





How does St Faith's identify children who need extra help and what should I do if I have concerns about my child's learning?

St Faith's are committed to ensuring that every child makes good or better progress and successfully reaches their potential.

Children are identified as having SEND (Special Educational Needs and Disabilities) through a combination of approaches, including liaison with previous schools, monitoring of academic performance and concerns raised by teachers

and parents. We use tools, such as the Dyslexia Screening Test, Lexplore & Sandwell Early Numeracy Test to pinpoint a child's needs and develop the best support for them to ensure good progress.

In the SEND Code of Practice 2014, a child with SEND is defined as a pupil whose learning difficulty or disability requires special education provision that is different from and additional to the support normally available to pupils of the same age. If you have a concern about your child's learning, please don't hesitate to contact your child's teacher, who will report directly to the SENDCo, if necessary.

In line with the Code of Practice, St Faith's uses The Graduated Approach to monitor SEND support, a reflective cycle which aims to ensure that pupils with SEND are given effective intervention to remove barriers to learning.

Assess - An essential stage of the cycle where teachers gain a growing understanding of a pupil's needs through assessment, monitoring and advice from external specialists.

Plan - After the thorough assessment and in partnership with the SENDCo, teachers can begin to plan effective teaching strategies and targeted provision. This additional support is grounded in high-quality teaching within the classroom, a standard which St Faith's is able to achieve through our smaller class sizes and experienced teaching staff.

Do - The targeted provision and interventions for a child are carried out by trained Learning Support Assistants (LSA), using specialised programmes and resources. The support remains the responsibility of

the teacher and good communication with the LSA delivering the intervention is vital.

Review - The last part of the reflective process which allows teachers to evaluate which intervention produces the best outcomes and ensure continual progress. New targets are devised and review meetings with parents are held to communicate the result of the provision and establish next steps.

Cognition and Learning Difficulties

- Specific Learning Difficulties (SPLD)
- E.G. *Dyslexia, Dyscalculia,*
- Moderate Learning Difficulties (MLD)
- Severe Learning Difficulties (SLD)
- Profound and Multiple Learning Difficulty (PMLD)

Social, Emotional and/or Mental Needs

- Depression
- Attention Deficit Hyperactivity Disorder (ADHD)
- Eating Disorders
- Anxiety Disorders
- Mental Health Issues
- Social Disorders

Communication and Interaction Needs

- Speech, Language and Communication Needs (SLCN)
- Autistic Spectrum Disorder (ASD)

Sensory and/or Physical Needs

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Multi-Sensory Impairment (MSI)
- Physical Disability (PD)

The Code of Practice outlines four main areas of Special Educational Needs:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Physical and/or Sensory Needs

St Faith's uses a combination of intervention programmes and specialist services to support your child with SEND.

Cognition and Learning

- ✓ *Stareway to Spelling, Precision Teaching approaches, Direct Phonics, Spelling Frame and Rapid Reading* programmes to support phonemic understanding, spelling and reading
- ✓ The use of computerised programs *Lexplore & Lexia* to identify gaps in reading and accelerate progress
- ✓ The *Sandwell* assessment to highlight areas of need in maths, followed up by tailor-made support
- ✓ Specialist teacher for Dyslexia (LSA) leading interventions

Communication and Interaction

- ✓ Working closely with the Solent NHS Trust to refer and support children
- ✓ Speech and language therapy through individual programmes led by an experienced LSA, reviewed throughout the year by a visiting Speech and Language Therapist.
- ✓ Year R screening to identify any difficulties or delays in speech and language.
- ✓ *Cued Articulation* - hand actions to support the teaching of individual sounds in a word
- ✓ *Narrative Therapy* - helping children to verbalise their feelings and problem solve using speech

Social, Emotional and Mental Health

- ✓ Pastoral care in 1:1 sessions and lunchtime nurture clubs by an experienced ELSA (Emotional Literacy Support Assistant) and Play Leader, who provides support for friendships, social communication and anxieties.
- ✓ *Socially Speaking* and *Time to Talk* programmes
- ✓ Liaison with the *Early Help hub* and *Family Support Service* who provide tiered support to families having difficulties at home or those with a high level of need.

Physical and Sensory Needs

- ✓ *Clever Hands* and *Clever Bodies* programmes to build up motor skills and core strength
- ✓ *Schools Therapy Pack* providing key exercises target physical, sensory and speech needs
- ✓ *Write from the Start* handwriting programme
- ✓ Liaison with Occupational Therapists, Physiotherapists, the School Nurse and advisors for physical disabilities, visual and hearing impairments.

