Chester Park Federation SEND Information Report 2026-27

Chester Park Federation is made up of Chester Park Infant School and Chester Park Junior School. Both schools are mainstream and neither school has a specialist resource base. Chester Park schools serve the community of East Bristol and are located in Fishponds. This document sets out how we, as a school, provide for our pupils with Special Education Needs and Disabilities within our mainstream setting.

If you have specific questions about your child, please contact your child's Class Teacher or Federation SENDCo.

The school currently has pupils in the following Department for Education categories of SEND need:

Specific / Moderate / Severe Learning Difficulty	Yes
Communication and Interaction	Yes
Social, Emotional and Mental Health	Yes
Physical and Sensory	Yes

Questions and Answers for parents

What should I do if I think my child may have special educational needs?

We have systems in place for identification and assessment of Special Educational Needs (SEND) for all stages of the pupils' school life and we actively encourage parent/carers to contact the school at the earliest opportunity if they have any concerns.

Your child is about to start school and you think they have additional needs:

- Phone the school and give a brief overview of your child's needs
- Arrange an appointment with the SENDCo
- Discuss whether your child might need a transition plan
- Bring in all paperwork from the child's previous school / reports from professionals like doctors, speech and language therapists etc.

Your child is already in the school and you think they have additional needs:

- Arrange a meeting with your child's Class Teacher to talk about your concerns
- The Class Teacher will then use the school's graduated response to identify the support needed
- Following the graduated approach, a meeting will be offered with the SENDCo
- Bring any paperwork from doctors or other professionals you have seen to help the school understand your child

How does the school know if children need extra help?

Class Teacher/Parent observes the child is having difficulties

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The Class Teacher will speak to the SENDCo

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The Class Teacher will give the child additional support based on their professional judgement and the SENDCo recommendations

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The Class Teacher will discuss how support is going with parents.
Additional meetings may be required between Class Teacher, Parent/ Carers and SENDCo

How will school support my child?

- All Class Teachers are responsible for ensuring children receive additional support if they need it
- Children with SEND needs have a Support Plan which tracks how well additional support is going and whether the child is making progress
- Children may get extra support from the class teacher
- The classroom might be modified to help the child learn
- The child might need to work in a small group
- The child might need intervention out of class
- The child might need a specialist to come into school to support them
- Children with SEND needs are on the SEN register: their progress is also monitored by the SENDCo
- The SENDCo and parent/carers may decide to make a referral to a specialist
- The SENDCo may attend Paediatric appointments with parents and child
- The school has a named Governor who supports the school in its SEND provision

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

- The curriculum may need to be broken down into small steps
- Learning might need to be at a slower pace for the child
- Learning might need to be based on the child's interests
- Learning might need to be focused on a specific area of need and taught more frequently
- The child might need extra lessons in a small group
- The child might need different and additional resources

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

- Teachers review children's Support Plans with the SENDCo
- Teachers review children's Support Plans with parents
- Your child's Support Plan will have their targets, what is happening to help them achieve the target and how that is going
- Support Plans are reviewed throughout the year
- Your child will be regularly assessed
- Senior Leaders look at the data from every class and talk about how to help children
- Parent/carers with SEND children can request three additional meetings with their class teacher throughout the year on top of Parent/carer's Evenings

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

We are very aware of how important it is for a pupil to feel safe and happy in school in order to reach their full potential. We aim to have a kind and caring ethos that centers on the well-being and happiness. We have a wide range of systems in place to achieve this.

- We have Nurture Groups running through the week
- We have specially qualified staff who deliver emotional literacy interventions (ELSA)
- We take recommendations from our Primary Mental Health Specialist such as activities and workbooks and support our learners with games and 'check-ins' to see how they are feeling
- All of our teaching staff are regularly trained to observe and notice pupil behaviour – we have routines in place such as Morning Greeting which gives Class Teachers a daily opportunity to pastorally support pupils
- We have caring Senior Leaders who spend a lot of time with our pupils when they need a break orthey need more intensive pastoral support.
- Pupil Voice – we have a fantastic School Council who meet regularly and share what their peers think

Medical

- If your child needs to be medicated in school, all parent/carers must bring up to date medication instructions to the school office and sign a consent form to enable staff to administer
- If your child needs prescription medication for a high risk or life-threatening condition e.g., epilepsy,parent/carers must notify school immediately and provide a Care Plan from the child's health practitioner

What specialist services and expertise are available at or accessed by the school?

