

# Charter Rose Centre at Charter School Special Educational Needs Information Report

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## What is The Local Offer?

- As part of the Children and Families Bill 2014, all schools in Chippenham are required to make available their local SEND offer to families. This details how they can support children and young people with a special educational need and/or disability (SEND).
- 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 or her.

## Definition of SEND

A child ...has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

*Code of Practice (April 2014)*

## Overview of Charter Rose Centre

- Charter Rose is a resource base for children with social communication difficulties who have a diagnosis of Autistic Spectrum Disorder (ASD). All children are placed in the Resource Base as a result of a decision made at a County panel.
- There are currently 15 children in CRC and the children are split into two classes taking into consideration their ability and age. York class is for children from Year 1 to Year 3 and Lancaster class is a KS2 class for children from Year 4 to Year 6.
- All children have an EHCP (Education Health Care Plan) which is reviewed annually with parents and outside professionals.
- The Centre provides an ASD friendly environment with purpose built classrooms, including speech and language rooms, a quiet area and a sensory room. During 2017-18, the outside area has begun to be developed in order to make an attractive outside learning space.
- All areas of the resource base are accessible to children with gross motor difficulties. The school is fully wheelchair accessible.

## Curriculum and Learning

- **How will the curriculum be matched to my child's needs?**
  - The National Curriculum is adapted and differentiated to match the needs of each child. Teachers use effective approaches and strategies to support children with ASD with an emphasis on the teaching of personal, social and communication skills. There is an emphasis on using visuals such as timetables, 'Now and Next' boards and some children use PECS (Picture Exchange Communication System).
  - Many of the children require support from a Speech and Language Therapist. The Therapist works alongside the teachers in planning and setting targets for speech and language work, with the aim of integrating language and communication into the broader curriculum.
- **Who can I talk to, and how, if I am not happy with what or how my child is learning?**
  - The first point of contact for parents or carers is always your child's class teacher.
  - Some parents and carers speak informally to teachers after the school day, or request a formal appointment.
  - Parent consultations to discuss your child's One Page Profiles and targets take place three times a year.
  - Annual Review of EHCP.
  - Additional points of contact are:
    - Mrs Flack - Headteacher [Head@charter.wilts.sch.uk](mailto:Head@charter.wilts.sch.uk)
    - Mrs Heath - SENCO and Centre Manager [senco@charter.wilts.sch.uk](mailto:senco@charter.wilts.sch.uk)
- **What is the level of support my child can get both in and out of the classroom?**
  - Teaching Assistants, trained in using ASD-friendly strategies, support the teachers to provide differentiated and personalized learning for all children.
  - Centre staff support children with daily opportunities to integrate with their mainstream peers during assemblies, lunch times and playtimes. They are given support to join in whole school activities, such as Sports days and special school events.
  - Some children may be able to join mainstream lessons as part of an inclusion programme. This is based on a child's individual strengths and their social development, and is discussed with parents. This tends to be once the child is in Lancaster class.

## Training and Resources

- **What specialist services and expertise are available to my child?**
  - Charter School considers the needs of each child on an individual basis. In the first instance, all children receive high quality differentiated teaching which matches children's needs.
  - Where additional resources (such as a specific intervention programme) are required, the class teacher will liaise with the Special Educational Needs Coordinator (SENCO),

Specialist SEN teacher and where appropriate, the Headteacher (if support involves allocation of staffing), to develop a personalised programme of support for your child. All intervention programmes are evidence based, and are used to narrow the gap between your child's attainment and the attainment of their peers.

- What specialist services and expertise are available to my child?
  - As appropriate, Charter School is currently able to access external professional support, including:
    - Speech and Language Therapy (S & L)
    - Occupational Therapy (OT)
    - Child and Adolescent Mental Health Service (CAMHS)
    - Educational Psychologists (EP)
    - Specialist Special Educational Needs Service (SSENS) which includes:
      - Behaviour Support (BSS)
      - Learning Support
      - Social Communication Needs
      - Play Therapy
    - Ethnic Minority Advisory Service (EMAS)
    - Relate Time to Talk Counselling Service for children
    - Links with a School Nurse
    - Parent Support Advisor (PSA)
    - Common Assessment Framework (CAF) compiled when necessary
    - Equine Assisted Learning
    - Forest School provision
    - Access to parenting classes (through RISE and PPP) such as SWAPP
    - Links to The RISE Children's Centre Pre-School and RISE Family Support
  - As appropriate, Charter School has some staff specialising in:
    - Success at arithmetic
    - Reading Recovery
    - Accelerread/Accelerwrite
    - Speech and Language therapy including the 'Blast' programme
    - Talk boost
    - Narrative Therapy (Delivery of specialist Speech and Language support)
    - Team Teach
    - Mentoring Service
    - Other evidence-based Intervention Programmes
    - We strive to make all our classes as inclusive as possible, by developing systems and equipment that are designed to remove barriers to learning.
- What can I do if I am unhappy with the training and resources available to my child?
  - The first point of contact for parents or carers is always your child's class teacher.

