



SOUTHWICK C OF E PRIMARY SCHOOL

SEN INFORMATION REPORT

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. This report will explain how we support children with SEND in our school and should be read alongside the following documents:

Southwick Primary School SEND Policy [Sample Special Educational Needs Policy \(southwick.wilts.sch.uk\)](https://southwick.wilts.sch.uk)
Wiltshire Local Offer [Primary \(5-11\) - Local Offer \(wiltshire.gov.uk\)](https://wiltshire.gov.uk)
SEND Code of Practice [SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

Cognition and Learning	Specific Learning Difficulties including dyslexia, dyspraxia and dyscalculia Moderate Learning Difficulties Severe Learning Difficulties
Communication and Interaction	Autism Spectrum Disorder (ASD) Speech and language difficulties
Social, Emotional and Mental Health	Attention Deficit Disorder (ADD) Attention Deficit Hyperactivity Disorder (ADHD)
Physical and/or Sensory	Hearing Impairments Visual Impairments Multi-sensory Impairments Physical Impairments

Who is responsible for the SEN provision in the school?

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

The SEND Governor is: David Finley

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 is responsible for ensuring that the school follows statutory guidance laid out in the [Children and Families Act \(2014\)](#) and [SEND Code of Practice \(2015\)](#). She liaises with staff to identify and assess children, and works in partnership with parents to establish strategies which aid consistency between home and school. Regular contact with external specialists means she can make referrals and arrange for consultations to support individual pupils as required.

The SENDCo ensures knowledge of the [Wiltshire Local Offer](#) remains up-to-date in order to signpost parents to appropriate services and help guide them through Education Health Care Needs Assessments if deemed appropriate.

Wiltshire SEND Local Offer

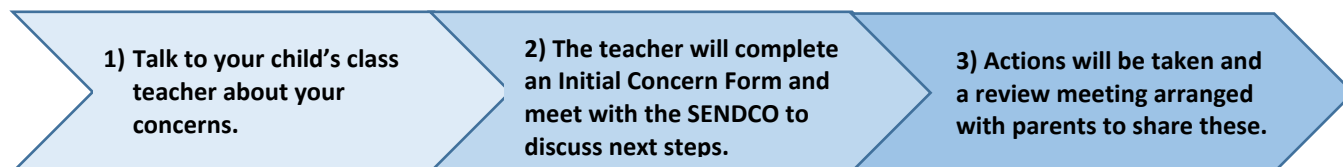
Since September 2014, children and young people, aged from 0-25, who have a significant special educational need, can undergo an Educational Health and Care (EHC) Assessment (unless their parents opt out of the system) which may lead to an EHC Plan. This system categorises children as needing “additional SEN support”, and focuses on the impact of the support or interventions provided for the individual child. If granted, the Local Authority, with support from the school, undertake responsibility for the SEND provision of a young person to develop and prepare them for adult life. This support is referred to as The Local Offer and more information can be found at: www.wiltshire.gov.uk/localoffer.htm.

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 who carry out in-class small group and individual to support their learning and understanding within lessons. However, some children require more targeted and prolonged intervention in order to support their progress in school. Through discussions between the class teacher, SENDCO and parents, it may be appropriate to place these children on the SEN register and Wave 3 personalised, additional support put in place to support them. A detailed overview of the different stages of provision provided at Southwick Primary School can be found in Appendix 1.

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 any concerns you have about your child and their observations. This can be done informally or you can request a formal appointment. There is also an opportunity to discuss concerns at parent consultation evenings. If required, the teacher will complete an Initial Concern Form and discuss your concerns and their observations with the SENDCO. Actions will be identified and the teacher and SENDCO will act on these over the coming term; the class teacher will share these with you. A review meeting will then take place to discuss the outcomes of the actions and any next steps required. The SENDCO may then contact parents to arrange a meeting or continue to observe and monitor the child whilst in-class support is provided.

The SENDCO is able to make referrals for Autism Spectrum Disorder and Attention Deficit Disorder. Before this can happen, parents must meet with the SENDCO to discuss concerns, and.

The identification and provision process is further detailed in Appendix 2.

Who else is available to support parents?

The SENDCO is Jessica Steel and is available in school on Tuesdays, Wednesdays and Thursdays. Meetings can be arranged with her through the school office or the 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. She runs a monthly parent coffee session to support parents as well as helping the SENDCO in arranging parent workshops to provide specialist advice for home. Meetings can be arranged with her through the school office or by talking to her on the playground in the mornings.

