

## **Children and Family Support Team.**

Our school has a Children and Family Support Team comprising:

Assistant Head Teacher and SENCO, **Mrs Rowena Evett-Collins,**

SEN/ intervention manager, **Ms Helen Jones,**

Family Liaison Officer (FLO), **Mrs Hollie Edwards**

Behaviour Support Leader, **Mrs Caroline Gower.**

At Herne Bay Junior School we strongly believe that children are entitled to an education that enables them to make progress so that they achieve their best and become confident individuals living fulfilling lives.

The Children and Family Support Team are responsible for making sure we identify children with additional learning, emotional or behavioural needs, and that we then meet those needs. Our children are all engaged in quality first teaching, however sometimes pupils have difficulties which may affect and impact on their education in school and we use our best endeavours to identify and meet their special educational needs.

We have a set of core values which will help our pupils become creative, independent learners, working towards developing their potential in every aspect of their lives. The Children and Family Support Team encourages and enables the development of these values, which are building blocks for a sense of self-esteem, emotional and physical wellbeing, creativity, expectation, resilience, independence, reflection, enjoyment, aspiration, risk taking and collaboration

These values will give our children the skills to progress through their education and on into their working lives with a sense of achievement and self-worth.

### **WHEN A CHILD NEEDS SUPPORT.**



#### **Rowena Evett-Collins is the leader of the Children and Family Support Team.**

My role is to ensure **all** children are fully included in school and any additional educational needs or special educational needs are met – these can range from emotional and physical to learning difficulties. Our team make referrals to outside agencies if a child's needs cannot be met in school. We liaise with parents,

teachers, outside agencies, social services, Early Help Practitioners, other authorities and schools to endeavour to make sure professionals are involved where necessary.

Children may have additional educational needs (AEN) if he or she has difficulty coping with aspects of life in the classroom. This could be for a number of reasons, such as difficulties with learning, behaviour or communication, or because of social, emotional, physical, visual or hearing difficulties.

A child who is having difficulties can get help in a number of ways. The class teacher can make everyday tasks a little easier or put the child in a small group for some extra help with a teaching assistant, under the guidance of the class teacher. Teachers can also be allocated to do specific work with them in order to help them catch up where they may have got behind within their learning. At Herne Bay Junior School, many children receive additional support with their learning at all stages from teachers in 1:1 or small group within the class. These children do not always have special educational needs but are merely in need of support in a particular area of the curriculum.



**Helen Jones is the SEN and Intervention Manager.**

I joined Herne Bay Junior School in September 2014. I have worked in mainstream primary education for over 16 years supporting the teaching and learning of children, including children with SEND (Special Educational Needs and Disabilities).

My role requires me to liaise with outside agencies, teachers and parents regarding children with SEND within school. I refer and make arrangements for children to be seen by educational psychologists, specialist teachers, occupational therapists and speech and language therapists. I attend inclusion meetings, local inclusion forum team meetings (LIFT), child in need CHIN) and team around the family (TAF) meetings to ensure correct information sharing is provided. I regularly observe children in and out of class and complete assessments using a variety of methods to ascertain areas of need, some of which may include dyslexia, dyscalculia, memory and phonic difficulties. I work closely with all teachers and teaching assistants within school, providing specific support and ensuring the relevant strategies and resources are in class and being delivered. I continue to update these resources or provide additional support where required.

I manage and provide individual support to children with speech, language and communication difficulties. Initially assessing and identifying specific needs, providing training, resources and support to class teachers and teaching assistants and work directly with children to deliver and monitor their individual speech and language targets in liaison with Speech and Language Therapists.

I also manage Read, Write, Inc (RWI) within school which means I oversee and support the reading teachers in years 3 and 4, making sure all sessions are delivered to a high standard so that children are given the best opportunity to make good progress in reading and spelling.

## ASSESSMENT AND MONITORING

Staff will use assessments to monitor pupil's progress and identify pupil's needs, however, there are times when we may have to seek the advice of external specialists to identify children's areas of difficulty and decide how they can be most effectively supported in school.

Some pupils who have Special Educational Needs and receive additional support in school may be placed on our SEND Register in one of two categories according to their level of need.

