



## **SOUTHWICK C OF E PRIMARY SCHOOL**

### **SEN INFORMATION REPORT**

Due to the impact of Covid-19, it is important that staff comply with the guidelines listed in the school's risk assessment. These may have an impact on some of the school procedures detailed in this document i.e. face-to-face parent consultation meetings and needing to maintain a distance from children, etc.

At Southwick Primary School we strive to support all children and enable them to achieve at school. Quality first teaching is vital. However, for some children there are occasions when further additional support may be needed for them to achieve their targets.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND Code of Practice January 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

**The Special Educational Needs and Disabilities Co-ordinator is:** Jessica Steel

**The SEND Governor is:** Paula Bartlett

#### **Roles and Responsibilities of the Special Educational Needs and Disabilities Co-ordinator (SENDCo)**

The SENDCo is responsible for the operation of the Special Educational Needs and Disabilities Policy and coordination of the specific provision made to support individual children with SEND. She will liaise with staff to identify and assess children, and work in partnership with parents to establish strategies which aid consistency between home and school. She will have regular contact with a range of outside agencies who are able to offer specialist advice. If you have any concerns regarding SEND, please do not hesitate to contact her via the school office.

#### **The Children and Families Act 2014**

The Government has transformed the system for children and young adults with special educational needs (SEN), including those who are disabled, so that services consistently support the best outcomes for them. The bill now supports those with SEND needs from birth to 25, giving the young person and their parents/carers, greater control and choice in decisions and ensuring that their needs are met.

#### **SEND Local Offer**

From September 2014, all children and young people, aged from 0-25, who have a significant special educational need, will undergo an Educational Health and Care (EHC) Assessment (unless their parents opt out of the system). This may lead to an EHC Plan which replaced the previous statement of SEN. This system categorises children as needing "additional SEN support", which will focus on the impact of the support or interventions provided for the individual child.

The Local Authority has a duty to support a young person and their parents so that they are able to develop and be prepared for adult life. It is a requirement of all Local Authorities to publish their Local Offer so that it is available to parents to explain how they will use their expertise to support children with SEND. The Wiltshire Local Offer can be accessed at: [www.wiltshire.gov.uk/localoffer.htm](http://www.wiltshire.gov.uk/localoffer.htm).

Our intention is to explain how Southwick Primary School is able to offer provision to its pupils and how it is able to communicate with families and carers.

We have provided what we feel would be important information for parents and carers and we will continually add and update information as necessary.

### **How will Southwick School support my child achieve their potential?**

We believe that all children should have access to a broad and balanced curriculum through 'quality first teaching'. Teachers set high expectations for every pupil, whatever their prior attainment. Appropriate objectives, taught using a range of teaching and learning styles, provide a curriculum that matches each child's needs as closely as possible and aims to remove barriers to pupil achievement.

All our classes are supported by teaching assistants; pupils are offered additional 1:1 tuition, small group work or catch up programmes where needed, and these may take place in or outside of the classroom.

We provide support for children with a range of needs including: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health Difficulties; Sensory and Physical Needs. We strive to be a fully inclusive school, in which all children are supported according to their needs in line with the school's policy for equality of opportunity.

### **What should I do if I think my child has SEND?**

Your first point of contact is the class teacher who will be able to discuss with you any issues that you have about your child. This can be done informally or you can request a formal appointment. There is also an opportunity to discuss concerns at our regular parent consultation evenings.

### **Who can I contact for further information?**

The SENDCo will also be happy to discuss any concerns you may have. She is in school on Tuesdays and Wednesdays and can be contacted via the school office or class teacher.

Miss Bev Webb, our school Parent Support Adviser (PSA), is also available to discuss wider family issues, offer advice and signpost relevant services.

Paula Bartlett is our SEND governor who could also attend the meeting if you felt that it would be appropriate.

The Special Educational Needs Code of Practice (2015) outlines the requirements for children identified with SEN. Further information can also be found in our school [SEN Policy](#) which is located on the school website.

