Chester Park Federation SEND Information Summary 2026-27

The full SEND Information Report can be found on the federation website. This is a short overview created in response to feedback from parents and carers. This is an easy read format.
Chester Park is an inclusive mainstream setting serving the community of Fishponds.
What is SEND? SEND stands for Special Educational Needs and Disability. If a child has a disability or finds school hard, they may be supported through our SEND provision.

What types of SEND does Chester Park Support? We have provision for pupils who are able to attend a mainstream setting in the following SEND categories;

- Learning Difficulties
- Communication and Interaction (including autism)
- Social, Emotional and Mental Health
- Physical and Sensory

Does my child need a diagnosis? No. At Chester Park, we aim to support all children within a mainstream setting (some children will have a specific diagnosis and some children will not have diagnosis). Our approach to supporting SEND is to give the right provision at the right time.

Who is the SENDCO and what do they do?
The SENDCo is the Special Educational Needs and Disability Coordinator. They manage and oversee the SEND processes in school. Kathryn Curry is the SENDCo. Class teachers and/or learning support staff are responsible for the day-to-day delivery of SEND provision.

Communication: Who should I speak to about my child's SEND?

- First speak to class teacher – they are usually in the best position to answer your questions
- For questions about Intervention bases at school – email the office
- Following this you may speak to the SENDCo (Kathryn Curry)

Curriculum: For many pupils, we adapt the curriculum to meet the needs of the child. This may include; the use of different tasks and resources, additional support in class or out of class and specific interventions to meet the needs of the child.

Belonging: At Chester Park, having a sense of Belonging is important. We focus on building positive relationships between our whole community. We have two school rules, which support this; BE SAFE & BE RESPECTFUL.

Support Plans: Children with SEND will have a plan to support them and specific targets to help them with aspects of learning. These will be shared with you and reviewed.

Intervention Bases: In order to best support pupils the schools may use intervention bases – these bases support children who have needs that cannot be met within a mainstream classroom. These are a provision created by the school in response to specific needs. At present we have 2 intervention bases across the Federation. More information can be found about these bases by contacting the school office.

Graduated Response: We use a graduated response to meet pupils need. This ensures that we build support over time and respond to each child's specific needs. It also means that we aim to provide the right level of support at the right time.

Getting Support from other professionals: At times, we will make links with other professionals to better support children with their own specific SEND. We need permission for this from parents and carers. Supporting the school in accessing other professionals as needed is an important part of collaborative work between home and school.

Timescales: How long will things take? It depends! This is a really honest answer. School will aim to respond to parents and carers requests within six weeks. Following this, we will set in place adjusted provision with a set date for review. When involving agencies beyond the school, timescales and waiting lists can be very long, in some cases up to two years. We will make you aware of the approximate timescales when sharing any information.

Does my child need an EHCP? An Education, Health and Care Plan (EHCP) is a legal document which describes set provision that your child needs to be successful on their journey to adulthood. An EHCP once issued will be in place until the person reaches 25 years old. It is the Local Authority's duty to meet the needs stated on an EHCP and provide the correct provision. The Local Authority (LA) is the authority you pay council tax to and who collects your bins. Most children at Chester Park live in Bristol LA but some children live in South Gloucestershire LA. From Chester Park's point of view children need to have the correct provision and an EHCP is not necessary to ensure the correct provision. In most cases of pupils with SEND, the provision can be made at school. Chester Park is a mainstream setting and there will be occasions where the SEND cannot be met by us.

What happens if Chester Park cannot meet my child's needs? If your child does not have an EHCP, Chester Park will follow the graduated response with the aim of changing provision until we are able to meet need. As part of this graduated response, we may work with the family to set in place an EHCP so that the correct provision can be set in place (this may or may not be at Chester Park).
If your child has an EHCP, the school will be consulted and asked if we can meet the needs stated on the EHCP and if we can provide the necessary provision to best support the child. In many cases we are able to consult that we can meet the need but there are occasions where as a mainstream setting, we are not able to meet the specific needs as required by law, when this is the case, we will respond to the consultation to indicate that we cannot meet the needs of the child and are unable to provide the necessary provision. In response to every consultation, we consider the following;

At Chester Park, inclusion is very important to us. Our school vision; Positive, Resilient and Meaningful echoes through all of our work. When we review consults for places, we endeavour to say 'Yes.' We firmly believe the statement in the opening of the Code of Practice (CoP), "Our vision for children with special educational needs and disabilities is the same as for all children and young people."

We are very focused on providing outstanding Ordinarily Available Provision (OAP) and our offer in relation to this has been consulted with children, parents and the wider community. OAP is a key aspect to delivering high quality mainstream SEND provision as detailed in the COP, "High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Schools and colleges must use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less."

We promote equity as a school priority and ensure that we explore all opportunities to improve mainstream provision for SEND pupils in line with local, national and international expectations, as detailed in the COP, "As part of its commitments under articles 7 and 24 of the United Nations Convention of the Rights of Persons with Disabilities, the UK Government is committed to inclusive education of disabled children and young people and the progressive removal of barriers to learning and participation in mainstream education."

We have high quality first teaching, well-trained staff with various areas of expertise, a commitment to inclusion through the removal of barriers. This can be seen not only within our class spaces but within our bespoke interventions and the flexible approaches used to support pupils with SEND. Prior to any consultation, we look at what is in the best interest of the child. We refer to the CoP, the Local Offer, our own SEND Report, Children and Families Act 2014 and the Equality Act 2010. This supports and informs our decision making to ensure that we are making a decision in the best interests of each individual.