David Finley is the SEND governor and previous SENDCO who is able to attend meetings if parents feel it is appropriate.

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

The process for identifying children with SEN is explained in Appendix 2 and the provision available at each stage detailed in Appendix 1. We identify and assess children with SEND as early and as thoroughly as possible using the 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 attainment levels
- Concerns raised by parent/carer
- Concerns raised by teacher
- Liaison with external agencies, e.g. physical health diagnosis from paediatrician

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 does the school support children who need extra help?

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 compared to that of their peers, as well as school and national data.

The process of supporting children with SEN is explained in Appendix 2 and the provision at each stage detailed in Appendix 1. If a child is identified as not making expected progress from their individual starting point, in-class support is considered and implemented (wave 2).

Types of support may include:

Cognition & Learning	Communication & Interaction	Social, Emotional and Mental Health	Sensory/Physical
Small group and one-to-one teaching in specific areas requiring further support. Initial check-ins Multi-sensory activities. Sound/Word mats Planning/writing frames Key word spelling bookmark Verbal rehearsal of ideas and sentences Physical resources in Maths	Visual timetable Social stories Personal Workstation Privacy screen Structured routines and pre-warning of changes Pre-teach key vocabulary with picture clues.	Explicit praise. Prioritise for class jobs Movement & brain breaks Low pressure strategies ie whiteboards for answers Quiet or calm zone Start or end of day check-ins Task ladders Visual timer to aid transitions	Sensory profile completed Careful consideration of seating Pencil grips Visuals to reinforce learning Exit cards Sensory learning aids Ear defenders Isolation screens Minimise background noise

Visuals to reinforce learning Lesson handouts Pre-teach Maths Pre-teach Vocabulary Additional time Learning Task ladders Assistive software to support alternative ways of recording.	Use of visuals and physical resources to support language. Instructions in short, simple sentences. Delivery slowed and repeated to support processing. Checklists and task lists. Talk partners Awareness of transitions Pre-warning of changes to routine	Initial check-ins to support transition from class to independent work Wobble cushion Resistance band around chair legs	Face pupil when speaking Check instructions Writing slope Different width lines in book Coloured pages in book Whiteboard set to colour/not white Wobble cushion Resistance band
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If a child continues to have difficulties, Special Educational Needs (SEN) may be confirmed and they will be placed on the SEN register. This will be in discussion and agreement with parents. The child will be set targets, outlined in an Individual Support Plan (ISP) and interventions that are 'different from and additional to' classroom practice identified and put in place (wave 3). This will include out of class small group or one-to-one work to provide targeted support. Individual Support Plans will be created by class teachers and reviewed together three times per year. This helps ensure parents are aware of targets, how these are being taught in school and how they can support them at home. They are overseen and monitored by the SENDCO, although she may not be part of the review and planning meetings. Wave 3 interventions may include:

Cognition and Learning	
Reading	KS1 and KS2 Sounds Write interventions Reading Fluency & Comprehension intervention Precision Teaching Reading Between the Lines – inference intervention
Spelling	Sounds & Syllables small group Multi-sensory spelling practice of tricky/unknown words Precision Teaching for spelling
Maths	Number Stacks intervention Different year group White Rose Maths TA-led small group sessions based on class learning and marking Times Tables Rock Stars Pre-teach Maths
Communication and Interaction	
Autism Spectrum Disorder (ASD)	Visuals to support routines and learning Pre-warning of transitions and changes to timetable Task check-list and now/next visuals Social stories Comic strip conversations to support social situations Individual controlled choice behaviour plan
Speech and Language	Talk Boost Colourful Semantics Short, simple instructions Pre-teach key vocabulary sessions Individual one-to-one speech and language for specialist targets
Social, Emotional and Mental Health	

Attention Deficit Disorder and Attention Deficit Hyperactivity Disorder	Exit cards for movement breaks Personalised behaviour plans Task chart to break down and tick off charts Now/Next visuals
Attachment, early childhood adversity, emotional and social difficulties	Thrive ELSA/ELTA Time to Talk TA Check-ins
Excessive worries and difficulties regulating emotions	ELSA/ELTA Wellbeing Workshops TA Check-ins
Bereavement	ELSA/ELTA Nurture groups
Sensory/Physical	
Sensory	Exit cards for sensory breaks Sensory learning aids: weighted blanket, wobble cushion, resistance band, ear defenders, privacy screen
Physical	Support as determined by relevant qualified professionals Exit card for rest breaks Write From The Start handwriting program

If significant progress is made, and it is considered appropriate, a child can be removed from the SEN Register after discussion with parents. Their assessment data will continue to be monitored for at least 2 terms by the SENDCO.