We have a range of services who we work with

- Paediatrics
- Educational Psychology
- School Nurse
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Behavioural Outreach
- Primary Inclusion
- Children's Services
- Bristol Autism Team
- Child and Adolescent Mental Health Service
- Play Therapy
- Hope Virtual School

What are the schools' current approach in offering interventions?

The school is very active in monitoring provision for children with SEND and offer a range of interventions including

- Phonics
- Speech and Language therapies
- Language for thinking
- Social Skills
- Precision Teaching
- Forest School
- Aikido
- Futsol
- Therapeutic Animation
- Play Therapy
- ELSA support
- Nurture provision
- Duckling Class (full at present)
- Woodlands Class
- Oak Class (full at present)
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What are Ducklings, Woodlands and Oak interventions?

Ducklings is a small intervention base in the Infant School with a high adult: child ratio and is able to provide bespoke curriculum for all the children that attend; initially set up with advice and support from BAT, Occupational Therapists and Speech and Language Therapists, Ducklings provides a specialist style of education with highly predictable routines, alongside a low stimulus environment which enables children to learn at their own pace, focus on specific targets and celebrate and value each step that they make. A 'Total Communication' approach is used, including PECs and TEACCH strategies to ensure access to the curriculum. Ducklings is led by a highly skilled and experienced HLTA.

Oak Provision, based at the Junior School, builds on the provision in Ducklings, but moves forward with a more academic focus. Oak adapts the National Curriculum to ensure that all children are supported in their learning. An emphasis is placed on communication skills for all children, supporting both social and spoken interactions. Planning is based on the Pre-Key Stage Standards, focusing on experiential learning. Strategies such as Precision Teach, SNIP, TEACCH Workstations and Nessy are used to support learning. Bristol Autism Team have supported the provision's evolution and it has recently undergone a review led by an Educational Psychologist as a response to the increase in SEND needs. The school has deployed a highly skilled experienced teacher to lead this provision in order that our children with higher levels of need are given the best possible provision. Pupils using this provision have an EHCP and are likely to attend a specialist secondary setting.

Based at the Infant School, Woodlands is an additional small intervention class which also has a high adult: child ratio. It caters for pupils who have primary high needs of SEMH (presenting as C&I) who are not able to manage learning in a mainstream class. Without the support of this provision, pupils are at risk of exclusion which the school aims to avoid. Leading this provision is a highly skilled experienced teacher to ensure that our children with higher levels of need are given the best possible provision.

What training are staff working with children with SEND had or having?

Our Class Teachers, Senior Leaders and LSAs have access to the following training:

- Positive handling
- Emotional Literacy Support
- Phonics delivery training
- Medical training for administering medicines
- Speech and Language

How is my child supported with activities outside of the classroom and on school trips?

We provide a wide range of experiences for our pupils outside the classroom. From learning to ride a bike, cooking, Forest School, local visits, visiting workshops and cultural experiences. Additional support for pupils is usually available through additional adult support, tailored experiences to enable access, targeted experiences to engage a child's interests and of course, the involvement of our parents and carers. We ensure that all trips are risk assessed to include children with additional needs.

How accessible is the school environment?

The Infant School is a Victorian school building; most of the school buildings are fully wheelchair accessible through provision of ramps and lifts. The Junior School is purpose built and fully wheelchair accessible. Both schools are equipped with disabled changing and toilet facilities.

English as an Additional Language (EAL)
An EAL specialist visits the school when needed and class teachers are kept regularly up to date with strategies/advice. For parents whose first language is not English or who have learning needs or disabilities the school will seek to meet their needs e.g. through inviting a friend or family member to translate, arranging meeting in a wheelchair accessible location.

The Federation has a well organised system for budgeting, and this includes ensuring appropriate allocation of funding for SEND.

How does the school support transitions?

