

Charter School Special Educational Needs Information Report

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 a mainstream school.

Code of Practice (April 2014)

Overview of the school

- Charter is an average sized primary school with approximately 200 children on roll in seven classes. There are also two small classes in Charter Rose Resource Base*.
- The number of children in each class varies and is dependent on the number of children in each age group.
- There are currently single age group classes across the school.
- 27% (53 + EYFS) of pupils are known to be eligible for the pupil premium.
- 17% (33 + EYFS) are eligible for free school meals.
- 25% (50 + EYFS) of pupils are identified with a special educational need.
- 10% of pupils (20) have an Educational Health Care Plan. This includes 15 children in the Resource Base (known as the Charter Rose Centre)
- At Charter 8% (15) of children with SEN currently have a place in our Resource base for children with Social Communication difficulties. All have an ASD diagnosis/Social Communication difficulties (Charter Rose*).

- All areas of the school are accessible to children with gross motor difficulties. The school is fully wheelchair accessible.

Curriculum

- How will the curriculum be matched to my child's needs?
 - Charter School ensures that all teaching is differentiated to match the needs of each child. This is achieved through high quality planning and quality first teaching. This includes children who are very able or have a special educational need.
 - Some children may require more focused support, and additional adults may be used to provide support where appropriate within the classroom. Children who are more able will be challenged through effective differentiation in class and planned activities for rapid graspers in school and through external workshops.
 - Some children who have a special educational need may require a personalised targeted intervention to support their learning and enable them to access the 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.
 - Class teachers also hold formal Parent Consultation Evenings three times a year.
 - The Special Educational Need Code of Practice outlines the requirements for children identified with SEN.
 - Additional points of contact are:
 - Mrs Flack Headteacher Head@charter.wilts.sch.uk
 - Mrs Heath SENCO senco@charter.wilts.sch.uk
- What is the level of support my child can get both in and out of the classroom?
 - The support your child receives will be tailored to their needs, through differentiated teaching, use of additional adults and personalised intervention programmes, including carefully planned learning activities for children identified as rapid graspers in school and in external workshops.

Training and Resources

- How are the school's resources allocated and matched to my child's needs?
 - 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), and where appropriate, the Head teacher (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 make a referral to and access external professional support, including:
 - Speech and Language Therapy
 - Occupational Therapy
 - Child and Adolescent Mental Health Service (CAMHS)
 - Educational Psychologist
 - Specialist Special Educational Needs Service (SENS) which includes:
 - Behaviour Support
 - Learning Support
 - Social Communication Needs
 - Play Therapy
 - Ethnic Minority Advisory Service (EMAS)
 - Relate: Time to Talk Counselling Service for children
 - A School Nurse (linked to school)
 - Common Assessment Framework (CAF) compiled when necessary
 - Equine Assisted Learning
 - Forest school
 - Access to parenting classes (through RISE and PPP)
 - Links to The RISE Children's Centre Pre-School and RISE Family Support
 - Charter School has some staff who specialise in:
 - Success at Arithmetic
 - Reading Recovery
 - Speech and Language Therapy
 - Talk Boost
 - Blast
 - Narrative Therapy (delivery of specialist Speech and Language support)
 - Team Teach
 - Mentoring Service
 - Supporting children with Dyslexia
 - Strategies for supporting children with ASD (Autism Spectrum Disorder)
 - Other evidence-based Intervention programmes

We strive to make all our classes as inclusive as possible, by developing systems and providing equipment and resources 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 Head teacher (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 help us to set ambitious 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 working 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.
 - Parents are also able to find out about their child's progress through Parent Consultation Evenings, SEN review meetings, Annual Reports, Reading Records in Key Stage One, and both formal and informal discussions with your child's teacher and the 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
 - Mrs Heath SENCO 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
 - Your child will be involved in creating a One Page Profile, if appropriate. A One Page Profile or OPP records what your child enjoys doing, what is important to your child and how your child needs to be supported in order to learn effectively
 - Charter School also provides Relate – a 'Time to Talk' Counselling Service (with 'drop-in' sessions for older pupils plus more intensive six week sessions for children who have been referred by their parents or teachers)

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 Woodlands Pre-school, Key Day Nursery, Pewsham Pre-school and Forest Nursery.
 - Staff from school visit many of the pre-schools in Chippenham to ensure a smooth transition.
 - Charter School has close links with each of the three secondary schools in Chippenham and work collaboratively with each school to ensure a smooth transition from the end of primary school to the beginning of secondary school.
 - 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 (Deputy Head Teacher) or Mrs Isherwood (School Business manager)

Initial Draft July 2014 to be amended and/or ratified in Autumn term 2014.

Updated: Mrs Heath October 2016, October 2017 September 2018

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.