## **How does the school know if my child needs extra help?**

We identify and assess children with SEND as early and as thoroughly as possible using the revised SEN Code of Practice (2015). Children are identified as having SEND in a variety of ways, including:

- Liaison with any previous school or early years setting
- The child working significantly below expected progression levels
- Concerns raised by parent/carer
- Concerns raised by teacher
- Liaison with external agencies, e.g. physical health diagnosis from paediatrician

There are four types of Special Educational Needs and Disabilities (SEND), described in the SEN code of practice:

- Communication and Interaction (including speech and language and social communication)
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and Physical Needs

Parental views are sought, initially through a meeting with the class teacher, so that concerns are discussed and they are aware of the support given. Parents are encouraged to give additional information that may help support the provision for their child's needs. Regular meetings are held where progress is reviewed and the next steps for provision made.

## **How are children assessed?**

All children are assessed both formally and informally on a regular basis. Pupil progress is regularly monitored by the SENDCO and senior leadership team and each child's progress is compared to that of their peers, as well as school and national data. If your child is identified as not making expected progress from their individual starting point, support is then considered or implemented. If they continue to have difficulties, special educational needs (SEN) may be considered and they will be placed on the SEN register. Parents will be informed of this. Your child will be set targets which will be outlined in an Individual Education Plan (IEP). This helps teachers to plan additional provision and track your child's progress. If significant progress is then made, and it is considered appropriate, they will be removed from the SEN Register.

## **What happens next?**

### **My Support Plan**

If your child continues to make limited progress or develops a variety of needs, the school may start a My Support Plan. At this point, permission will be sought from parents for the school to refer the child to a specialist professional eg. Speech and Language Therapist or Educational Psychologist. This will help us to understand the child's needs better and how to support them effectively. Parents will always be asked for permission for this referral and will always be involved in the outcome.

After reviewing the My Support Plan targets and advice from professional over a period of time, the school may request an Education and Health Care (EHC) assessment. We will always seek your permission.

### **How will I be informed about my child's progress?**

You will be informed about your child's general progress and targets through meetings with the class teacher three times a year, which may be part of a parent's consultation meeting. In addition, you will also receive your child's annual report.

### **Will the curriculum be matched to my child's needs?**

We firmly believe that class teachers are responsible for teaching all children in a way which meets their needs. In line with the Code of Practice, there is an expectation that quality first teaching, where learning is scaffolded to match the needs of each child, is the first response to meeting the needs of all children. All children are entitled to a broad and balanced, differentiated curriculum that provides for the development of knowledge, understanding and skills that they will need in order to become active and responsible citizens.

As young children develop, they should be involved more in decisions about their future. In school, we will regularly talk to children and listen to the things they say they find difficult about school life and learning. All teachers and support staff who work with the children will be made aware of their needs and the things that they find useful to support their learning or specific areas that they find difficult. A child who has a My Support Plan or an EHC Plan will have a One Page Profile, which is created so adults working with the child understand what is important to them and how they like to be supported with their learning.

Teachers work closely with support staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. Strategies and support used will be recorded on the provision maps for each class and may include:

- Pre-teaching topic vocabulary
- small group or individual targeted adult support
- Questioning styles
- Visual prompts and task cards
- Multi-sensory teaching and learning
- Resources including ICT

For children who have difficulties with gross motor skills, a twice weekly session is available to follow a specific focused programme or targeted provision from an occupational therapist report.

Some children may need additional support if emotional issues are having an impact on their learning. Mrs Lane, our school Emotional Literacy Support Assistant (ELSA) is available to provide support for children, mainly at KS2, through 1:1 discussions. Parents will be informed if any support is offered.

### **What outside agencies can be accessed by the school?**

Early identification and intervention will support children's progress but, if a child is identified as having SEN, outside agencies and professionals may become involved to provide specialist assessment and support. Any involvement of specialists will need parental permission and reports will be shared with parents. They may be invited to attend meetings held in school if it is appropriate.

