



Charter Primary School

Resource Base Special Educational Needs Information Report

What is “The Local Offer”?

As part of the Children and Families Bill 2014, all schools are required to make available their local SEND offer to families. This details how the school can support children and young people with special educational needs and/or disability (SEND).

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

What is SEND?

A child has a learning difficulty or disability if they:

- Have significantly greater difficulty in learning than the majority of peers the same age or
- Has a disability, which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Code of Practice (January 2015)

Overview of the school

Charter is an average sized primary school with 195 children currently on roll in seven classes within our mainstream provision.

There is a communication and interaction Resource Base on site for 21 pupils. Admission to the Resource Base is determined by the Local Authority.

What types of SEND do you provide for?

Our Resource Base is for children with social communication and interaction difficulties. All children are placed in the Resource Base as a result of a decision made at a Local Authority panel.

How do we identify pupils with SEND and assess their needs?

All children are placed in the Resource Base as a result of a decision at a Local Authority panel.

Resource Base teachers will work with the child's existing setting, their parents and professionals involved to ensure a smooth transition into the Resource Base.

How are parents/carers involved in the assessment and review of their child's needs?

We believe in a triangulated approach for SEND at Charter which includes clear communication and input from the school, parents and child. To achieve this, we ensure that:

- Twice a year, we will hold parent/carer consultation evenings to discuss your child's progress and needs.

- For all pupils with an EHCP (Education, Health and Care Plan), an Annual Review will be held by the Resource Base SENCO to discuss the provision your child receives and their progress towards their outcomes. This will involve all professionals involved in your child's care.
- Children with an EHCP will have a personalised learning plan (PLP) that contains focused targets and strategies. These provide steps to achieve the EHC outcomes. They are set and reviewed with parents three times a year.
- Parents/carers are regularly informed about their child's day at school through informal discussion and phone calls. Home-school contact books may be utilised where appropriate.
- Additional appointments with teachers can be requested by parents/carers.
- Parents of children on the SEND register can request a double parent evening appointment

How is my child involved in the review of their needs?

Charter School prides itself on being a school that actively listens to all children and their needs are paramount in all that we do.

All children are involved in the review of their needs.

Your child will be involved in:

- Setting and reviewing of targets

Some of the systems used to gather children's views are;

- Pupil voice questionnaires
- Use of visual supports to express likes and dislikes
- Observations of children in the school setting

How will the school prepare and support my child with key transitions points?

- Charter School has very close links with a number of pre-schools such as Springboard.
- Resource Base staff visit many of the pre-schools to ensure a smooth transition for any pupils who are allocated a place in the Resource Base.
- Upon joining the Resource Base, all pupils receive a welcome booklet with pictures and information about their class.
- Stay and play sessions are encouraged to familiarise the pupils with the school setting and Resource Base staff.
- Resource Base staff work with families to develop a transition plan for each child. This takes into account the child's strengths and interests to ensure as smooth a transition into school as possible.
- Charter Primary school also has close links with each of the three secondary schools in Chippenham as well as Silverwood School and Springfield's Academy. We work collaboratively with each school to ensure a smooth transition from the end of primary school to the beginning of secondary school. A Transfer Review is held in Year 5 in order to find the best secondary placement for the pupil where they will flourish. Parents are encouraged to visit mainstream and specialist schools to get a feel as to which might suit their child best.

What adaptations to the curriculum and learning environment have been made?

- The Early Years Foundation Stage curriculum or the National Curriculum are adapted to match the needs of each child. Teachers use effective approaches and strategies to support all pupils with an emphasis on personal, social and communication skills and developing independence.
- Activities to support children make progress towards their EHCP outcomes are built into each pupil's individual daily timetable.
- Pupils access learning in 1:1 and small group sessions with a teacher or teaching assistant. Pupils are encouraged to develop their independence by accessing learning through a TEACCH approach where appropriate.
- The Resource Base is a total communication environment with visual supports, Picture Exchange Communication System (PECs), Makaton, communication boards and verbal language used consistently to support understanding and use of language.
- We have a Life Skills Curriculum which is taught discretely and embedded through the day. Progress is tracked on our life skills tracker.
- We adapt whole school schemes such as Read Write Inc phonics to be suitable for our children.
- Our main focus is on communication and interaction therefore in every lesson you will see activities that develop this.
- We have three pathways as explained below.

