

## **What is our school's vision and mission statement?**

At Chase Side, we want to ensure all children are given every opportunity to thrive throughout their time with us. We see everyone as a learner for life and we hope none of us will ever lose the enthusiasm and excitement that learning provides. This is clearly encompassed in our vision for the school and its community.

### **Chaseside's Vision:** Skills for life

- United community partnerships
- Care and respect
- Creativity
- Everybody welcomed
- Exciting opportunities
- Determined learners!

Succeed and discover your dreams!

Linked to this, are our clear and agreed values and ethos. Everyone who is part of or who visits our learning community is asked to adhere to our values and ethos.

Our **ethos** encompasses being **welcoming, inclusive, friendly** and **caring** and ensuring that **team work** underpins everything we do.

The **shared values** of our school include being **respectful**, demonstrating **integrity, perseverance** and **adaptability** at all times.

Everyone has the right to expect and benefit from this ethos and these values demonstrated in all aspects of school life.

## **What type of school are we?**

Chase Side is a primary school for children aged 3-11. There are two classes in each year group. We run two Nursery sessions each day. There are 464 children in the school, including Nursery. We are an inclusive school and strive to support all children to enable them to make the best possible progress and achieve well. To accomplish these aims, we offer a broad and balanced curriculum with high quality teaching. We provide effective support for children with special educational needs and disabilities, starting from our first contacts with parents and carers when a child enters our school. We make sure that additional needs are identified early and we offer a range of provision such as educational, pastoral, emotional and social support according to identified needs.

### **What is our current Ofsted rating?**

In our last Ofsted (June 2015) Chase Side was rated as Good.

### **How does Chase Side ensure that children who need extra help are identified early?**

If a child has a special educational need it is very important that they get the help they need as soon as possible. The Assistant Head of Inclusion meets with the class teachers each term to discuss the children in their class who are on the SEN register. In order to ensure that any unknown special needs are identified early, all pupils are assessed by the teacher within the first two weeks of starting school. When a child starts the school, parents have to fill out an admission form, where they have to state whether their child has a special need or medical condition. This information is then given to the Assistant Head of Inclusion who shares it with the class teacher. The school will liaise closely with any previous setting to support early transitions.

### **How can I inform the school if I am concerned about my child's progress in school?**

If you have any concerns we recommend you speak to your child's class teacher initially, and at the earliest opportunity.

If you are not happy that the concerns are being managed and feel that your child is still not making progress you should speak to the Assistant Head of Inclusion or Head teacher.

If you feel that your concerns are still not resolved you should speak to the SEND Governor.

### **What do we do to help children with special educational needs?**

A provision map listing all the different types of interventions is compiled by the Assistant Head of Inclusion and children are identified according to their needs for targeted support. Before this is put into practice, pupil progress meetings are held termly where children are discussed with the class teacher and Assistant Head of Inclusion. We are committed to early identification of children with additional needs. A concern is raised with the Assistant Head of Inclusion stating the nature of the concern and the different strategies used in the classroom and their impact. The Assistant Head of Inclusion completes an observation of the child in class and a meeting is arranged with the parent/carer to discuss the child's needs. We agree a programme of support that is carefully targeted on the particular area of difficulty. To see whether the support is having an impact, a time frame is set and further assessment takes place. Those children with an Educational Health and Care Plan have Annual Review meetings, where all professionals involved with the child are invited.

### **How we adapt our teaching for children with special educational needs**

Children with special educational needs are taught alongside other children but lessons are differentiated so that all children in the class can access the lesson, learn and make progress at their own level. We achieve this by delivering high quality teaching and differentiated lessons. Teachers have high aspirations for all children. All class

teachers are involved in planning, monitoring and providing support for all pupils in their class. Teaching Assistants are deployed to support children according to their need.

