

Chester Park Federation - Ordinarily Available Provision

1. Assessment	2. Partnerships with Learners and Parents/Carers	3. Pastoral Care (including help and advice about personal problems)	4. The learning environment (physical and sensory environment)
<p>To use the assess, plan, do and review cycle.</p>	<p>Partnership is a key part of all work. Partnership working means parents/carers and pupils take part in all decision making.</p>	<p>The setting has a clear system for pastoral support.</p>	<p>The physical environment is adapted to meet the needs of learners.</p>
<ul style="list-style-type: none"> • Learning and behaviour is monitored and observed in different settings, contexts and times across the day for short periods to inform assessment, planning and review. • Staff are aware of starting points so that progress can be measured at each phase or key stage. • Assessment is used to inform planning and interventions and assessment is undertaken through observing performance during interventions. 	<ul style="list-style-type: none"> • Whole-school information shared with parents using Class dojo and on school website (I-CAN). • Class teacher available at the beginning and end of the day for passing of information. Class dojo is used to support communication with class teacher, including informing parents of incidents away from their child. • Federation support plans are used to record information where concerns have been expressed and interventions have been in place over time. • Parents are aware of the SEND of their child and the support in place. They are fully involved in setting and reviewing targets and outcomes. (3 x year minimum). • Setting discusses the SEND COP with families and fully explores what can be provided at SEND support in the local mainstream setting. • Parents and carers are signposted to www.bristol.gov.uk/web/bristol-local-offer • Formal and informal events take place to seek family's views about SEND provision in the setting. The results are published on the setting web site. 	<ul style="list-style-type: none"> • Awareness and sensitivity of peers and staff towards difference (SEND) is raised at a whole setting level. • Focussed work is planned for classes and groups regarding specific needs or conditions where necessary. • A calm learning environment is created by and for all staff and CYP. • SEND register is shared with SLT. • Class folders have information on individual needs which are accessed by staff working with them. • All SEND pupils have a one-page profile that is easily accessible and used to provide the best support for that child. • All Staff are trained in trauma informed practices and relationship-based approaches to behaviour. This is delivered through whole day INSET and twilight training. • Language in the classroom demonstrates unconditional positive regard for learners (restorative approaches and relationship - based approaches). • PSHE is used to develop well-being and resilience; no interventions take place during this time. 	<ul style="list-style-type: none"> • Infant School has been adapted to ensure accessibility. Junior School is a new, purpose-built site. All furniture is the appropriate size/ height for the learners. • Clubs and educational visits are planned to fully include pupils with SEND, including those with SEMH and physical disabilities. • Learners' views are routinely sought and are used to inform in planning for physical or sensory adaptations that they may require. • The schools actively work with BCC Sensory Support Service. Classrooms are accessible to those with sensory impairment: -visually friendly (good contrast, lighting, reduced glare, blinds to control light etc.). -deaf friendly (acoustics) such as sitting in close proximity to the speaker, a reduction in background noise by closing doors. Class teachers trained in using hearing equipment – 'how to' guides available for supply staff. • Equally access to WIFI and use of IT systems that support the use of assistive technology. • Reasonable adjustments are made according to individual needs.
<p>Formative assessment and feedback are key features in learning activities, lessons and in marking and assessment policies.</p>	<p>An effective partnership with learners and parent/carers is evident. (This will vary in nature depending on the age of the CYP).</p>	<p>The setting recognises and responds to the need for individual pastoral support for learners with SEND bearing in mind the individual's social, emotional needs and any other relevant circumstances such as ACEs.</p>	<p>Practitioners are aware of sensory needs and issues that may impact on learners.</p>
<ul style="list-style-type: none"> • A wide range of assessment strategies and tools are used at regular intervals to ensure we understand our learners' progress. Reading, spelling and numeracy assessments will be used where there are concerns about learners' progress. • All learners will have regular and frequent opportunities to communicate about their learning or play and evaluate their own performance. Self-assessment is used as part of typical routines to set individual targets or next steps. • The impact of interventions will always be evaluated as the first intervention tried does not always give the best results. Alternative approaches are explored to see if better outcomes are achieved. • Assessments are administered by known adults. 	<ul style="list-style-type: none"> • Learners are involved in the graduated approach. They assess, plan, do and review their learning. • Learners are helped to value their progress and achievements and to recognise and understand their own barriers to learning. The schools' focus on metacognition supports pupils in understanding who they are as learners. • Learners understand, identify and contribute towards the targets they intend to achieve. This is done through pupil voice, conferencing and meeting with parents. • The school support plan is used to document the assess, plan, do, review approach. 	<ul style="list-style-type: none"> • Named adults are available as key workers when required. This could be a family support worker, class teacher, learning support assistant, lunch time supervisor etc. • All Staff are trained in trauma informed practices and relationship-based approaches to behaviour. This is delivered through whole day INSET and twilight training. • The school has staff who have additional training including Thrive and ELSA and deploys these staff according to pupil needs. • Pupils can identify a safe space and are able to use the space when required. • Communication is shared effectively. 	<ul style="list-style-type: none"> • Learners' sensory needs are known and used to plan seating arrangements and movement breaks. Left and right-handed pupils can use equipment comfortably. • Pupils who wear glasses and/ or hearing aids wear them and are seated in the optimum position. We work alongside Sensory Services and follow advice given. • Displays are meaningful and visually accessible to reduce sensory overload. Beige background, black borders, simple, clear text. • Staff are aware of lighting in the room, for example, use of natural light, glare from the board, who is facing the light, where you stand in relation to the light. Pale background and accessible font styles are used on the whiteboard. • Staff are aware of smells and noise in the room and any individuals who may be impacted by these Staff minimise anxiety by keeping doors closed, allowing breaks etc. • Reasonable adjustments are made in regards to clothing and pupils eating particular foods and/or needing to eat during the day.