My Support Plan

If a child continues to make limited progress or additional needs continue to impact their learning, the school may start a My Support Plan (wave 4). At this point, permission will be sought from parents for the school to refer the child for specialist assessment and recommendations.

Available specialist services include:

Cognition & Learning	Communication & Interaction	Social, Emotional and Mental Health	Sensory/Physical
Educational Psychologist	Speech and Language	Behaviour Support	Occupational Therapy
Specialist SEN Service Surgery C+L	Specialist SEN Service Surgery C+I	On Your Mind Mental Health	Paediatrician
Specialist SEN Service Assessment	Educational Psychologist	CAMHS	Audiology

This will provide a better understanding of a child's needs 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 professionals over a period of time, the school may decide they have enough evidence to request an Education and Health Care (EHC) assessment. For this to occur, the school must have up-to-date specialist assessment and recommendations that they have acted on and provide evidence of significant support throughout the year.

Information regarding this process can be found on the [Wiltshire Local Offer](#) website. Parents can also request an assessment and the form for this can be found on the Local Offer page.

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. If your child has an EHCP, an additional annual review meeting will take place with the SENDCO to review the outcomes and plan support for the year.

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

Class teachers are responsible for teaching a broad and balanced curriculum to all children in a way which meets their needs. This provides for the development of knowledge, understanding and skills that they will need in order to become active and responsible citizens. In line with the SEN Code of Practice (2015) and school ethos, 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.

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 find difficult about school life and learning. All teachers and support staff who work with a child 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.

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
- On Your Mind Mental Health Service
- Child and Adolescent Mental Health Services (CAMHS)
- Behaviour Support Service
- School Nurse

A list of Wiltshire Alternative Provisions is available to provide short-term support to those children experiencing significant difficulty accessing learning due to social and emotional needs. The child will normally need an EHCP and additional funding applied for from the Local Authority in order to access these.

What training do staff receive on supporting children with SEND?

The SENDCO attends regular 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 local organisations.

In the year 2024 - 2025, member of the school staff have received training on:

Trauma-informed practice

De-escalation strategies
PACE approach
Safeguarding
Scaffolding approaches to supporting children in class

Individual members of staff have also attended relevant training sessions to maintain Thrive and ELSA practitioner status and the Parent Support Advisor attends termly meeting to keep updated about Local Authority services for families.

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 and you will be given a personal tour by our Head Teacher or member of the Senior Leadership Team. To arrange a visit please call the school office on 01225 763325 or email admin@southwick.wilts.sch.uk.

A meeting will be held for any child receiving additional support in their pre-school, before they start school. Parents and nursery staff 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 class teacher will have additional meetings with the new setting and additional transition sessions may be put into place if deemed appropriate.

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?

Southwick Primary School 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 Reception and Year 1 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. Members of staff are regularly trained to administer First Aid.

Where necessary, medicines are administered in school, but only in agreement with parents/carers and when 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 and therefore 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. The playground and field areas are well staffed during lunch and break times and hi-visibility jackets identify adults for all children to find if needed. All staff on duty are made aware of the children who may need additional support. A sports coach is available three lunchtimes per week to encourage children to take part in different activities. Some children may be invited to attend a social skills interventions, led by our Thrive practitioner, or Forest School Nurture Group to help develop these skills further. If a child feels they are being bullied, we encourage them to tell a trusted adult so that the school can investigate further and put in place any strategies deemed appropriate.

What if I have a complaint?

If parents/carers have a complaint concerning provision for their child they should initially discuss this with the SENDCO. If this proves unsuccessful, the matter should be referred to the Head teacher. Should the matter still be unresolved the parents/carers should contact the SEN Governor, David Finley. 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.

