



Charlton House Independent School

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Special Educational Needs & Disabilities

Information Report 2024_2025

Our Special Educational Needs & Disabilities Coordinator (SENDCo)

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Charlton House Independent School

Charlton House Independent School is a non-selective, independent day school for boys and girls aged 3 to 11 where the staff truly believe that all children have an entitlement to personal, social, intellectual and spiritual development and must be given the opportunity to achieve his/her potential in learning. Each child at Charlton House is unique in terms of characteristics, interests, abilities, motivation and learning needs and should be treated equally. Those with exceptional learning needs and/or disabilities should have access to high quality and appropriate education. We do recognise however that some children will require extra support to enable them to do this. We believe for a child to succeed, we need to work closely with parents, to help support them and their child during their time at Charlton House.



How does Charlton House know if a child needs extra help?

This is done through a variety of ways:

- Progress of all children is closely monitored.
- Regular cause for concern and pupil progress meetings are held with all staff and referrals can be made at any time.
- Regular assessment is made to ensure all children are making the expected level of progress.
- If your child is making little or no progress, despite teaching being focused on supporting their needs; is displaying behaviour or emotional difficulties, which prevent or hinder him/her accessing the curriculum; has speech or language difficulties or other physical or sensory difficulties, then concerns will be raised by the class teacher.

At Charlton House, we have different assessments that we can use to support the identification of any difficulties. These include:

- **Language Link** - all KS1 children are screened to identify any weakness in understanding. This is repeated following a personalised intervention programme.
- **Dyslexia Quest** - an online screener used to identify those children at risk of dyslexia. Game-based tests include rapid automatic naming (RAN), working memory, phonemic awareness and phonological awareness.
- **[Behaviour Analysis Grid](#)** - Based on work completed by The Beacon School. Used to connect classroom behaviour with possible special educational needs.

What should I do if I think my child may have special educational needs?

- If you have concerns about your child and you believe that they may have special educational needs, you should primarily speak with the class teacher.
- Additionally, you could also arrange to meet with our SENDCo, Mr Darby. Following a discussion with the SENDCo, a bookable appointment with an Educational Psychologist may be sought.
- Discussion between yourself, your child's teacher and SENDCo may follow to ensure all views have been considered and then an appropriate course of action will be taken between the SENDCo, class teacher and parent(s), all closely working together.

What if my child's needs are more complex?

If a child is displaying complex needs, we may complete a checklist which may indicate tendencies sometimes associated with different disabilities, such as autism, ADHD and attachment disorder. In this instance, we would speak to you, and with your permission, involve the support of outside agencies. Outside agencies are contacted to support us and your child and ensure their full potential is reached. These may include:

- An Educational Psychologist (EP)
- The Children and Adult Mental Health Service (CAMHS)
- Speech and Language Specialists (SALT)
- Occupational Therapists (OT)



Together, we ensure the right support and strategies are there for your child.

How does Charlton House know what they are doing is right?

- Our SENDCo is constantly developing an excellent understanding of how children with SEND learn through training, reading, observation and regular discussion with the children and staff.
- The Senior Leadership Team, of which the SENDCo is part, and teaching staff regularly analyse pupil data to ensure they are making the expected progress.
- The SENDCo has regular discussions with the Head teacher, teachers and support staff, focusing on the progress and attainment of pupils.
- The SENDCo and Head teacher observe practice in class to ensure differentiation is effective and that children with SEN are accessing the curriculum.

- Provision mapping is a tool we use to see, at a glance, the provision provided for all children and to ensure everybody who needs extra support is targeted.
- Our SEND Governor is dedicated to ensuring high achievement for all our children with SEN and meets with our SENDCo each year to monitor and evaluate how we are ensuring this happens.
- Additional support from specialists is valued and through a very close relationship with yourselves, your child's teacher, LSA and SENDCo it is reviewed continuously to make sure it is having the desired impact on the child's learning.

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

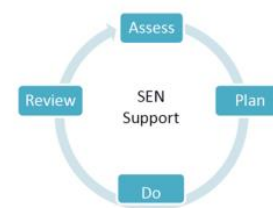
- Your child will have their own Pupil Passport that have been devised by the SENDCo. This will be written in conjunction with your child's class teacher, your child and you as the parents.
- At Charlton House, we believe for your child to be successful they must take ownership in how they learn best. Targets are set, met and then new ones are devised to establish an ongoing learning process. Each target is created to be very specific, measurable, challenging and achievable.



