



**Partners In Learning  
Academy Trust**

**A Parents' Guide**  
**to**  
**Student & Family**  
**Support**  
**(SAFS)**



**Today's Children; Tomorrow's Future**

## Who is who in the Student and Family Support Team?



**Mrs Emily Webster**

Head of Trust Inclusion



**Mrs Helen Piper**

Inclusion and Safeguarding Practitioner



**Mr Nick Gedye**

SAFS Champion



**Mrs Sarah Brewer**

Learning Mentor



**Mrs Sally Sargent**

Specialist Teaching  
Assistant

## A Parents' Guide to Student and Family Support (SAFS)

### ***What is the Student and Family Support (SAFs) team?***

The SAFS team is a team of professionals who work within school. They meet together in school on a weekly basis. The team plan for children who need extra support due to a variety of factors such as Social and Emotional needs, Cognition and Learning difficulties such as Dyslexia, Speech and Language Difficulties, Medical Issues, English as an Additional Language, and Behavioural Needs. The SAFs team review support provided within school and when necessary make referrals to outside agencies such as our school nurse or speech and language therapist.



### ***How does a child receive support from the SAFs team?***

Every three weeks teachers hold achievement team meetings – year group teachers meet together to discuss children who they have concerns about. As a team of professionals, they will formulate strategies which enable the child to be supported within school. This is then reviewed at the next team meeting when more strategies may be planned. If a child has been discussed twice the team may decide a referral to the SAFs team would be appropriate. At this point you would be consulted.

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### ***What is a SAFS commission?***

The class teacher will meet with you to raise their concerns and discuss what has already been tried. A commissioning form will be completed to request that the SAFs team review the child's difficulties and plan next steps of support. You will be asked to contribute to the commissioning form by completing a questionnaire to fill in with details of any concerns you may have. When this is returned to the teacher they will complete the same questionnaire and list concerns and then submit it to the SAFS team to be reviewed.

### ***My child isn't displaying any difficulties at school but I am concerned about them at home.***

If this is the case please discuss this with your child's class teacher. If together you decide that some extra support would help a SAFs commissioning form can be completed. In some circumstances the class teacher may suggest going to see your child's GP as often they can offer advice and support. Once the SAFS commissioning form has been returned it will be reviewed by the SAFs team and a conversation with you about next steps will be offered.



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### ***How will I know what is decided within the SAFS meeting?***

After the meeting, any actions will be discussed with the teacher and either the teacher or a member of the SAFS team will contact you directly. If an outside agency needs to be involved through a referral we will seek your permission to do this. We may also ask for permission to complete some further assessments to give us more information in order to help us support your child. These may be done by their class teacher, teaching assistants or a member of the SAFS team. During this time you will be kept informed and next steps will be discussed with you throughout.

### ***If my child is referred through SAFS is there any support for parents?***

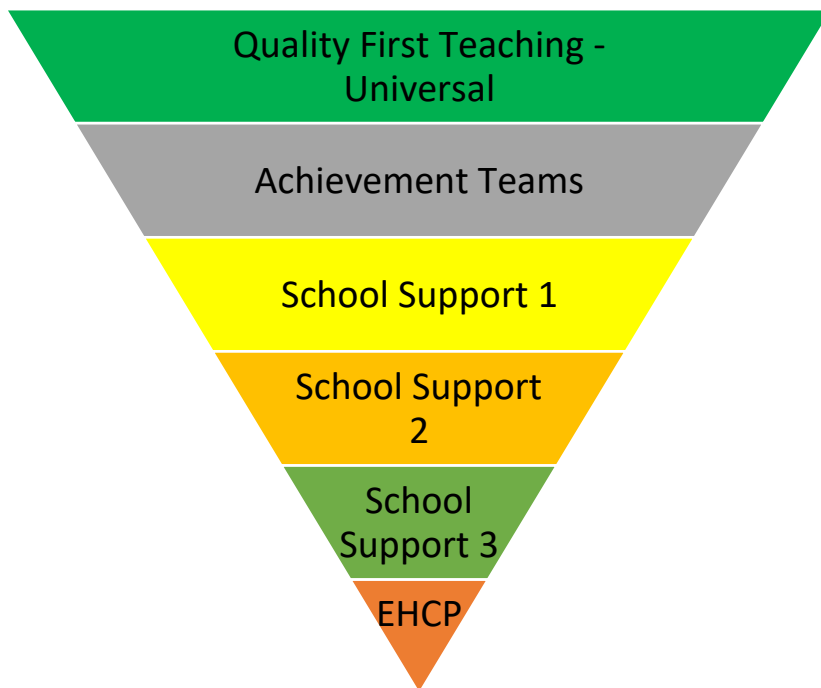
At both schools there are parent SEND forums which are held at least each term. These forums give parents the opportunity to meet with members of staff from the SAFS team, get information and advice on various topics, receive updates from the academy and meet other parents. It is an opportunity for parents to offer support and advice to each other. There are also links on the school website for the Local Offer and agencies which can offer further support and advice. Please see the website - Key Information - Inclusion tab.