<p>Reasonable exam access arrangements are in place to for all national tests and public examinations.</p>		<p>Learners feel safe and valued in the setting. They know that they can talk to staff who will listen to concerns and value their opinions.</p>	
<ul style="list-style-type: none"> • Learners' preferred ways of working are established so that assessment arrangements are part of everyday ways of working for pupils. • Arrangements include: rest breaks, use of a reader/scribe/ laptop, extra time, smaller examination rooms. For public examinations relevant exam board guidelines are consulted. Resources and access arrangements are adapted for in-class assessments 		<ul style="list-style-type: none"> • Negative attitudes, beliefs or practices towards individuals or groups are challenged across the Federation. Regular promotion of the schools Relationship Policy. • Pupil voice is encouraged through school council, good idea boxes, photographs etc. • Time and space and appropriate communication aids are made available for pupils with communication needs to express themselves. This includes use of PECS, Makaton and other alternative communication aids. 	

5. Teaching and Learning Strategies	6. Resources (staff, outside spaces, additional adults, IT, furniture, teaching and learning materials)	7. Staff skills and training	8. Transition and transfer
<p>Practitioners are aware of the additional needs of their learners; understand the nature and impact of these and how to respond to them. Planning incorporates more detailed specialist advice.</p> <ul style="list-style-type: none"> Aspects of structured teaching are used according to pupil needs, for example, visual timetables, clear concise instructions with written or visual prompts (for example, now and next cards), particularly during transitions. An auditory prompt (music/musical sound) paired with a visual cue to support transition from one activity to another. Learners are given time to process information before being asked to respond. Tasks are broken down into small manageable steps. These steps are shown explicitly. Feedback is clearly identified as being key to learning. The pace and order of activities is varied to maintain interest and attention of all pupils. Specialists are asked to work alongside educational setting staff to support the assess, plan, do, review process at SEND support. E.g. Education Psychology Services, Sensory Services, BAT, PMHS, OT, School Nurse. Advice is followed. 	<p>Resources are allocated appropriately to ensure additional needs are met and are redirected to others where necessary. Quality and impact of support, is scrutinised.</p> <ul style="list-style-type: none"> Resources are within easy reach of learners to promote independence. Learners have easy access to sensory equipment that they require, for example, writing slopes, pencil grips, wobble cushions, fidget toys, ear defenders, and weighted blankets. Resources are clear and uncluttered, labelled using text and images. Print size and font is appropriate. Coloured backgrounds and paper are used to reduce visual stress. Adapted physical resources such as PE and Maths equipment are adapted to promote independence for example, different size balls. 	<p>All practitioners, including Teaching Assistants, make a positive contribution to learner progress.</p> <ul style="list-style-type: none"> Additional adults are deployed proactively in the classroom in a clear planned way with identified learning objectives and success criteria; their impact on the learner is monitored carefully to ensure progress is supported. Grouping, seating arrangements and additional support are used to promote independent learning as far as possible. Strategies used in interventions are integrated into typical teaching so that they can sustain progress. For example, if a visual timetable approach has been helpful for an individual, this could be incorporated into whole class teaching and routines. Leaders in settings consider the deployment of additional adults strategically. Regular feedback from LSA is strong and planned into daily meetings before teaching starts. Timetabling used effectively to maximise resources and release staff. Communication between LSA and Class Teachers is strong. 	<p>Support is in place for routine and life transitions when required.</p> <ul style="list-style-type: none"> Staff are aware of those who will need additional support for all or most transitions and plan for these transitions. All staff are trained in ACEs. Transitions include: moving around the setting, preparing for weekends/ start of holidays/ beginning of term, changing from structured to unstructured times, moving from break to lesson times, moving from one activity to the next within a lesson, changes of staff -permanent and temporary, special events: visitors, visits, celebrations, life events: birth of a sibling, change in parenting arrangements for example, change in parents' relationship status, loss and bereavement or contact visits, puberty. Safe space available when needed. Plans are also made for unstructured times: there are structured alternatives such as football, use of nurture room/inside pass for vulnerable pupils. Visual timetables are used.
