



SOUTHWICK C OF E PRIMARY SCHOOL

SEND INFORMATION REPORT

Introduction

At Southwick CE Primary School, we are committed to ensuring that every child is known, valued and supported to flourish. Guided by our Christian vision, **"Do Everything in Love" (1 Corinthians 16:14)**, we believe that every child is unique and has the right to access an inclusive, ambitious and nurturing education.

We are committed to providing high-quality teaching and effective support so that all pupils, including those with Special Educational Needs and Disabilities (SEND), can participate fully in school life, achieve their potential and develop confidence, independence and resilience.

We recognise that children learn in different ways and may require varying levels of support. Through strong partnerships with families, external professionals and the children themselves, we work to remove barriers to learning and ensure that every pupil is given the opportunity to thrive academically, socially, emotionally and spiritually.

This report should be read alongside:

- Southwick CE Primary School SEND Policy
- Southwick CE Primary School Accessibility Plan
- Southwick CE Primary School Safeguarding and Child Protection Policy
- [Wiltshire Local Offer](#)
- [SEND Code of Practice: 0-25 Years \(2014\)](#)

What types of SEND does the school provide for?

Southwick CE Primary School supports pupils across the four broad areas of need identified within the SEND Code of Practice.

Cognition and Learning	Specific Learning Difficulties including dyslexia 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

Who is responsible for SEND provision?

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

The SENDCo coordinates SEND provision throughout the school and works closely with pupils, families, staff and external agencies to ensure appropriate support is provided.

Key responsibilities include:

- Co-ordinating SEND provision.
- Supporting staff in identifying and meeting pupils' needs.
- Monitoring the progress of pupils with SEND.
- Maintaining the SEND register.
- Liaising with families and external professionals.
- Coordinating referrals and specialist support.
- Supporting transition arrangements.
- Ensuring statutory duties are fulfilled.

The Governor with responsibility for SEND is: David Finley

The SEND Governor works with school leaders to monitor the effectiveness of SEND provision and ensure that statutory responsibilities are met.

Wiltshire Local Offer

Wiltshire Council provides a [SEND Local Offer](#) which gives information about services, support, resources and opportunities available to children and young people with SEND and their families.

The Local Offer includes information about:

- Education provision
- Health services
- Social care support
- Education, Health and Care Plans (EHCPs)
- Preparing for adulthood
- Family support services

The SENDCo can support families in accessing services available through the Local Offer.

How will Southwick CE Primary School support my child to achieve their potential?

We believe that all children should have access to a broad, balanced and ambitious curriculum.

High-quality adaptive teaching is the first response to meeting pupils' needs. Teachers have high expectations for all learners and adapt teaching appropriately to ensure pupils can access learning successfully.

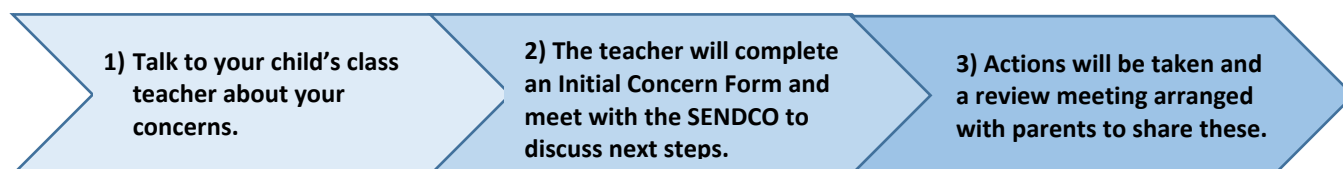
Support may include:

- Adapted teaching approaches
- Scaffolded learning
- Visual resources
- Targeted group work
- Additional adult support
- Specialist resources and equipment

Teaching assistants work alongside teachers to support learning, promote independence and ensure pupils can participate successfully within the classroom.

Where a child requires support that is additional to, or different from, that ordinarily provided, they may receive targeted intervention through the school's graduated approach.

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



If you have concerns about your child's progress, learning, behaviour or wellbeing, your first point of contact should be their class teacher.

The class teacher will:

- Listen carefully to your concerns.
- Share observations and assessment information.
- Discuss any existing support.
- Agree appropriate next steps.

Where concerns remain, the class teacher may consult the SENDCo and complete an Initial Concern Form. Appropriate support strategies will then be planned, implemented and reviewed.

Parents and carers are involved at every stage of the process and their views are highly valued.

Where appropriate, the SENDCo can initiate Wiltshire's Needs Led Approach towards neurodevelopmental assessment for Autism and/or ADHD if considered appropriate.

Who else is available to support parents?

SENDCo

Jessica Steel is available in school on Tuesdays, Wednesdays and Thursdays.

Parent Support Adviser (PSA)

Our Parent Support Adviser is Bev Webb and she provides:

- Family support
- Advice and guidance
- Parent meetings
- Signposting to services
- Parent coffee sessions

External Organisations

[Parenting support courses](#) - Wiltshire Local Offer offers a range of courses for parents of children with SEND to help learn more about their child's additional needs and how to support them at home.

[Wiltshire Parent Carers Council](#) – a parent-led organisation which represents and supports families and young people with a wide range of SEND.