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### ***What happens after the SAFS commission?***

Some children may need a higher level of ongoing support in order to make progress. The SAFS team, in collaboration with parents, may place your child on our Special Educational Needs (SEN) register. The SEN register is a list of children who need additional support. It means children are tracked carefully and support is planned. There are different levels of need on the register – see more details below.

All children receive quality first teaching. Some children may be discussed at an achievement team. A few children (usually less than 15-20% of the school population) are placed on the SEN register (of which there are 4 levels school support 1,2 and 3 and those with an Education Health and Care Plan (EHCP).

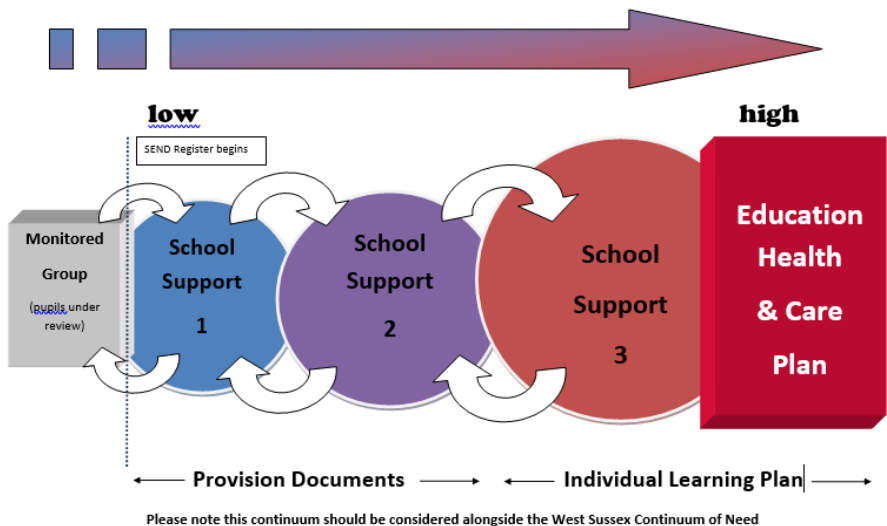


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## ***What support is offered to children on the SEN register?***

Every child on the SEN register will have either an Individual Learning Plan (ILP) or a Provision Document (PD). These documents show their individual support. The difference between an ILP and a PD is the amount of detail and the frequency of how often they are reviewed (see below for details).

### Special Needs Categorisation Continuum



If you are unsure about which level of need your child is on, please ask your child's teacher – this is recorded on the inclusion register.

A child will only move from one level to another if they are not making progress. Once school support 3 has been reached, in very rare circumstances when no progress is made despite high levels of support after discussion together we may decide to apply to West Sussex County Council for a Needs Assessment (EHCNA) which may lead to an Education, Health and Care Plan (less than 3% of the school population). See more information in the link below.

[https://westsussex-local-offer.s3.amazonaws.com/public/system/attachments/1207/original/Guidance\\_and\\_Criteria\\_for\\_EHC\\_Needs\\_Assessments\\_%28updated\\_Aug\\_18%29.docx](https://westsussex-local-offer.s3.amazonaws.com/public/system/attachments/1207/original/Guidance_and_Criteria_for_EHC_Needs_Assessments_%28updated_Aug_18%29.docx)

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### *What are the different levels of need?*

The table below shows the level of need, the criteria for that need, the plan that will be written by school and parents and how often the plan will be reviewed.

<b>Level of Need</b>	<b>Criteria</b>	<b>Plan written</b>	<b>Timescale for review</b>
School Support 1	Support in school only	Provision Document	Yearly or if something changes
School Support 2	One agency involved	Provision Document	Yearly or if something changes
School Support 3	More than one agency involved	Individual Learning Plan	Termly
Education, Health and Care Plan	Multiple needs and agencies – gained through an application to WSCC for a needs assessment	Individual Learning Plan	Termly or as required

If you have any questions at all please contact your child's class teacher or the school office.

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