## Assessment and Review

- How is the decision made about what type and how much support my child will receive?
  - Charter School strives to identify any special educational need or the need for additional support as early as possible in order to provide the appropriate support.
  - Where additional resources (such as a specific intervention programme) are required, the class teacher will liaise with the Special Educational Needs Coordinator (SENCO) and where appropriate the Headteacher (if support involves allocation of staffing), to develop a personalised programme of support for your child. All intervention programmes are evidence based, and are used to narrow the gap between your child's attainment and the attainment of their peers, and remove any barriers to learning.
  - Appropriate assessment procedures are in place which will inform challenging and achievable targets for your child. These are designed in collaboration with your child, class teacher, and the SENCO where appropriate.
- How are parents and young people involved in the assessment and review of needs?
  - At Charter School, children play an active part in target setting and reviewing their progress, along with parents and carers.
  - Through Parent Consultation Evenings and SEN review meetings, parents are involved in the assessment and review of needs.

## Communication

- How will the school keep me informed about my child's progress?
  - At Charter School, we highly value being able to work collaboratively with parents to ensure successful outcomes for all children. We have an open-door policy where parents are encouraged to take full and appropriate involvement in their child's education. Parents are encouraged to come into school on a regular basis to celebrate children's successes. In 2016-17, afternoon tea parties were held each term to serve home-made cakes and biscuits to parents and carers. This was welcomed by those who attended.
  - Parents are also able to find out about their child's progress through Parent Consultation Evenings, SEN review meetings, Annual Reports, Reading Records, and both formal and informal discussions with your child's teacher and SENCO.
- How will the school keep me informed about issues and problems with my child at school?
  - Other than in exceptional circumstances, your child's class teacher will keep you informed through discussion in person, over the phone, or by letter, email or text.
- How will I know what the schools expectations are for my child's progress?
  - In Parent Consultation Evenings and SEN review meetings, your child's teacher will inform you about your child's progress. Your child will also receive an Annual Report detailed their progress in each curriculum area.
- Who should I talk to if I have a concern about my child in school?

- The first point of contact for parents or carers is always your child's class teacher.
- Additional points of contact are:
  - Mrs Flack Head teacher - [Head@charter.wilts.sch.uk](mailto:Head@charter.wilts.sch.uk)
  - Mrs Heath SENCO and Centre Manager – [senco@charter.wilts.sch.uk](mailto:senco@charter.wilts.sch.uk)
- How will my child's voice be heard?
  - Charter School prides itself on being a school that actively listens to all children and puts their needs as paramount in all that we do.
  - Your child will be involved in the setting and reviewing of targets, if appropriate
  - Your child will be involved in creating a One Page Profile, if appropriate
  - Charter School also provides Relate Time to Talk Counselling Service.

### Transition

- What are the transition arrangements from pre-school to Charter School, and from Charter School to a secondary school?
  - Charter School has very close links with a number of pre-schools in Chippenham, in particular: Springboard Opportunity group, Woodlands Pre-school, Key Day, Pewsham Pre-school and Forest Nursery.
  - Staff from school visit many of the pre-schools in Chippenham to ensure a smooth transition for any pupils who are allocated a place in the Resource base by County.
  - Charter School has close links with each of the three secondary schools in Chippenham as well as Rowdeford School and Springfields Academy. We work collaboratively with each school to ensure a smooth transition from the end of primary school to the beginning of secondary school. For pupils who have an EHCP, a Transfer review is held in Year 5 in order to find the best secondary placement for the pupil where they will flourish.
  - We can arrange additional visits to each of the secondary schools for children with additional needs prior to them starting school.
- How could I arrange a visit before my child starts at the school?
  - Visits to the school are warmly welcomed. You will be given a personal tour of the school by either Mrs Sarah Flack ( Headteacher), Mrs Callaghan-Wright (Deputyhead Teacher), Mrs Heath (SENCo/Centre Manager) or Mrs Isherwood ( School Business manager)

## Questions Children May Ask

### What is the School like?

- Charter is a friendly school with lots of happy and helpful children.
- Charter School currently has eight classes. All our classes are named after the weather.
- We have a very large field and three playgrounds and an astroturf area. There is a playground at the front of the school for Foundation Stage and Year One to use as an outdoor classroom.
- There are two gazebos on the field and a super activity trail.
- We have a great big hall for PE and lunch time.

### Are the staff friendly?

- We have lots of lovely staff at Charter. There are teachers and teaching assistants, Office staff, mid day supervisors, cleaners and kitchen staff and some excellent visiting staff. All our staff are friendly, helpful and approachable and want the best for all our young people.

### I may need some help at school, how will you help me?

- The teachers will listen to you and your parents about your needs and how to support you. They will talk to you about what makes you happy, what is important to you and how best to help you. You can come and talk to us to find out about how we can make your time at Charter the best it can be.

### Can I come and visit Charter?

- Everyone is welcome to visit our school and have a look around. Your mum and Dad can phone the school office or call in and make an appointment. You can ask lots of questions and see for yourself what a fantastic school we are.

