

Introduction

Churchdown Parton Manor Junior School is a happy and friendly school community. Our strong ethos and values underpin everything we do. It is a core belief of the school that children need to feel happy and secure if they are to learn successfully, so we work hard to achieve and maintain a caring and supportive atmosphere in the school, where the needs of every individual are met. This is a school that has high expectations of everyone, and which provides a lively and challenging curriculum and a wide range of extra-curricular opportunities, all designed to inspire each child to achieve his or her personal best. We encourage our pupils to be considerate, act responsibly and demonstrate initiative and independence so they have the skills they need to meet life's demands and challenges. Opportunities to work closely with parents to support and enhance all aspects of the children's learning are welcomed. We try to ensure that we are doing everything possible to facilitate the well rounded development of all our pupils and we enjoy celebrating their many successes in every aspect of school life.

Local Offer Description

Churchdown Parton Manor Junior School uses whole school processes for assessing, tracking and monitoring progress, and on entry every child will be added to this system. All parents are offered the opportunity to have a Targeted Conversation with the Inclusion Manager as soon as their child joins our school. This gives

the parents the chance to share educational, social and medical history with the school, raise any concerns and ask questions; in turn, the school can report on any initial observations and assessments that they have made on the child, find out about relevant background information and previous interventions and offer support if needed.

Whenever a child's progress raises a concern of any kind, we use a Targeted Conversation to discuss this with parents as soon as possible and involve them in finding solutions to address any issues. The areas that are initially discussed are the child's:

- Cognition and learning
- Communication and interaction
- Behaviour, emotions and interaction in social situations
- Physical or medical conditions, or visual and /or hearing impairment

Discussions in Targeted Conversations will focus on some or all of the following:

- Ascertaining parents' aspirations for their child
- Discussing the impact for the future of continued underperformance on their child's life
- Showing that where parents support their children in school, it can make a big difference to outcomes
- Identifying areas for improvement using examples of work to demonstrate the required standard
- Giving guidance and ideas on how parents could help to address underperformance

- Formalising a signed contract to ensure mutual engagement with any planned interventions work

If a child is not performing at age related expectations, or is not making expected progress, the school will start to make 'The Graduated Approach'. The school takes note of any previous SEND identification and then assesses the child to verify information given to form an initial impression of the child, then follows an 'assess, plan, do, review' model. This is recorded in an Education Plan.

Where a pupil continues to make inadequate progress, despite high quality teaching targeting their areas of weakness, the Inclusion Manager working with the Class Teacher will assess whether the child has a significant learning difficulty. Where this is the case, there will be an agreement about the SEND support or assessment that is required to support the child. Where further assessment means that external agencies (the relevant advisory teacher, School Nurse, a medical specialist etc.) start to work with the child, their plan will be called an 'Education Plan Plus'.

Where a child is identified as having more extreme special needs, the school will work with parents so that the child can be referred to specific external agencies for further assessment. This might be, for example, the Educational Psychologist or the Paediatrician. Should the child require more specific support, the school would apply for an Education,

Health and Care Plan, which would be supported by a team of professionals.

Children's progress depends on the quality of the teaching that we provide; we are committed to making sure that we meet the learning needs of every child in the best possible way. Where a child requires further support or a specific intervention, to meet these needs, we endeavour to provide it.

Difficulties of one sort or another may prevent a child from learning, so we rely on good communication between home and school to make this happen. There are four indicators of good progress that are the responsibility of pupils and parents: effort, attendance, behaviour and homework; these are our 'Keys to Success'. It is likely that children who have good attendance, complete their homework regularly, display good behaviour and make a big effort with their work will make good progress at school. All efforts are made to communicate effectively with parents to ensure that this happens.

We promote children's personal development through the subject of PSHE which covers social, moral and emotional education and supports them in their journey towards becoming good citizens. Our whole curriculum is driven by the school's strong ethos and we have agreed that wherever possible we will use the following four principles to underpin our approach to teaching:

- Physical and emotional well-being
- The visual and performing arts

- Knowledge of the world and our place in it at local, national and international levels
- Outdoor learning, which includes Forest School

We have successfully developed an approach to learning that uses the outdoor environment as much as possible, and encourages the children to engage in their learning through practical experiences.

We are an inclusive school and are committed to enabling every child to achieve his / her full best through self-belief, challenge and respect. We would like to emphasise that no concern of yours is too small for us to listen to, and would urge you to make an appointment to speak to the Inclusion Manager whenever you need to.

Inclusion Manager: Caro Cross

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Information for Parents

Special Educational Needs: Our Local Offer