget. This must be used to fund the agreed plan.



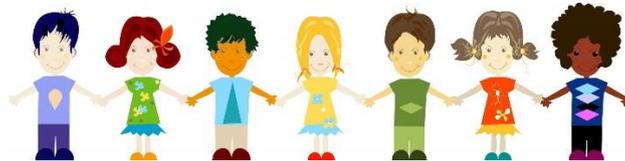
## 12. How is the decision made about what type and how much support my child will receive?

- Quality First Teaching and Inclusive Practice is clearly defined in our setting and we expect all staff to deliver this.
- Should additional support be required, this is undertaken after consultation with the relevant staff, the learner and their families as necessary. All interventions are monitored for impact and outcomes are defined at the start of any intervention. The SENCo oversees all additional support and regularly shares updates with the named governor for SEN & Inclusion.



### 13. How are parents involved in the education setting? How can I be involved?

- We are a child and family centred school, so parents/carers will be involved in all decision making about their child's support.
- We work in partnership with parents to support each child/young person's well-being, learning needs, progress and aspirations.
- We operate an open-door policy to allow parents to contact their child's class teacher with ease.
- Parents are invited to become involved in school-life through a number of means e.g. The Friends of Chester Park Junior School, becoming a Governor, hearing children read and on-going invitations to school events throughout the year.
- We host regular opportunities, during Challenge weeks, for parents to share in their child's learning and get a better understanding of what the children have been learning about during the topic.



### 14. Who can I contact for further information?

- In the first instance, parents/carers are encouraged to talk to their child's class teacher. For students with SEND, further information and support can be obtained from the SENCo Mrs Donatien. A fortnightly coffee morning is held where people can have informal chats with the SENCO.



## From a Child's Point of View

At Chester Park Junior school all the staff wants to help every child enjoy school and find what they are really good at. If you find something difficult you can ask your class teacher and Learning Support Assistant and they will help you.

What you think is really important, and you know what you find easy and what you find trickier. Your teacher will talk with you and help you find ways of making learning easier.

You will be good at lots of things at school and your teacher will guide you to improve things that you need some help with.

If you are worried about something at school we have lots of people to help you. Our Learning Support Assistants who can work with you in the classroom or by yourself to practise skills. Your class teacher will always be willing to listen to you or you can go to any adult in the school. All of these people can help you learn lots of things, be more confident about yourself, make friends and behave brilliantly – they love working with children too!

Chester Park Junior School is like having another family! If you have a question that you need help to answer then we have lots of professional people, like doctors, speech and language therapists, behaviour and learning specialists that we can ask to come and help us help you.



## Preparing for Adulthood

Even though when you leave Chester Park Junior School you'll be moving onto secondary school and not getting a job, you'll have had lots of opportunities to talk about your future! You will have also developed many of the skills you will need to enjoy your next step in education and started to think about what job you might want when you are older.