Transition into Chester Park Infants from Nursery

- All children are visited at their nursery setting by a member of the EYFS or SLT team
- Home visits are offered to parents/carers if necessary
- Opportunities for children and parent/carers to visit Chester Park Infants are planned in the summer term
- Additional visits are coordinated to ensure all children have the best and most settled start
- Primary and Early Years SENDCos discuss all pupils in advance and go through what support they need

Key Stage Transfer from Chester Park Infant School

- Transition meetings for children begin two months before transition
- Children with additional needs are taken over to the Junior School to take part in enrichment activities to support their knowledge and confidence in their new setting
- Additional meetings are held between senior leaders
- A meeting between transferring and receiving staff from both schools is held in Term 6
- Continuous curriculum provision from EYFS to year 6

Key Stage Transfer from Chester Park Junior School

- Transition meetings for children begin at least two months before transition
- Children with additional needs are taken over to their new setting to take part in enrichment activities to support their knowledge and confidence
- Additional meetings are held between senior leaders
- A meeting between transferring and receiving staff from both schools is held in Term 6

How are the school's resources allocated and matched to children's needs?

- The school keeps thorough records of funding allocated to SEND and tracks expenditure. This is overseen by the Head who reports to the Governor's Finance Committee.
- The SENDCo determines SEND pupils' needs and allocates SEND provision accordingly, with EHC pupils always prioritised.
- Staffing and resource expenditure on support/groups/alternative provisions is recorded within the school's provision map.

How is the decision made about what type and how much support my child needs?

- The SENDCo, Class Teacher, Deputy Head and Head regularly review pupil's progress
- Advice is taken from external agencies/parent/carers
- Assessments are done internally in school inform this process.
- Teacher assessments are considered
- LSAs give feedback to SENDCo on observation in class
- SENDCo may observe in class
- Allocation is made based on level of need, EHC documentation and external agency recommendations are always considered
- There is an on-going monitoring of impact through for example weekly line manager meetings and frequent up-dating of information on the provision map

I think my child needs a diagnosis. How will the school support this?

A child does not need a diagnosis to have their needs met. The school has an Ordinarily Available Provision (OAP) document and follow a clear graduated response which puts into place many strategies and recommendations before referring or requesting support from external agencies.

For pupils showing specific needs, such as Autism and ADHD, we work with local services, providing information from both home and school to support a referral. The waiting list for assessments in these areas are at present extremely long (approximately 5 years).
We understand that parents and carers may wish to seek private diagnosis and or assessment in relation to their child with SEND. We encourage all parents who are exploring private assessments or diagnosis to link with the school. If parents and carers choose to proceed with a private assessment or diagnosis, it is essential that the professional processing this links directly with the school to ensure that a full picture of the child's needs are considered. Without this consultation with the school, it is likely that a full and clear picture of a child's needs and required provision will not be established. There is also a risk that the local authority will not recognise the assessment or diagnosis.

How can I, as a parent/carer be involved with the school and SEND?

We welcome all parent/carers to actively contribute to the school – through volunteer to support school trips, listen to readers, support their child in class when needed and helping at lunch times.
Our official parent/carer groups are:

- The Friends of Chester Park
- Governors

There are many opportunities to join in with school life and be involved with the school such as;

- Whole school community events/open days
- Meet the Teacher Meetings
- Parent/Carers Evenings
- SENDCo surgeries
- SEND Coffee Mornings led by Bristol Parent Carer Forum

If you would like to be involved with any aspect of the school, please contact the School Office with your request and you will be put in touch with the relevant member of staff.

Who can I contact for further information?

Our friendly office teams, are always available to direct any queries to the relevant member of staff. Karen Lorraine-Francis is our SEND Administrator and is available to support with signposting, forms and arranging meetings etc. Karen is based at the Infant School. You can contact her either face to face, over the phone or via the school email address. All queries are treated with sensitivity. Kathryn Curry is our qualified Federation SENDC and works across both schools.

Chester Park Infant School
Lodge Causeway
Fishponds
Bristol
BS16 3QG
0117 377 3047
send.admin@chesterparkschools.org

Chester Park Junior School
Abingdon Road
Fishponds
Bristol
BS16 3NX
0117 377 3365
send.admin@chesterparkschools.org

For safeguarding and medical emergency, one of the Senior Management Team or Designated Safeguarding Leads must be involved immediately.

Infant School
Designated Safeguarding Lead:
Miss Georgina Lloyd

Deputy Designated Safeguarding Leads:
Mr Mike McNama
Ms Clare James
Mr Ben Wackley

Junior School
Designated Safeguarding Lead:
Ms Meg White

Deputy Designated Safeguarding Leads:
Mr Mike McNama
Mrs Lydia Haskey
Miss Louise Sherman
Mrs Sarah Lynn