- You will be invited to a review each term to discuss progress, learning strategies and any issues that have arisen. This will be with the class teacher and with our SENDCo. This is an opportunity for you to discuss how you can support your child's learning at home so that everybody is working together to move the child's learning forward.
- You will also have the opportunity to meet with our SENDCo at regular SEND Drop-in sessions. This is an opportunity to discuss progress being made or any concerns the school or you may have. If you find it difficult to meet with the SENDCo due to other commitments, this can be done over the phone or via email.
- It may be also useful for a child to have a home/school book in which messages about your child's day can be recorded or issues that may have happened at home which could affect learning, which can be relayed to the class teacher.

How will the school involve me in my own child's education?

- As previously stated, we aim to meet with the parents of all children with SEND at least termly to review strategies for learning, adopting an Assess, Plan, Do, Review approach.
- This may take the form of SEND Drop-in sessions, MSP meetings, telephone calls or emails with the SENDCo.
- As well as your child's report, which are written every year, all parents also have access to
 - Parent consultations
 - Appointments with your child's class teacher, made via the school office
 - Transition meetings



The A-P-D-R cycle should be consistently employed throughout the graduated response

How will the school involve my child in their education?

- Pupil conferencing with class teacher and SENDCo.
- Involvement in target setting and deciding upon the strategies to achieve those targets.
- Where appropriate, children with an Education, Health & Care Plan (EHCP) or Inclusion Partnership Agreement (IPA) will contribute to their annual review and their thoughts are taken into consideration.



How will the school staff support my child?

- Every lesson will be differentiated according to your child's needs so that it is carefully matched to their learning style.
- Multi-sensory learning opportunities are given.
- Steps to success are used to ensure your child meets their goals in a particular lesson.
- Highly trained and experienced teachers and Learning Support Assistants (LSAs) are employed who consistently deliver high quality impact teaching.
- Depending on the needs of your child, sometimes they will work in a whole class setting, sometimes in a small group or on a one to one basis. These

groups can either be in the classroom or in a quieter area of the school so that the target can be extremely focused. This may be teacher or LSA led.

- We recognise that children with SEND may have challenging behaviour. We follow our behaviour policy to ensure the child receives the appropriate support and use effective strategies and resources to ensure the right choices are made.
- Staff in our school have expertise in different areas and we use this expertise accordingly.



Who is responsible for helping my child at school?

Our SENDCo	The Class Teachers	The Learning Support Assistants (LSAs)
<p>Mr Darby is a fully qualified teacher, who has achieved the national SENDCO qualification from the University of Winchester. It is his responsibility to:</p> <ul style="list-style-type: none"> • Work closely with teachers, LSAs, parents and outside agencies • Ensure that the SEN policy is adhered to • Ensure good provision and support for pupils with SEN • Monitor and track children’s progress • Timetable interventions alongside the staff to help children make accelerated progress 	<p>It is their responsibility to:</p> <ul style="list-style-type: none"> • Deliver high quality teaching to every child • Plan interventions for children who need additional support alongside the SENDCo • Identify or raise concerns about a special educational need • Devise targets with the child and parent • Discuss children’s progress, achievements and targets with parents • Exercise the advice or support given for the child 	<p>It is their responsibility to:</p> <ul style="list-style-type: none"> • Support the class teaching in the implementation of support programmes, interventions set by the class teacher, SENDCo or outside agency. <p>We currently have an extremely experienced wellbeing lead in our school; Mrs Harry. She has a wealth of knowledge to draw upon to support our children with emotional and behavioural needs with excellent results.</p>

How will the curriculum be matched to my child's needs?

At Charlton House, it is our duty as a Catholic school to recognise that all of our children are unique and should be treated equally. They have a divine origin and an eternal destiny. Our faith and our mission demand living out the Gospel values of equality, honesty, support and co-operation with each other. All have access to the curriculum however, we understand that for some children, certain adjustments and extra support is required if they are to do this.