Outside agencies which can be accessed by school are:

- Educational psychologists
- Specialist Advisory Teachers Service (SSENS)

- Occupational therapists
- Visual and hearing impairment service
- Ethnic Minority and Traveller Advisory Service (EMTAS)
- Parent Support Advisor
- Speech and Language Therapy Service
- Child and Adolescent Mental Health Services (CAMHS)
- Behaviour Support Service
- School Nurse

The Educational Psychologist allocated to each school. He/she would normally only work directly with pupils with more complex needs or who have not responded well to the interventions that have been implemented.

### **What training do staff receive on supporting children with SEND?**

The SENDCo attends regular cluster meetings and updates staff on any training that may be beneficial. Whole school or individual training is given from outside agencies to support specific needs or whole school issues. Staff are also signposted to any specific training that is given by the local authority or the Trowbridge Collaborative.

### **What support is there for parents/carers?**

The SENDCo is available to discuss any issues in more depth. She is generally available on a Tuesday or Wednesday and appointments can be made through the school office.

Weekly, informal coffee/ tea afternoon sessions are available with the school PSA. These are generally held at 2.30pm on a Wednesday afternoon. She is also available for individual meetings before and after school on most days.

Both staff are able to signpost parents to additional support including various parenting sessions.

### **What if I have a complaint?**

If parents/carers have a complaint concerning provision for their child they should initially discuss this with the class teacher. If this proves unsuccessful, the matter should be referred to the SENDCo and/or Head Teacher. Should the matter still be unresolved the parents/carers should contact the SEN governor, Paula Bartlett. If the complaint remains unresolved, the Chair of governors should be involved and finally the complaint should be taken to the local authority and/or Secretary of State.

### **How will my child be prepared and supported to join the setting or transfer to a new setting?**

Visits to our school are warmly welcomed. You will be given a personal tour of the school by our Head Teacher. To arrange a visit please call the school office on 01225 763325 or [admin@southwick.wilts.sch.uk](mailto:admin@southwick.wilts.sch.uk)

Our school has good links with pre-school settings, especially with Busy Bees playgroup which is located in our school grounds.

A meeting will be held for any child receiving additional support in their pre-school, before they start school. All stakeholders are able to share their views and look at the best way to support the child's transition into school. If it is felt relevant, the Early Years TA or class teacher will visit the pre-school in order to begin to develop a relationship with the child.

When a child is nearing their time to transfer to secondary school, the SENDCo and/or the class teacher will have additional meetings with the new setting and additional transition sessions may be put into place. It is sometimes possible for a TA to support the child during these visits.

If a child transfers from another school, the SENDCo will contact the previous setting so that important information is passed on quickly.

### **How accessible is the setting?**

Our building is on one level. There is easy access into the school and the mobile classrooms are accessed by a ramp. Disabled parking is available in the playground. Disabled toilets are available near the school office and between Potter and Sharman classes. Additional physical needs are assessed on an individual basis.

### **What if my child has medical needs?**

If a pupil has a medical need then a Care Plan is compiled with support from the school nurse and in consultation with the parents. This plan is then shared with all staff involved with that child.

Staff will receive any training necessary to meet these needs. There are trained first aiders on the staff, including a paediatric first aider.

Where necessary, medicines are administered in school, but only in agreement with parents/carers and where a signed medicine consent form has been filled in. All medicines are kept securely in the school office or office fridge and each time medicines are taken they are signed for by a staff member. Asthma inhalers are kept in the child's class and when used it is noted on their individual log sheets

### **Does the school provide any dietary support?**

Meals are cooked on the premises thus specific dietary requirements can be catered for. Currently we provide support for dietary needs by providing **gluten free foods and dairy and soya free products**.

