

St Faith's CE School Special Educational Needs and Disability (SEND) Information Report

As a school we work within the Wandsworth guidance on Provision for children with SEND in mainstream schools which explains the ways pupils/children/students with different additional needs are provided for within the school. We also follow our 'Equality and Disability' policy and we have an 'Accessibility' plan.

At St Faith's School, all pupils, regardless of their individual needs, are offered inclusive teaching which will enable them to make the best possible progress and ensure that they are a valued member of the wider school community. Our provision supports children with a range of needs such as: communication and interaction, cognition and learning, social, mental, health, sensory or physical difficulties.

At St Faith's School our Special Education Needs Co-ordinator is Clare Mitchell.

She can be contacted on 02088742653 or email senco@stfaiths.wandsworth.sch.uk

Our SEND Governor is Rowena Edington.

What should I do if I am concerned about my child's progress or special educational needs?

- You should speak to your child's class teacher. You can arrange a suitable time to meet either by talking to your child's teacher directly at the end of the day or by calling the school office on 02088742653.
- If concerns about your child's progress remain, the next step may be for the class teacher to discuss the issue with the school's SENCO, Clare Mitchell.
- You may wish to complete a **Parents/Carers Concerns** form in order to structure your thoughts and concerns. A copy of the form can be obtained from your child's class teacher or can be downloaded from the school website.

How does the school decide whether a child has special education needs and what extra help they need?

At St Faith's the process for identifying Special Educational Needs is as follows:

- Step 1 – A parent, carer or outside professional raises a concern; or regular assessment and tracking of all pupils shows less than expected progress or staff raise concerns regarding emotional well-being or behaviour.
- Step 2 – The class teacher and parents meet to discuss concerns and an initial concerns form is submitted to the SENCO.
- Step 3 – Depending on the type and degree of concern the next steps may involve one or more of the following:
 - Providing teaching, within the whole class setting, targeted at the child's areas that need support.
 - Introducing new classroom strategies or arrangements.
 - The child being provided with extra support or taking part in an intervention programme to help them catch up with peers.
- Step 4 – If the child makes insufficient progress despite teaching that is targeted at the areas of weakness, parents are informed and, if it is thought that the child may require SEN provision, the SENCO meets with and consults the parents. In addition, the

SENCO and teacher carry out further assessments to provide a clear analysis of the pupil's needs which could include an Individual Provision Map, or another named support.

- Step 5 – After gathering this information, the class teacher and SENCO decide whether the child has a learning difficulty that requires SEND provision. If they decide that the pupil does not have SEND, other underlying causes of underachievement are addressed. If they decide that the child has SEND, then this is formally recorded and parents are informed. They will be placed on the SEND support register and actions will be put in place to remove barriers to learning and effective SEND support put in place.
- If a child starts at St Faith's with already identified SEND, we will work with parents and past schools, nurseries and professionals to put a programme, provision and targets in place to meet the needs of the child.

How will I know how my child is doing and how will you help me to support my child's learning?

- Whenever possible, class teachers are available to speak at the end of each day. This is an ideal opportunity to catch up and ask any questions you may have. Please feel free to make an appointment to meet with the class teacher should you wish to discuss anything further.
- Parents' evening takes place twice a year. These meetings allow you to monitor the progress of your child and discuss, with the teacher, ways to support their learning at home.
- In the Autumn term parents are invited to attend 'Meet the Teacher' sessions. This is an opportunity to find out how best to support your child at home.
- Individual reports are distributed at the end of the year. The report will outline the progress of your child and how you can support them in the next academic year.
- Pupils on the SEND register will have an Individual Provision Map which will outline their provision and targets. These will be shared with you three times a year.
- Pupils with an Education and Health Care Plan (EHCP) have an annual review once per year.

How will my child be involved in and consulted about how their special educational needs are met and what progress they are making?

- Children with SEND will be helped to create their own 'Passport' where they are encouraged to identify their areas of strength and areas for development and strategies that help them to overcome any difficulties. These are reviewed regularly and also support transition through year groups.
- Children are included in the setting and reviewing of their own targets.

How do you assess and review my child's progress?

