


John Chilton School

Local Offer & Entry and Exit Criteria

School	John Chilton Compton Crescent Northolt UB5 5LD	
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School website	http://www.john-chilton.ealing.sch.uk	
Needs catered for	Pupils with learning difficulties, with/without a physical, medical need	
Age range	4 – 19 years	
How are children admitted?	Entry to the school is for children and young people with Education, Health and Care Plans who meet the criteria described below. Admission is coordinated by the SEN Assessment Team at Carmelita House, 21-22 The Mall, London, W5 2PJ.	

ENTRY Criteria

Cognition and learning	Students may have moderate to severe learning difficulties as a primary need or as a dual diagnosis to their medical or physical needs. Students will have National Curriculum attainments at P2ii level or above.
Communication and interaction	Due to the complex needs of many of our pupils, their communication is not always in line with their developmental age, physical or medical difficulties etc. Many of our pupils might have a significant and severe communication impairment that needs focused intervention e.g. Alternative and Augmentative Communication.
Social and emotional health and well-being	Students may be socially vulnerable, lacking confidence and experiencing low self-esteem or anxiety about themselves as learners. These emotional needs are able to improve in response to a consistent and positive behaviour programme over time. Their social skills may be in line with their developmental age or physical needs and experience although some pupils have social difficulties due to their medical diagnosis. Students may sometimes demonstrate behaviours requiring specialist interventions.
Physical, sensory, medical.	Students will have physical, medical, sensory or learning difficulties as their main area of special educational need.

School offer



What is John Chilton School and who is it for?

JCS is a mixed Community Special School funded by Ealing Local Authority for pupils with learning difficulties and perhaps additional physical, medical or social and emotional needs, between the ages of 4 -19 years.

It is uniquely located within the all age Alec Reed Academy (ARA) building. There is opportunity for integration and inclusion both ways.

The Key Stage 2 classes are currently in a specialist building within the grounds of Wood End Academy. There is opportunity for integration and inclusion both ways

We strive for the development of confident, motivated and independent learners in a sociable, safe and accessible environment; supported by communication and engagement between home, school and partnerships.



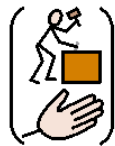


Who are you and what are your skills?

We are an experienced and skilled team of teachers, learning and physical support staff and health care professionals. We work closely with outside agencies including educational psychology, specialist teachers for pupils with a visual or hearing impairment and social care.

We are skilled in:

- Teaching pupils with physical and/or medical needs through an integrated curriculum
- Teaching pupils with severe learning difficulties through a bespoke holistic curriculum
- Augmentative and Alternative Communication systems including Assistive Technology (ICT)
- Enabling independence through individual ICT provision
- Supporting and promoting positive behaviour and emotional well-being through a nurturing environment and specialist teams
- VI strategies and support



What can my child access at your school?

As well as a full curriculum at the right level for your child, there is a range of health care and therapy provision together with opportunities for social inclusion.

The school building is fully accessible. Facilities include: hydrotherapy pool, therapy suite, food technology rooms and medical room. There are dedicated playgrounds for pupils in Early Years Foundation Stage/Key Stage 1 and KS2-5 with a variety of outdoor toys. A large part of this playground has a safety surface.

EXIT Criteria

Pupils will leave JCS at the end of their secondary education or at other times depending on a mix of appropriate criteria below being reached.

Essential:

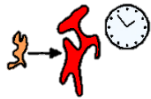
- The student has achieved his/her long term objectives as expressed in their Statement of Special Educational Need/Education, Health and Care Plan.
- The student has physical or medical needs that require minimal interventions that can be managed by school staff in a mainstream setting with some training, or the student can manage their own physical and medical needs.
- The student has achieved age related expectations at Y6 or Level 1 in English and mathematics at Y9 and continues to make good progress.

The following exit criteria are Additional to achieving all of the preceding criteria:

- The student is motivated to learn, is becoming more independent and can learn alongside his/her peers with a lower staff/student ratio.
- The student can express their own needs effectively and confidently.
- The student can manage his/her anxiety levels with minimal adult support.
- The student can develop friendship networks without adult prompts.
- The student has a positive image about themselves as a learner.
- The student can work in groups with some oversight from an adult.

In some cases, pupils may transfer to another special school because their needs are considered to be below the Entry Criteria or cannot be fully met at John Chilton School due to the environment or a change in need. In all case, an extensive, carefully planned, and incrementally challenging transition programme, will be completed.

Further information about the school ** see regulations below



PROVISION : How will you help my child transition into and out from your school?