SEND Information for Academic Year 2024 – 2025

IDENTIFICATION

Assessment on site:

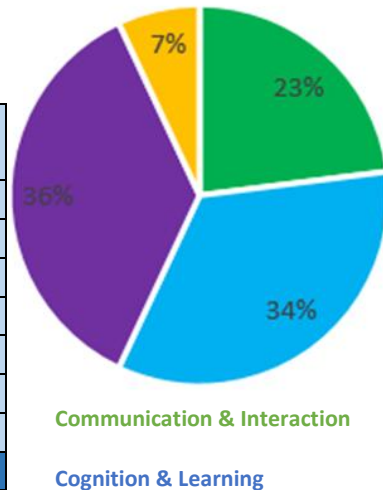
- Literacy Gold Dyslexia Scenerer
- IDL Dyscalculia Screener
- Wiltshire GRSS to identify specific areas of need
- Level 7 specialist SENCo to investigate SpLD difficulties
- Strengths and Difficulties Questionnaire
- WESForD & SEAM Early Assessment Tasks
- Wiltshire SLCN communication tracker

Outside Referrals:

Wiltshire Local Offer
Harbour Project
Specialist SEN Service
On Your Mind
Parenting Courses
Inclusion & High Needs Forums

EHCP and SEN Support

Year	SEN S	MSP	EHCP	TOTAL SEN
Rec	2			9%
1	5			24%
2	2	1	1	15%
3	3	2	2	29%
4	1	1	2	15%
5	9	3	2	47%
6	5		3	32%
SCHOOL	19%		6%	25%
National	12.2%		2.1%	



TARGETED SUPPORT AND INTERVENTION

Cognition and Learning

- TA timetable to maximise QFT and support learning.
- Personalised interventions specified in ILPs.
- Sounds-Write Phonics Intervention.
- Mastering Number
- Literacy Gold
- Precision Teaching & SNIP Spelling

Communication and Interaction

- Talk Boost
- Lego Therapy
- Individual weekly speech & language intervention with specialist targets
- Individual and small group social skills
- Social stories to reinforce expectations

Social Emotional and Mental Health

- ELSA and Thrive sessions
- Restorative Justice questions to resolve break time conflicts
- Nurture lunchtime club

Sensory and Physical

- Wiltshire Local Offer professionals: auditory, vision, medical specialists
- Accessible classrooms and toilets
- Sensory needs profile and personalised support
- Fine and gross motor skill activities

ATTENDANCE

	SEN Support			EHCP			No SEND		
Attendance	87.9%	91.0%	91.0%	80.0%	92.3%	89.7%	94.6%	95.7%	96.0%

STAFF TRAINING 2024 - 2025:

- Scaffolding (TAs)
- Mastering Number
- Phonics teaching (KS2 TAs)
- Identifying and supporting children to prevent de-escalation (TAs – BSS)
- Southwick approach and de-escalation plans (TAs)
- Trauma-informed practice (Teachers)

Appendix 1: Southwick Primary School Provision

Wave 1 Universal Provision

All children at Southwick Primary School receive high quality teaching which supports the effective inclusion of all pupils in the class. This will include a range of teaching strategies using visual, auditory and kinaesthetic activities alongside individual, partner and group work.

Through classroom observations, assessment data and discussions with parents, some children will be identified as requiring Wave 2 support.

Wave 2 Small Group and Personalised Universal Provision

Some children may be identified by their class teacher and parents as requiring additional in-class support. This will take place in small groups with either the class teacher or TA and sessions will have a clear focus and outcome to monitor progress. Additional support may be provided during lessons to aid learning during whole class teaching and activities.

Children who continue to make little progress will be referred to the SENDCO. The class teacher, with the support of parents will complete an **Initial Support Form** and move to **step 2** of the **Identification Process**.

The class teacher, with the support of the SENDCO, ensure provision is in place and monitors progress towards targets. If little progress is made in at least 2 cycles, move to Wave 3.

Wave 3 SEN Support: Individual Learning Plan

Some children may require sustained additional intervention to help them make progress – **4b** of the **Identification Process**. There are 4 main areas of need and the school have a range of tools to help identify these and the appropriate support.

Cognition & Learning	Communication & Interaction	SEMH	Sensory/Physical
Cognitive Assessment SSENS Assessment Materials Sounds Write Assessment	Primary School Communication Tracker Strengths & Difficulties Questionnaire	Strengths & Difficulties Questionnaire Thrive baseline assessment	Individual and Environmental sensory screeners
Sounds Write Intervention Reading Between the Lines Handwriting Number Stacks Fluency & Comprehension	Talk Boost ELSA/ELTA Lego Club Talkabout Forest School	Thrive ELSA/ELTA Wellbeing Workshops Forest School	Sensory Breaks Exit Cards Sensory Learning Aids Personalised support

The child is placed on the SEN register and interventions are provided by class teacher or TA. Progress towards individual targets is monitored through an **Individual Learning Plan** which is monitored and reviewed with parents.