- Teacher assessment on a daily basis
- Half termly assessments recorded on a data system: Target Tracker
- Pupil Progress Review Meetings with the teacher and senior leadership team
- Annual reviews for children with statements/EHCPs

How is teaching and the curriculum adapted to my child's needs?

All pupils at St Faith's School benefit from Quality First Teaching which includes an appropriate curriculum which is differentiated to meet the needs of all learners, including those who need support or extension. Teachers use a variety of teaching styles, a wide range of materials and are highly aware of the needs of each student in their class. Assessment methods and materials are tailored to the needs of individual pupils so teachers are able to monitor the progress of all of our children.

We adapt the teaching and curriculum to meet individual children's needs in a variety of ways, which includes;

- 1:1 or small group work targeting specific area of need for a pupil with SEND.
- Organising Teaching Assistant support so that pupils can be supported by either the TA or the Class teacher.
- Use of specific resources that enable access to tasks/ remove barriers to learning.
- Adapting classroom environment (e.g. providing quiet areas, seating arrangements).
- Provision, targets and outcomes are discussed termly and recorded on Individual Provision Maps.

How we support children with their literacy and numeracy development:

- Rapid Phonics
- Rapid Read
- Rapid Write
- Write Away
- Literacy Support Service specialist teacher
- Rapid Maths
- Numicon
- First Class Maths

How we support children with Speech, Language and Communication needs:

- Pupils who display a speech, language and communication need are referred to the speech and language therapy service (SALT).
- Providing their need meets the SALT criteria, they will be assessed by a speech and language therapist and given specific language targets.
- A member of staff, who has been trained by the speech and language therapist, will conduct weekly sessions focusing on the targets set.
- The speech and language therapist will review pupil progress regularly against their personal targets.

How we support children with their handwriting and fine motor skills:

- Pupils work on their fine/gross motor skills on a regular basis in class.
- Small group support for fine and gross motor skills.
- OT referral where children need more support with fine or gross motor skills.

What support is there for my child's emotional well-being?

- PSHE is timetabled in every class every week
- Class worry boxes
- Daily worship
- Playground Buddies
- Social skills groups
- Lego Therapy
- Friendship skills
- Social Stories

How do you promote positive behaviour?

- Whole school house points system. Children are awarded house points for positive behaviour choices, improvements in behaviour, good learning, good manners, good friendship choices, kindness and honesty. At the end of the term, the winning house receives a reward.
- Worships throughout the school term discuss the importance of respecting others and making appropriate behaviour choices.
- Head teacher awards.
- Individual Behaviour Plans and reward systems.

What training and specialist skills do the staff supporting children with SEND have or are having?

Staff are committed to undertaking training to support the needs of all pupils. Staff are continuously updating their skills and training in a variety of ways including:

- Regular training, which is disseminated amongst staff (e.g. Safeguarding training, SALT, phonics)
- Support from outside agencies to deliver whole staff training (e.g. Dyslexia, ASD, Epipen)
- Regular TA meetings and training sessions with Deputy Head, Julie DeSilva.

How do you make the school environment and curriculum accessible for all children?

Please refer to our Accessibility statement for detailed information. The school is regularly reviewed to ensure that the curriculum and site are accessible to all children. We may provide the following resources to support children in the classroom:

- ICT equipment and software

- Move 'n' sit cushions
- Writing slopes
- Visual timetables in all classrooms
- Exam access arrangements

How will my child be included in activities outside of the classroom?

- St Faith's has a specialist P.E teacher who carefully plans differentiated lessons to ensure all pupils are fully included.
- Additional support e.g.: Learning Support assistant, is provided where appropriate
- Every pupil can access the full range of after school clubs and trips that are available.

How will the school prepare my child to join the school or transfer to a new school?

- If your child is joining our school or moving to another school we liaise with their previous school and any external agencies already involved. We endeavour to provide a smooth transition. If your child is in Year 6 the SENCO will liaise directly with the Secondary School SENCO.

What specialist services from outside does the school use to help meet children's needs and how do you work together?