Transition from Home to the Early Years Foundation Stage:

- Individual tours offered to all incoming parents and pupils
- Parents/carers receive an 'information pack' with information about the school
- The Foundation Unit staff team is available to parents to discuss children's needs as requested. They are proactive in talking to parents about issues that may arrive with individual pupils.
- An Open Afternoon is held for all new EYFS pupils and their parents.
- Where possible pupils are visited by a member of the EYFS staff, either at home or at their present setting before they start at John Chilton School.

Pupils Joining from Y1 to Y6

- Individual tours offered to all incoming parents and pupils, time for the pupil to stay with the current class is also offered to help get them acquainted with their new surroundings.
- Parents receive a 'Parents' Pack' with information about the school
- New pupils assessed quickly by class teacher and multidisciplinary team where appropriate
- Records from previous school made available to class teacher
- Pupils arriving from local schools are visited by the prospective teacher or key stage leader in their current school

Pupils Joining in Y7

- Identified pupils with complex needs receive additional support before and after transition
- Transfer of records to JCS secondary department
- Parents'/Carers' transition evening held annually with representatives and presentation from Secondary Department
- Y6 pupils attend the John Chilton School secondary department for a Transition Day during the summer term
- Y6 pupils engage in transition units in association with secondary department
- During the summer term in year 6 pupils begin to have lunch in the new secondary dining area once a week.

Transition from John Chilton School to another provision

- Pupils transferring to a local school will be supported by visits with a member of staff from John Chilton School
- Thorough reports and records are transferred to the new school

- When possible, a “Goodbye” pack with photographs and memorabilia are given to the pupil to support the move.
- An annual Transition Event for parents and pupils Y9-11 is held
- Support is given to the school by Connexions. Individual support is offered to pupils and the Connexions Worker provides support to, and is invited to attend all pupils' annual reviews of special educational needs from 14+ onwards, therefore contributing to "Transition Plans" and helping them identify life choices for when they leave the school.
- Pupils are supported, where appropriate, towards independent travel.
- Pupils at KS4 are supported by school staff to visit potential 6th form and college placements (open evenings etc.).
- The school's transition leader meets with all parents and students in years 10 and 11 to discuss and facilitate the Transition process.
- Customised transition procedures are formulated to help a pupil move to another school or provision.
- Staff liaise with post school placements where necessary
- Where appropriate a transition plan is made and a transition document including photographs, books and an introduction to new staff



What do you teach my child?

The curriculum is all the planned activities that we organise in order to promote learning, personal growth and development. It includes the formal requirements of the National Curriculum and, importantly, the range of additional priorities, specialist curriculum activities and therapy programmes that the school develops in order to engage, enable, empower and equip the pupils for life. It also incorporates the ethos and environment which promote the vision of the school.

Academic Curriculum:

Early Years and Foundation Stage:

- In the Foundation Stage we adopt an inter-disciplinary topic approach to curriculum planning. We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the Early Years and Foundation that focuses on the Early Learning Goals and on developing children's skills and experiences.

Years 1-8:

- Long term plans are agreed that indicate the topics to be taught in each term across the year groups. The plans are based on the relevant subject areas within the National Curriculum. The long term plans allow for progression through the key stages.
- Medium term plans are devised that set out the learning objectives, teaching strategies, resources and expected outcomes within each topic. Plans show a range of differentiated activities that meet the needs of the diverse group of pupils in each year group.
- Pupils with more complex needs access a broad and balanced curriculum taught through holistic themes
- On an individual basis, pupils have the opportunity to access the curriculum alongside their mainstream peers in the Alec Reed Academy Primary and Secondary Departments.

Years 9-11:

- We have developed a curriculum for this age group that takes account of the learning needs of young adults. With a high emphasis on skills

for life and independence the students have the opportunity to take accredited courses in Functional Skills, through the development of the Foundation Learning Curriculum, GCSEs and accredited subject, vocational and life skill courses.

- Students have the option to take courses offered through the Alec Reed Academy which include GCSEs and BTECs. This provides breadth to the options they choose.
- The long term plans reflect the subject specifications outlined by the various exam boards.
- Medium term plans are developed by the teachers that take into account the requirements of accreditation with the needs of the students.
- With the raising of the Participation Age that ensures pupils are still in education or training until 18 years old, the curriculum also allows for pupils to explore the pathways for their future placement.

Sixth form:

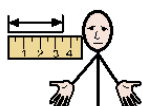
- We aim to prepare students for adulthood by developing post 16 options that are realistic and aspirational by developing pathways in:
 - Supported Employment
 - Independent Living
 - Healthy Living
 - Community Inclusion
 - Education and Training



How will the curriculum be adapted to support my child?