<p>Practitioners differentiate to provide suitable learning challenges and cater for different learning needs. Individualised and/or small group planning and programmes in more than one curriculum area. Use of goal setting to promote independence, scaffold and support learners.</p>	<p>Specific resources and strategies are provided to overcome potential barriers to learning. Increased use of appropriate and supportive ICT resources.</p>	<p>There is a plan for on-going Continuing Professional Development (CPD) in relation to the needs of the learners.</p>	<p>Procedures are in place for ensuring smooth progression through settings, particularly during all transition phases, including on entry and exit.</p>
<ul style="list-style-type: none"> Modelling is used to aid understanding. Visual/audio demonstrations and visual cues/audio commentary are used. Key vocabulary is displayed with visuals on working walls. Alternatives to written recording are used routinely. Study skills are explicitly taught. Pupils have access to homework clubs, or additional support with homework. Homework is differentiated appropriately for pupils. Teachers' handwriting on the board and in pupils' books is clear and legible. Interactive whiteboards/flip charts are used effectively to promote engagement and scaffold the lesson. IT is used to support learning where appropriate. 	<ul style="list-style-type: none"> Concrete apparatus and adapted resources are available for pupils who require it. ICT is used to support alternatives to written recording and to promote independent learning. Research evidence is used to ensure that we are using evidence informed practices. Staff work with outside agencies to ensure correct resources are in place for children to access learning. Advice is followed. 	<ul style="list-style-type: none"> There is a planned programme of ongoing CPD in relation to SEND for the whole setting and individual teams and departments. Best practice is shared within the setting and with other settings through, for example, SENCO cluster meetings. The school is working with BCC as part of their 'Delivering Better Value' project. Senior Leaders disseminate information effectively to all staff through specific training, staff meetings, INSET and weekly updates. The school has trained staff in Attention Autism, ELSA and Thrive and are to expand on this to enable more support for pupils. 	<ul style="list-style-type: none"> SLT across the Federation meet on a regular basis and actively share information about learners to support successful transitions and manage change both within the setting and beyond. This information is available for the learner's parents and carers, other colleagues within the setting and receiving or previous settings as required. A transition book is available for all pupils joining in Reception. More detailed transition book is given to pupils with identified additional needs. Transition from EYFS to KS1 is considered carefully with leaders managing transitions through sharing of knowledge and understanding the needs of the child. Transition from KS1 to KS2 is managed effectively through extended transition time and visits from Junior School staff to the Infant School and class visits to the Junior School. Transition between Year Groups is managed through class teacher meetings and opportunities for pupils to meet their new teacher. Letter given to pupils by their new teacher and postcards sent home in the summer holidays to keep pupil in mind.
<p>Practitioners ensure that learners have opportunities to work in different ways, for example, independently, in small groups and/or in pairs. Individualised and/or small group sessions are also used.</p>	<p>Practitioners ensure that collaborative learning and peer support is a feature of all lessons.</p>	<p>Staff collaborate and have effective links with other relevant outside agencies and specialists.</p>	<ul style="list-style-type: none"> Transition between Year Groups is managed through class teacher meetings and opportunities for pupils to meet their new teacher. Letter given to pupils by their new teacher and postcards sent home in the summer holidays to keep pupil in mind. Practitioners are aware of pupils who need additional support while transitions and adjustments are made, for example, additional visits to a new setting/classroom with a familiar trusted adult, creating social stories. Year 6 pupils are supported to become secondary ready and communication from SLT with link schools is strong. End of Key Stage is celebrated (hoodies, books etc).
<ul style="list-style-type: none"> Teaching strategies are used to actively promote independent learning, for example, through pre-teaching, overlearning, appropriately differentiated resources. Seating plans/groupings take account of individual needs and routinely provide opportunities for access to role models, mixed-ability groups, structured opportunities for conversation and sharing of ideas. When available, additional adults are used to support independence rather than create dependence. 	<ul style="list-style-type: none"> Strategies that foster collaboration and working together with positive regard are used to support teaching and classroom relationships. Strategies are used to build and maintain positive relationships across the whole community (for example, peer mentoring). There are opportunities to develop peer awareness and sensitivity and support for different needs and disabilities both in and out of the classroom. 	<ul style="list-style-type: none"> Senior Leaders share experience and support internally. If concerns continue, external support can be sought. We regularly communicate with professionals who are involved with each learner. Advice used to inform teaching and learning and can be seen in pupil planning documents and support plans i.e. using colourful semantics. Parents/carers work with the school where specific decisions to involve outside agencies in casework are made. 	<ul style="list-style-type: none"> Transition between Year Groups is managed through class teacher meetings and opportunities for pupils to meet their new teacher. Letter given to pupils by their new teacher and postcards sent home in the summer holidays to keep pupil in mind. Practitioners are aware of pupils who need additional support while transitions and adjustments are made, for example, additional visits to a new setting/classroom with a familiar trusted adult, creating social stories. Year 6 pupils are supported to become secondary ready and communication from SLT with link schools is strong. End of Key Stage is celebrated (hoodies, books etc).