The class teacher, with the support of the SENDCO, ensures provision is in place and monitors progress towards targets. If little progress is made in at least 2 cycles move to Wave 4.

Wave 4 Specialist Support: My Support Plan

A few children will require specialist interventions and recommendations to support them – **step 5** of the **Identification Process**. The SENDCO will discuss and gain permission from parents before referrals are made.

Cognition & Learning	Communication & Interaction	SEMH	Sensory/Physical
Specialist SEN Service C+L Educational Psychologist	Speech & Language Specialist SEN Service C+I Behaviour Support	On Your Mind CAMHS Behaviour Support	Hearing Impairment Service Visual Impairment Service Occupational Therapy

A Wiltshire Authority approved alternative provision may also be identified and suggested if considered appropriate. Any reports will be shared with parents and a **My Support Plan** created to detail how the school are meeting the suggested recommendations.

Appendix 2: Process of Identifying and Supporting Children with SEN

- 1) Class teacher/parent/SENDCO identifies pupil's needs from observation, discussion, assessment gap analysis. Need for wave 2 additional support identified and carried out and monitored.
- 2) If little progress is made following **wave 2** support, the class teacher meets with parents to discuss concerns, completes an **Initial Support Form** and meets with SENDCO. Key areas of need are identified in relation to the Wiltshire GRSS key descriptors, strategies identified and next step actions agreed upon. The child is placed on the SENDCO **Monitoring List** and review meeting date is agreed upon.
- 3) Class teacher meets with SENDCO on review meeting date to share outcomes and decide next steps.

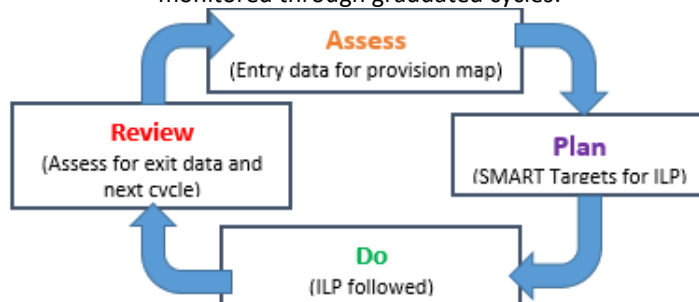
4a) If the child is beginning to make progress, **wave 2** strategies will continue and child remains on **Monitoring List**.

Teacher to meet with parents and ensure strategies are in place.

4b) If the child is only making small amounts of progress, support through **Wave 3** intervention is required.

SENDCO and class teacher meet with parents to discuss placing child on SEN register and an **Individual Learning Plan** is created.

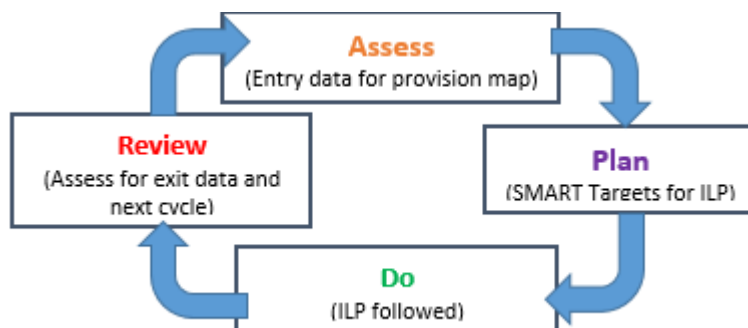
Teacher and SENDCO identify **Wave 3** provision and targets monitored through graduated cycles.



The class teacher will meet with parents 3 times per year to review the **Individual Learning Plan** and set new targets.

- 5) If little progress is made following at least 2 cycles, the SENDCO and parents meet to discuss and gain permission for referrals for **wave 4** specialist advice and a **My Support Plan** is created to detail how their recommendations are being put in place to support the child.

The class teacher and SENDCO will monitor the **wave 4** provision in place through graduated cycles.



- 6) If the child continues to make limited progress after 3 cycles, the SENDCO may recommend applying to the Local Authority for an **Educational Health Care Needs Assessment (EHCNA)** which could lead to an **Educational Health Care Plan (EHCP)** if the Local Authority criteria are met. If provided, the needs of the child are then met through an SEND Lead Worker and the **Wiltshire Local Offer**.

Parents can also make a request for an **EHCNA** by completing a form that can be downloaded [here](#).