We currently work with the following agencies and professionals:

- Educational Psychologist
- Literacy Support Service
- Speech and Language Therapists
- Occupational Therapists
- Visual Impairment Services
- Hearing Impairment Services
- Child and Adolescent Mental Health Services
- School Nurse
- Community Paediatrics
- Children's Specialist Services
- Behaviour and Learning Support Service
- Garratt Park Advisory Service
- The Early Years Centre
- Education Welfare Office

What will you do if my child has medical needs?

- All medical needs are discussed in detail with the school nurse.
- Pupils are given a care plan which is shared with significant adults working with the child.

- The school has trained first aiders.
- Medical needs are reviewed and monitored by the school nurse.

What should I do if I am unhappy with my child's support or progress?

- If you are unhappy in any way with your child's progress or support, please speak to the class teacher in the first instance, then the SENCO or Head Teacher, as soon as your concerns arise.
- If you still have significant concerns you should contact Clare MacIntosh, Chair of Governors.
- You may also seek impartial advice and support from the Parents in Partnership Service.
- If this does not resolve the situation then the complaints should be passed on to the Local Authority, Wandsworth (see link below).

http://www.wandsworth.gov.uk/info/200288/student_welfare/263/how_to_make_a_complaint

Where can I go for further advice and support?

- [Wandsworth Information Advice and Support Service \(WAISS\)](#) provides an impartial, free and confidential service to all parents of children with SEND and young people with SEND. Visit their website at <http://www.wandsworth.gov.uk/wiass> email waiass@wandsworth.gov.uk or telephone 020 8871 8065
- [Contact a Family - Independent Support](#) Contact a Family Wandsworth (CaF) provide impartial, free and confidential, Independent Support services to provide information and support for Wandsworth families who are going through the process of getting an Education, Health and Care Needs Assessment. To book an appointment with an Independent Support worker telephone 020 8947 5260 or email iswandsworth@cafamily.org.uk
- The Wandsworth Parents' Forum "[Positive Parent Action](#)" works with the Council to improve all provision for children and young people with SEN and Disabilities aged 0 to 25. If you want to get involved in influencing services visit their website at www.positiveparentaction.org.uk telephone 020 8947 5260 or email info@positiveparentaction.org.uk
- **More information** about Wandsworth's local offer of services and support for children and young people with special needs and disabilities in Wandsworth can be found on the Local Offer website at www.wandsworth.gov.uk/localoffer. The Family Information Service (FIS) helpline is open from 9am to 5pm, Monday to Friday on 020 8871 7899. Or email fis@wandsworth.gov.uk Text 07797 805 456 with "FIS" at the beginning of your message.

The information in this report is accurate now, but we regularly review and make changes to what we offer and keep this information as up to date as possible.

Feedback This offer is intended to give you clear, accurate and accessible information. If you would like to comment on the content of the offer or make suggestions to improve the information, please email senco@stfaiths.wandsworth.sch.uk

SEND Acronyms

ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
ASD	Autistic Spectrum Disorder
CAF	Common Assessment Framework
CAMHS	Child & Adolescent Mental Health Service
CI	Communication and Interaction
CL	Cognition and Learning
CLA	Child Looked After
CP	Child Protection
CSS	Children's Social Services
CT	Class Teacher
EHA	Early Help Assessment
EHIT	Early Help IT
EHCP	Education Health and Care Plan
EP	Educational Physiologist
EWO	Education Welfare Officer
HI	Hearing Impairment
HV	Health Visitor
LA	Local Authority
LSA	Learning Support Assistant
MLD	Moderate Learning Difficulty
MSI	Multi-sensory Impairment
OT	Occupational Therapy/Therapist
PD	Physical Disability
PMLD	Profound and Multiple Learning Difficulties
PN	Physical Needs
QFT	Quality First Teaching
SALT	Speech and Language Therapy/Therapist
SEMH	Social, Emotional and Mental Health
SEND	Special Educational Needs and Disability
SENCO	Special Educational Needs Co-ordinator
SLCN	Speech, Language and Communication Needs
SLD	Severe Learning Difficulty
SN	Sensory Needs
SpLD	Specific Learning Difficulty
TA	Teaching Assistant
TAC	Team Around the Child
TAF	Team Around the Family
VI	Visual Impairment