### **How are children included in trips and after school activities?**

We are a fully inclusive school and ALL children are encouraged to take part in clubs. Specific needs are shared with the adults responsible for the club. When trips are arranged, the class teacher will look at the suitability of the venue to support the needs of the children. Specific needs are always discussed with parents /carers on an individual basis to enable them to be included.

### **How is my child supported if they find time on the playground difficult or feel bullied?**

Some children find playtimes challenging. All staff on duty are made aware of the children who may need additional support. Two sports coaches are available at lunchtimes to encourage children to take part in different activities. Mrs Davis, (Early Years TA and MDSA) runs 'The Chill Zone' where children are able to take part in craft and drawing activities during lunchtimes. This support is also available to children who feel that they are being bullied or have friendship issues and need somewhere safe to play. Social skills groups are also arranged for children when it is felt appropriate.

## SCHOOL INFORMATION

### What type and how many complaints did you receive last year? How were they resolved?

During 2020-21 there have been no complaints regarding SEN provision. If you feel that you have a problem regarding SEN provision, please arrange a meeting with Mrs Steel and/or Mrs Shellard.

Paula Bartlett, our SEND governor, could also attend the meeting if you felt that it would be appropriate.

### How many children have additional needs?

Data at beginning of Autumn term 2021:

Additional SEN support (22 children).

My Support Plan (10 Children)

Total = 32 children

EHCP = 3 children.

This gives a total of 35 children which is 19.6% of the children on roll

The breakdown of SEND children in each year group:

Year group	SEND Children	My Support Plan Children	Children with ECHP's
Foundation Stage	0 children	0 children	0 children
Y1	3 children	0 children	1 child
Y2	3 children	1 child	0 children
Y3	5 children	0 children	1 child
Y4	3 children	5 children	0 children
Y5	5 children	1 child	1 child
Y6	3 children	3 children	0 children

There are many SEND terms that are abbreviated which can lead to confusion. Below is a glossary which may be useful:

<b>AAP</b>	<b>Attendance Advisory Practitioner</b>
<b>ADD</b>	<b>Attention Deficit Disorder</b>
<b>ADHD</b>	<b>Attention Deficit &amp; Hyperactivity Disorder</b>
<b>ASD</b>	<b>Autistic Spectrum Disorder</b>
<b>BESD</b>	<b>Behavioural Emotional &amp; Social Difficulties</b>
<b>CAF</b>	<b>Common Assessment Framework</b>
<b>CAMHS</b>	<b>Child &amp; Adolescent Mental Health Service</b>
<b>COP</b>	<b>Code of Practice</b>
<b>CP</b>	<b>Child Protection</b>
<b>DCD</b>	<b>Developmental Co-ordination Disorder</b>
<b>EAL</b>	<b>English as an Additional Language</b>
<b>EP</b>	<b>Educational Psychologist</b>
<b>FSM</b>	<b>Free School Meals</b>
<b>HI</b>	<b>Hearing Impairment</b>
<b>IEP</b>	<b>Individual Education Plan</b>
<b>ISR</b>	<b>In School Review</b>
<b>KS</b>	<b>Key Stage</b>
<b>LAC</b>	<b>Looked After Child</b>
<b>LEA</b>	<b>Local Education Authority</b>
<b>MLD</b>	<b>Moderate Learning Difficulty</b>
<b>NC</b>	<b>National Curriculum</b>
<b>OT</b>	<b>Occupational Therapist</b>
<b>PSP</b>	<b>Pastoral Support Programme</b>
<b>SaLT</b>	<b>Speech &amp; Language Therapy</b>
<b>SEN</b>	<b>Special Educational Needs</b>
<b>SEND</b>	<b>Special Educational Needs &amp; Disability</b>
<b>SENCO</b>	<b>Special Educational Needs Co-ordinator</b>
<b>SpLD</b>	<b>Specific Learning Difficulty</b>
<b>VI</b>	<b>Visual Impairment</b>

I hope these have answered any queries you may have but do not hesitate to contact us if you need any further assistance.