- Statement of SEND or Education Health & Care Plan (EHC)
- SEN Support

Other children may be placed on the

- Monitoring/Vulnerable Groups Register

## INCLUSION

Herne Bay Junior School is an inclusive school and we ensure that children with Special Educational Needs and Disabilities engage in the activities of the school alongside pupils who do not have SEN.

Some of the ways staff may support pupils are:

- Adapting lessons to make them slightly easier or more accessible
- Providing resources which may support understanding and physical needs
- Changing the way the classroom is organised
- Additional support in lessons
- Maths or Literacy Booster Groups
- Read, Write Inc (RWI) group reading.
- Speech and Language sessions
- Social Skills/ Nurture groups
- Handwriting boosters
- Clever Hands and Fizzy Motor skills groups
- Precision Teaching
- Daily Readers
- Memory Skills

## SEND Policy

In order to comply with the new SEN Code of Practice we have written a new SEND Policy.

**Please refer to the SEND policy under the 'POLICIES' section of our website.**



### **Caroline Gower is our Behaviour Assistant**

Life as Behaviour Assistant can be very varied and challenging but never boring...

In my role children will come and find me for all sorts of reasons; just for a chat about a worry or a concern they may have is sometimes all it takes. Other times pointing the child in the right direction or supporting them to make the right decision in regard to their behaviour.

My role within the school is to promote positive behaviour; it's about taking the time to listen and talk to the child. Most of the issues on the playground are typical childlike behaviour, sometimes there are other reasons which may lead to poor choices. In these cases, I will then talk to the class teacher, Mrs Evett-Collins and Mrs Edwards and between us we find the best way to help and support the child/children.

Within the team, we encourage children to follow the school behaviour trail. This may lead to formal sanctions, such as a detention but will be closely supported by signposting, if needed, or Restorative Justice work.

## **PARENTS AND PUPILS**

We value the knowledge parents hold about their child and we listen and understand when they express concerns about their child's development. We consult with parents regarding their child's areas of difficulty, progress and support in place in school. We offer advice on how parents can support their child at home. Early identification of difficulties is important. We would like to encourage you to contact us well before your child is due to start school or at any point of the academic year to tell us if you feel your child may need extra help, or has a social, emotional or medical difficulty. This will be kept confidential to those who teach and help your child. Every effort will be taken to provide additional help and support where necessary, so that your child's time at school is happy and enjoyable at all times.

Kent's Local Offer Website provides information for parents about education, health and social care support available in the local area and how to access it.

<http://www.kent.gov.uk/education-and-children/special-educational-needs>

Children's own opinions, aspirations and concerns are highly valued and are taken into account when making decisions about their education.

## WHEN YOU NEED HELP OR SUPPORT

We know that at some point most of us will face some major difficulty in our home lives, which may have a real impact on our children. Our job is to ensure that children are able to come to school happily and ready to learn. We can offer support in a number of ways in school through our team:



### **Hollie Edwards is the Family Liaison Officer (FLO).**

My main role is to enable our children and families facing difficulties to access support from our Team or Universal and KCC commissioned services.

This is done with me either through direct referral, or by using a Notification request for Early help Practitioners. They will work directly with families and the school to ensure appropriate support is given. This can be for a large range of challenges frequently faced by all families, such as managing behaviour, financial and housing support, and emotional difficulties (i.e bereavement or separation.)

As part of the learners and Family Team, I work closely with both the SEN staff and behavioural assistant, and with our Attendance Officer to enable families to overcome any difficulties which are impacting on their attendance, and subsequently being able to achieve their full potential at school.

## CHILDREN'S WELFARE

Each class teacher has a responsibility for the general welfare of each child in his or her class. Children are encouraged to share any concerns or worries they have with their teacher, or with any other adult in school. Of course, there may be times when we remain unaware of a difficulty, so if you suspect something is not right, please get in touch with your child's teacher straight away. Equally, we will always let you know if we have concerns.

## CHILD PROTECTION

The School has 3 Designated Safeguarding Leads, **Mrs Evett-Collins, Mrs Kingman and Mr C Thomas**. On occasions teachers may ask Mrs Evett-Collins to be involved, or you may wish to speak directly to her regarding any concerns.