### **How do we decide what resources we can give to a child/young person with special educational needs?**

The Senior Leadership team discuss in depth with the Assistant Head of Inclusion the needs and requirements of all children. The impact of any interventions are evaluated and discussed. The budget is allocated following consultation with the Governors. Parent's views, are sought by the Assistant Head of Inclusion at review meetings. Outcomes of progress data are analysed and the children's views are sought as well.

### **How do we check that a child is making progress and how do we keep parents informed?**

At Chase Side, we work hard to maintain good home/school links. We have weekly newsletters with general news and events that are happening in the school. We have parent/carers evenings three times a year and we send all parents and carers a report about their child's progress once a year.

Pupil progress meetings are held termly to monitor children's progress, with the Senior Leadership team. This also gives the team the opportunity to identify those children needing extra support.

### **What support do we offer for children's/young people's health and general wellbeing?**

Children need to behave appropriately in order to learn. All staff seek to praise children and give them encouragement whenever possible. It is the school's intention to actively look for success in every child and celebrate it. We operate a restorative behaviour management policy.

At Chase Side, we have a clear anti-bullying policy which is shared with the children. We have Place2Be in the school which supports the social and emotional health of children.

The children have a voice at Chase Side Primary School. We have a School Council with representatives from each year group. The School Council meets regularly to discuss issues which pupils wish to raise about any aspect of school life.

### **What training have the staff supporting children and young people with special educational needs and disabilities had?**

At Chase Side the Inclusion Manager is a qualified teacher who has achieved the SENCO Accreditation and is part of the Senior Leadership Team. She regularly attends courses to update her knowledge. Most of our staff are experienced teachers and teaching assistants who have supported pupils with special educational needs. All new staff receive an induction that informs them on the SEN procedures within the school. On-going training in the school focuses on special educational needs to make sure that every teacher and teaching assistant:

- Understands the different special educational needs
- Is familiar with the Child Protection Policy

- Develops an understanding of disability
- Knows how to support the needs of children with special educational needs
- Knows how to plan and teach their lessons in a way that is appropriate for children with special educational needs

All staff are required to attend this training.

### **How do we include children in activities and school trips?**

Any trips or outings we plan always include children with special educational needs and/or disabilities. We ensure that if a child needs extra support, it will be provided. We always consult with parents/carers before arrangements are finalised.

### **How accessible is the school environment?**

Access to the main building is via steps or slopes. We have a disabled toilet situated close to the medical room and another disabled toilet in the nursery.

### **How do we prepare for children joining our school and leaving our school?**

New children joining our nursery are invited to "Stay and Play" sessions with their parents/carers. This gives parents/carers the opportunity to see the environment, meet and talk to staff.

During the end of the summer term, all the children get the opportunity to meet their new teacher in their classrooms. We invite all parents/carers of children to meet the child's new class teacher at the beginning of the autumn term.

We help older children to prepare for their secondary transition by working closely with their local secondary school. Children with an Education and Health Care Plan are involved in a transition programme. The Assistant Head for Inclusion attends all relevant secondary school transition meetings. All information regarding children is passed onto the secondary schools.

### **How are parents involved in school?**

At Chase Side, we are keen to forge strong links between home and school and recognise that parents have a crucial role to play in the education of their child. The success of our school is dependent upon the strength of the partnerships we build with everyone in our school community.

We always aim to keep parents informed and involved with what is going on in school through newsletters, text messages and through the school's web site. Every morning there is a member of the Senior Management Team out at the gate.

For those parents whose language is not English we have some staff members who can act as translators.

There is a Friends of Chase Side Association and parents/carers are represented on the school's Governing Body.

### **Who to contact for more information or to discuss a concern**

If you wish to discuss something about your child, this should initially be the class teacher. Alternatively, an appointment can be requested with the following people:

- Assistant Head of Inclusion, Mrs Elaine Parsons
- Acting Head teacher, Miss Melanie Scull

If in doubt, ask the school reception. The school telephone number is 0208 363 1120

Our offer to children with special educational needs and disabilities was prepared in May 2014 and updated in February 2018.