St Faith's is also in close contact with the Educational Psychologist service to support children with suspected and identified SEN or social, emotional needs.

What additional provision is available at St Faith's to differentiate and support my child's needs?



How will I know how my child is doing and the impact of the intervention?

At St Faith's, each child on the SEND register or with a specific need is given an Intervention & Support Plan.

This is a working document where the child's targets and provision is outlined and reviewed, with details of the outcome. It embodies the Graduated Approach, following the *Assess, Plan, Do, Review* cycle.

St Faith's understands the importance of effective home-school partnerships and recognises the positive impact which arises from good communication and support between home and school. The children's progress is continually monitored using rigorous progress tracking and regular parent meetings, as detailed below:

- ✓ After each Phase of the academic year (three in total) there is an opportunity to meet with your child's teacher to discuss their achievement and progress. The parents of children on the SEND register or with an Intervention & Support Plan, are entitled to a double length session to discuss the impact of recent interventions and to set new targets.
- ✓ Appointments can also be made with the SENDCo for general advice, although your child's class teacher should be your first point of contact with any concerns or questions. Extra meetings can be made, if required, or the use of Home-School books for when frequent contact is necessary.
- ✓ A copy of your child's Intervention & Support Plan is sent home each time it is reviewed and updated, ensuring both home and school and aware of the child's current targets and the additional support in place.
- ✓ If your child has a more complex special educational need, an Education Health & Care Plan, assessed by the Local Authority, might be necessary to provide an additional level of support and this will be reviewed annually at an Annual Review meeting.
- ✓ All teachers take part in Pupil Progress meetings with the Head teacher to discuss all children's progress against national and age-related expectations, using end of phase assessments as evidence.
- ✓ The school's approach to SEND, through high quality teaching and communication with parents, is monitored by Hampshire's SEND advisors and Ofsted.

- ✓ Parents will be given advice about how to best support their child at home to ensure progress.
- ✓ The SENDCo will arrange reviews for children being given Speech & Language and Occupational Therapy support by Solent NHS Health and reports will be distributed with details of the assessment.

"Parents play a crucial role in their children's education, and their active involvement can lead to better outcomes." Lendrum et al. 2015



St Faith's is fully wheelchair accessible to all parts of the school building and grounds.

There is a disabled toilet facility and sounds systems in the hall and classrooms for auditory support.

Not all classrooms currently have wheelchair friendly fire exits but Personal Emergency Evacuation Plans (PEEPs) are in place for those who need it.

In adherence with the Equality Act (2010), St Faith's is committed to the inclusion of all pupils and initially supports children with SEND within the classroom through high quality inclusive teaching. Targeted interventions and extra support is provided where needed and reasonable adjustments made.

Pupils with SEND are included in all school trips, PE sessions, lunchtime games and after-school clubs. Lunchtime nurture groups and ELSA support is flexible in order to encompass the needs of children as they arise and ensure inclusion within their peer group. Our ELSA is part of the lunch team so can provide timely and targeted support.

Risk assessments are completed for every trip and off-site activity to ensure everyone's safety, with alternate activities provided if participation is not possible in order to allow all children to have the same or similar experiences.

How accessible is the school and how will my child be included in school life?



What specialist services are available through the school and what support will there be for my child's overall well-being?

Our SENDCo holds the National SENCo Accreditation award and is also an Autism Ambassador.

St Faith's also employs an experienced specialist teacher for dyslexia who carries out many of our interventions relating to Cognition and Learning needs.

St Faith's strives to ensure they are using the most up-to-date resources to support children, as well as taking part in relevant and innovative pilot studies. This includes the national times table pilot, data gathering for Lexplore and the use of iPads to make learning more accessible.

All school staff are encouraged to regularly complete training using the *Inclusion Development Programme* as consolidation of the best teaching approaches to support all areas of SEND and particularly when a child with a specific need joins our school.

We have access to the following specialist services:

- ✓ Physiotherapy
- ✓ Occupational Therapy
- ✓ Speech and Language Therapy
- ✓ Educational Psychology
- ✓ Specialist Teacher Advisors from the Hampshire SEND team
- ✓ CAMHS
- ✓ Early Help Family Support team
- ✓ School Nurse
- ✓ Paediatricians
- ✓ Social workers

The SENDCo can seek advice and suggest referrals to these services and, in turn, the NHS departments and Hampshire services will contact the school with updates or to arrange reviews, as needed. St Faith's ensures the parents of children receiving additional support are given timely updates and are involved in the decision making process from the start.