We are committed to finding ways of ensuring that all students are engaged in their learning, motivated and enabled to succeed. Teaching and support staff are expected to ensure that, wherever possible, students who are having difficulty or becoming unmotivated are identified early and provided with appropriate support, encouragement, guidance, different teaching styles, differentiated resources and work, so that they might continue to participate at the most appropriate level for them. We ensure that all pupils have access to the curriculum by using individualised systems of support.

We recognise that the pupils present with complex learning difficulties; and as such, need access to a curriculum that is more diverse than the National Curriculum. Alongside the additional priority needs that should be inherent within daily teaching, is the identification of a specialist curriculum for the pupils that encourages and enables them to become as independent as possible as adults.



How will you monitor and review the impact of the provision and my child's progress?

The impact of provision is monitored through pupil progress meetings with teachers and Senior Leadership; rigorous monitoring of pupils' work; observations of lessons and leisure times; reviews of interventions; monitoring and evaluation of use of specialist equipment and resources on pupil learning, e.g. switches and iPads.

Assessment data is closely analysed for cohorts and individual pupils; trends noted and interventions implemented and reviewed on a half termly basis, to increase the rate of progress.

How do you prepare children for adulthood?



The Foundation Learning Curriculum (years 9-11) for pupils with complex difficulties recognises the need to emphasise the knowledge, skills and understanding that the students will need to live as fully an independent adult life as possible. Themes are chosen that will enable students to develop and generalise functional skills in literacy, ICT and mathematics, as well as concentrating on living skills such as cooking, cleaning clothes, shopping, managing money, travelling and healthy living. Preparation is undertaken for work and leisure time, through Work Related Learning; with students accessing appropriate information, advice and guidance.

Pupils from Y7 onwards access careers education sessions that include opportunities to recognise their individual interests, skills and how they like to spend their leisure time.

The sixth form curriculum is based upon the Pathways to Adulthood programme and includes links with outside providers, community facilities and local colleges. Work experience is explored and developed in school.

All secondary pupils and families have the opportunity to access three comprehensive and inclusive Transition Events each year. This brings together local education providers as well as community groups and support services.

How will you develop my child's social skills?



Pupils social skills are encouraged in a variety of ways throughout the school week:

- A full Personal, Social, Health Education curriculum
- Social and Emotional Aspects of Learning time in class
- Circle time
- Specialist groups or individual work on specific skills and targets
- A range of clubs and leisure activities
- Use of restorative justice and positive behaviour approaches
- Specific Education, Health and Social Care Plan (EHCP) targets
- Opportunity where necessary to see the School Counsellor
- In school and class support from the Learning Mentor
- Nurture groups and interventions



How do I know you are doing all of this?

We hold regular meetings with parents about their child's progress in all areas of school life. An Annual Review report and updated target sheet, as well as an end of year report gives information about what pupils have been taught, learnt and the next steps to progress learning.



How will my child be part of the wider school?

The school encourages a whole school atmosphere through House teams, whole school events, a buddy system, assemblies, setting across year groups and celebration events.



PARENTS: How do you communicate with parents?

Parents are the school's most important partners in the education and social development of the pupils. We give a high priority to communication:

- Younger pupils have a home/school book which can be used to send notes in either direction on a daily basis. Secondary Department pupils have a school planner for this purpose.
- There are a number of occasions throughout the year when parents are invited to attend school to discuss their child's progress or attend a social function.
- Contact with relevant staff and professionals are welcome by telephone.
- The school employs a number of staff who speak a range of languages and can provide translation of messages and at meetings.
- In addition the school uses a translation service for other languages.
- Parents are encouraged and welcomed to help in school, although will need to undergo a Disclosure Barring Service check if they are involved in frequent and regular contact with pupils.
- The school uses a texting and email service for immediate communication and has an informative website.
- Curriculum and behaviour support workshops for parents are run through the year



How will pupils / young people and parents contribute to the processes, planning and assessment?

All parents are invited and expected to attend the Annual Review meeting, as are Secondary pupils, where targets are agreed for the coming year. Progress Days, Open Evenings and Curriculum Information evenings are key events. Transition meetings are held at key points through the school in various formats. Pupil voice meetings, school council and questionnaires inform us of the pupils' views. Parents are invited to give their views in the annual parent questionnaire.



What support is available to parents?

Parents are included in discussing positive behaviour strategies and the school helps with providing appropriate resources at home. We aim to have an open and inclusive approach in working with and supporting parents. The school employs a part time Family Worker to liaise with and support parents with a range of issues.

Where further information about the school can be obtained (section 64 of Act)

Link to school website www.john-chilton.ealing.sch.uk