 Immersive Pathway	 Exploratory Pathway	 Discovery Pathway
Pathway 1 (Including EYFS) EYFS Ranges used to assess. Engagement model for non subject specific. Inclusion in small group where appropriate	Pathway 2 Pre Key Stage Standards National Curriculum KS1/2 Inclusion in small group where appropriate	Pathway 3 National Curriculum Key Stage 1 / 2 Inclusion in small group where appropriate
This pathway offers opportunities for the children to develop their early engagement skills with communication and interaction as a driver. Children will predominantly follow an Early Years Foundation Stage curriculum where most learning is linked directly to experience and gradually begins to introduce learning from outside direct experience. These children need a range of multi sensory experiences to make sense of their world and stimulate engagement and interaction. Through structured, repetitive immersive environments and topics that stimulate the senses, the pupils are motivated to engage, experience, anticipate, participate and develop their interaction and communication skills.	This pathway is for children who have developed the ability to engage in learning and is more formal. Communication and interaction is still a driver. Children have opportunities to develop early literacy and numeracy skills, social and communication development along with continuing to develop engagement and interaction skills. Learning is planned and adapted from the Charter Primary Small Steps Curriculum at a stage appropriate for the child. Inclusion where appropriate for child. The contents of topics are based on KS1 objectives but adapted where needed for KS2 objectives.	This pathway is for children who are able to engage in learning in line with their chronological age. This is a more formal pathway. Learning is planned from the Charter Primary Small Steps Curriculum. Inclusion explored wherever possible. Communication and interaction is still a driver. The contents of Topics are based on KS1/2 objectives.
What does our Immersive Pathway look like? • Follow EYFS framework • Maths taught through Bucket Time • Story Dough lessons for writing • RWI phonics – 1:1 2:1 • Workstations • 1:1 learning and small group • Themed learning based on a sensory style curriculum • Intensive interaction • Direct experience • Total communication • AAC device for class use • Life skills • Outdoor learning • Social skills for interacting • Attention Autism • Core word lessons • Develop play skills • Develop independence skills • Use of TEACCH approach • Life skills fed through daily lessons • Development of Prerequisite skills ready to access NC • Practical learning • Sensory based for many • TAC PAC • ELSA support needed	What does our Exploratory Pathway look like? • Charter Primary Small Steps Curriculum • Individualised maths lessons • Drawing Club lessons for writing • Workstations • Small group learning • National Curriculum at appropriate level • Subject based – four year topic cycle based on KS1 objectives but adapted for higher abilities • Life skills • Attention Autism • Core word lessons • Develop play skills • Develop independence skills • Use of TEACCH approach if needed • Social skills for interacting and forming relationships • Inclusion in small group where appropriate • Practical learning • Sensory based where needed-sensory diet • AAC device for class use • Outdoor learning • TAC PAC when needed • ELSA support where needed	What does our Discovery Pathway look like? • Charter Primary Small Steps Curriculum • Workstations • National Curriculum • Subject based • Inclusion where appropriate • Life skills • Attention Autism • Develop play skills • Develop independence skills • Higher level of independent activities • Social skills for interacting and forming relationships • Inclusion in small group or class where appropriate • Practical learning • ELSA support where needed • Outdoor learning • TAC PAC when needed

What training and expertise do staff at Charter Primary School have?

All staff at Charter use a Trauma Informed approach in their daily practice. We believe that a regulated child is better equipped to access the classroom environment.

The SENCO is working towards the National Professional Qualification for SENCOs.

Charter Primary School also has staff specialising in;

- Better Reading Partners
- Speech and language therapy including the 'Blast' programme
- Team Teach
- ELSA TA
- Forest School

What specialist services and expertise are available for my child?

As appropriate, Charter Primary School is able to 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
- Ethnic Minority Advisory Service (EMTAS)
- Counselling Service for children
- A School Nurse (linked to school)
- Early Support Assessment Framework (ESA) compiled when necessary
- Forest school/Outdoor learning
- Access to parenting classes (through RISE and PSA)
- Alternative provision where appropriate and needed

How does the school evaluate the effectiveness of the provision made for children with SEND?

We evaluate the effectiveness of provision for pupils in the Resource Base by:

- Using pupil voice including pupil questionnaires
- Reviewing pupils' individual progress towards their outcomes
- Holding annual reviews for pupils with EHCPs
- Holding PLP meetings three times a year

How do you enable pupils with SEND to engage in activities available to those in the school who do not have SEND?

- Extra-curricular activities and school visits are available to all our pupils
- All pupils are encouraged to access residential trips, including as a day visit
- All pupils are encouraged to take part in whole school events such as sports day, school workshops and 'Learn with your Charter Child' mornings

- Some pupils may join mainstream lessons for some lessons as part of an inclusion programme. This is based on a child's individual strengths and interests and is discussed with parents
- All pupils encouraged to take part in Sports Morning

How do you support children to develop socially and emotionally?

Pastoral care is provided by the teachers in the first instance, but where the needs are more acute the school is able to signpost to external agencies such as counselling.

All of our staff are trained in Trauma Informed Practice. In addition we have a trained ELSA practitioner.

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 and 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.

Additional points of contact are:

- Mrs Flack – Head teacher admin@charter.wilts.sch.uk
- Mrs Bowater- Resource Base SENCO admin@charter.wilts.sch.uk
- Mrs Brown- Pastoral Support Manager admin@charter.wilts.sch.uk

Reviewed September 2025