At St Faith's, the pupils' health and well-being is paramount and our comprehensive child protection, pastoral care and safeguarding policies reflect this. Observations, incidents and concerns are recorded centrally using CPOMS*.

The class teacher has overall responsibility for every child's well-being and the teacher and SENDCo are in close contact with the school's ELSA who provides targeted pastoral support tailored to the child's needs.

Every member of staff in the school has completed First Aid training and health plans are completed for children with more complex medical needs, in line with Hampshire Health and Safety Guidelines.

*CPOMS is an online event recording system for logging information about a child's welfare. This helps to show the bigger picture for a child or any patterns which emerge. The incidents and actions are reviewed weekly by the SLT.



St Faith's has a carefully planned and structured process for transition of pupils in the school, particularly for children with SEND or specific needs.

Transition Partnership Agreements are created for pupils who need additional support and consistency during their transition.

Early Years Foundation Stage

- ✓ Our reception staff visit the prospective pupils in their playgroup or nursery setting, where the current teacher can pass on relevant information about the child to support transition.
- ✓ The child and family are invited to a meeting with the reception teacher at St Faith's when the parents can express their views, share information and as a chance for the child to meet their new teacher.
- ✓ The children entering the school in Year R are invited to a taster morning in July before their September start date.
- ✓ TPA meetings are held with staff from the nursery, the new teacher, parents and SENCOs from both settings if the child will require any additional support.

Year 6 to Secondary transition

- ✓ The Year 6 pupils visit their chosen secondary school on a series of taster days in the summer term to familiarise themselves with the structure and layout of the school.
- ✓ Some secondary schools offer special summer taster days for children who may benefit from extra acclimatisation.
- ✓ TPA meetings are held with the Inclusion Managers or SENDCo from the chosen secondary school, the Year 6 class teacher and the parents if the child will require any additional support or important information needs to be shared, in preparation for the start of the year and summer taster days.

Within St Faith's, the children are supported during their move from Key Stage 1 to Key Stage 2 and from

class to class through transition mornings with their new peer group. Due to St Faith's being a small school, the children are lucky to be reasonably familiar with the staff and classrooms before they move on. Special transition arrangements are made if necessary for a child, including the use of social stories and transition booklets, supported by the ELSA. The staff also complete handover meetings with the next teacher to share important information.

How will St Faith's prepare my child when moving to a new class or a new school?



Explanation of abbreviations and SEN terminology

SENDCo – Special Educational Needs Coordinator

CT – Class teacher

HT – Head teacher **SLT** – Senior Leadership Team

LSA – Learning Support Assistant

ELSA – Emotional Literacy Support Assistant

SEND – Special Educational Needs and Disability

VI – Visual Impairment

HI – Hearing Impairment

PD – Physical Disability

SALT – Speech and Language Therapist

Support for children and adults who have difficulties with communication, or with eating, drinking and swallowing. This includes the mechanical production of sounds, language delay, social communication and speech impediments.

OT – Occupational Therapist

Support for adults and children whose health and physiology affects or prevents their everyday activities. This includes conditions which are present from birth and the results of an accident or surgery, e.g. cerebral palsy, dyspraxia, some learning difficulties

EP – Educational Psychologist

Support for children who are experiencing problems which hinder their successful learning and participation in school and other activities.

TPA – Transition Partnership Agreement

An action plan to support transition, created in partnership with present and future professionals working with a child with additional needs.

EHCP – Education, Health & Care Plan

A document which outlines the needs and support needed for a child with SEN which cannot be met within the usual arrangements in a mainstream setting.

CAHMS – Children and Mental Health Service

An NHS service which assesses and treats young people with emotional, behavioural or mental health difficulties.



Who can I contact for further information or if I have a concern?

If you have a concern or would like more information, please contact the school office to arrange a meeting with your child's class teacher. You may be referred to the SENDCo or Head teacher for further advice about specific needs.

adminoffice@st-faiths.hants.sch.uk

01962 854934

All of our policies can be found on the school website, which provide further information about our approaches and procedures.

<http://st-faiths.hants.sch.uk/school-policies/>

Local Offer

The Local Authority publish information about services they expect to be available in their area for children and young people from birth to 25 who have special educational needs and/or disabilities.

Find St Faith's Local Offer here: <https://tinyurl.com/y89cb8fg>

Support 4 SEND

A free and confidential service, based in Hampshire, offering impartial information, advice and support on issues relating to a child or young person's special educational needs or disability

<https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/specialneeds/support4send>

Complaints policy

St Faith's has a complaints policy which can be found on the school website

<http://st-faiths.hants.sch.uk/school-policies/>