- Learning is planned with your child at the centre following a series of assessments so that the learning is aimed at an appropriate level with the correct amount of challenge. (Assess, Plan, Do, Review)
- We have available a range of additional support we can utilise to best support your child and their needs. These include:
 - **NESSY reading and spelling** - *an award-winning effective resource that covers 5 school years of literacy development.*
 - **Precision Teaching** - *a personalised programme for those pupils who are struggling with specific areas of spelling, reading words or sounds, times tables or number bonds.*
 - **Infant Language Link** - *an award-winning innovative online package used to identify and support children with mild to moderate SLCN and those new to English.*
 - **Clever bodies/hands** - *an Occupational Therapy programme to improve motor skills and coordination.*
 - **Social stories** - *helping children to understand different social situations and learn how to deal with them in positive ways.*
 - **Toe by Toe / Hornet** - *a carefully structured, diagnostic system for the teaching of reading.*
 - **Plus 1 / Power of 2** - *a carefully structured coaching manual which allows anyone to make progress with their maths.*
 - **Teach Your Monster to Read** - *an online game to support children when learning to read.*
 - **Dough Gym** - *A daily physical intervention that combines the use of large pieces of dough with a series of hand and finger exercises.*



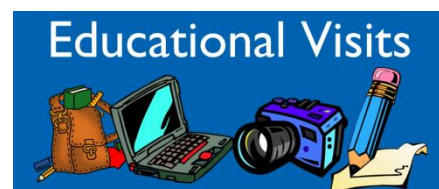
How is the decision made about the type and how much support my child will receive?

- Together, the SENDCo and class teacher will discuss which intervention or support your child needs and how many sessions per week are appropriate.

- This will be shared with your child and yourselves to ensure we are working together in the best way to support your child. This is part of our Assess, Plan, Do, Review cycle.

How will my child be included in activities outside the school classroom including school trips?

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful and seek advice from other professionals.
- For residential trips, a more flexible approach may be necessary. Overnight arrangements may be changed to allow the child to be brought to the site on a daily basis, by a parent, in order to reduce anxiety.
- A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.



What support will there be for my child's overall wellbeing?

- Children have access to support from our wellbeing lead, Mrs Harry, either in a small group or one to one.



- We have a behaviour policy which ensures all children understand what acceptable behaviour is and this is adhered to.
- We listen to the views of all children and through our school council and roles of responsibility, all children are able to contribute to all parts of school life.

What training is provided for staff supporting children with SEND?

- Our SENDCo is a qualified teacher and has achieved a Masters level National Award for Special Educational Needs Coordination.
- All staff receive regular training and updates for the main categories of special educational needs including Autism, Dyslexia, Speech, language and Communication difficulties etc.
- Staff are well prepared when a child with particular needs is coming to the school or moving into their class. Training in that area will be given by the SENDCo or relevant professional and a good transition procedure will ensue to guarantee the child's needs are met.

What steps could I take if I have a concern about the school's SEND provision?

- In the first instance, please make an appointment to speak with the class teacher.
- Contact the SENDCo via [email](#) or through the school office (02380 671739).

How will the Governing Body at Charlton House meet the needs of pupils with SEN?

- School promote the use of [SENDIASS](#), Special Educational Needs & Disabilities Information Advice & Support Service, to assist them in the process of requesting an Education, Health & Care Assessment and for other matters that may arise for SEND throughout their time at Charlton House.

How will you prepare and support my child to join school and/or transfer to a new school?

- The SENDCo will liaise with our class teachers, support staff and SENDCos from feeder schools and if necessary, a Transition Partnership Agreement (TPA) will be completed.
- Extra transition is arranged as necessary in addition to the regular transition days. These can be arranged for individual children and are highly personalised and/or for small groups.
- Other professionals may be involved, to suggest ways in which transition can be a better experience for your child.



What support is available to me as a parent?

- Your first point of contact should always be your child's class teacher, followed by a meeting with Mr. Darby, our SENDCo.
- Read our [SEND policy on our school website](#)
- SENDIASS - <https://www.hampshiresendiass.co.uk>
- Special Educational needs and disability - [A guide for parents and carers](#)
- IPSEA (Independent Parental Special Education Advice) - www.ipsea.org.uk
- Finally, as a parent, you have access to Southampton's Local Offer. A website dedicated to services and information for children with SEND.
<https://sid.southampton.gov.uk/kb5/southampton/directory/localoffer.page?localofferchannel=0>