[SENDIASS](#) – offers free and confidential advice to parents, carers and young people between 0 – 25 with SEND to help make informed decisions about local services, education rights and processes involved in education, health and care plans.

How does the school identify children with SEND?

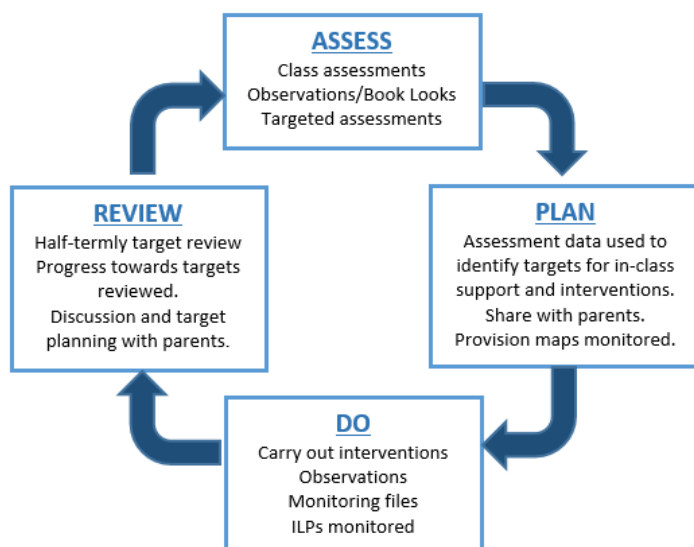
Children may be identified as having SEND through:

- Discussions with parents and carers.
- Information from previous schools or early years settings.
- Ongoing teacher assessment.
- Progress monitoring.
- Concerns raised by staff.
- Advice from external professionals.
- Medical diagnoses.

Identification is an ongoing process and is based on evidence gathered over time. Decisions are always made in partnership with parents and carers.

How does the school support children with SEND?

Southwick CE Primary School follows the graduated approach outlined within the SEND Code of Practice, ensuring that support is carefully planned, implemented, reviewed and refined through a cycle of **Assess, Plan, Do, Review**



Provision is delivered through four graduated tiers of support, ranging from universal classroom provision to specialist support. The level of support provided is determined by individual needs and reviewed regularly in partnership with families.

Tier 1: Universal provision for all children

All pupils receive:

- High-quality adaptive teaching.
- Appropriate scaffolding and support.
- Inclusive classroom practice.
- Access to a broad and balanced curriculum.

Tier 2: Personalised Universal Provision

Where concerns arise, additional classroom strategies 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.	Visual timetable	Explicit praise	Sensory profiling
Initial check-ins	Social stories	Prioritise for class jobs	Careful consideration of seating
Sound/Word mats	Personal Workstation	Movement & brain breaks	Pencil grips
Planning/writing frames	Privacy screen	Low pressure strategies ie whiteboards for answers	Visuals to reinforce learning
Key word spelling bookmark	Structured routines and pre-warning of changes	Quiet or calm zone	Exit cards
Verbal rehearsal of ideas and sentences	Use of visuals and physical resources to support language.	Start or end of day check-ins	Sensory learning aids
Physical resources in Maths	Instructions in short, simple sentences.	Task chunkers	Ear defenders
Visuals to reinforce learning		Visual timer to aid transitions	Isolation screens
			Coloured pages in book

Additional time	Delivery slowed and repeated to support processing.	Initial check-ins to support transition from class to independent work	Whiteboard set to colour/not white
Task chunkers			
Assistive software to support alternative ways of recording.	Talk partners	Wobble cushion	Wobble cushion
	Pre-warning of transitions and changes to routine	Resistance band around chair legs	Resistance band

Tier 3: SEND Support

Where a pupil requires provision that is additional to or different from that ordinarily available, they may be identified for additional interventions that take place outside the classroom. Interventions are evidence-based, structured and children's progress is carefully assessed and monitored throughout the teaching block. We use the following interventions to support the four areas of SEND need:

Cognition and Learning	
Reading	KS1 and KS2 Sounds Write phonics interventions Reading Fluency & Comprehension intervention (Herts for Learning) Precision Teaching Reading Between the Lines – inference intervention
Spelling	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 Mastering Number small groups
Communication and Interaction	
Social relationships and interactions	Social stories Comic strip conversations to support social situations TalkAbout social communication programme Personalised behaviour plans Lego Club
Speech and Language	Colourful Semantics Nuffield Early Language Intervention (NELI) 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 learning activities Now/Next visuals
Attachment, early childhood adversity, emotional and social difficulties	Thrive ELSA TA Check-ins TalkAbout Friendship Skills

Excessive worries and difficulties regulating emotions	ELSA Wellbeing Workshops TA Check-ins
Bereavement	ELSA Nurture groups
Sensory/Physical	
Sensory	Exit cards for sensory breaks Sensory learning aids: weighted blanket, wobble cushion, resistance band, ear defenders, privacy screen Sensory Circuits
Physical	Support as determined by relevant qualified professionals Exit card for rest breaks Write From The Start handwriting program Assistive technology i.e. a laptop to support longer writing

If a child continues to require an intervention for more than two terms, the class teacher will discuss carrying out further assessments with the SENDCO and if placing the child on the SEND register is appropriate. An Individual Support Plan will be written with personalised targets and support identified.

These plans are reviewed at least three times each year.

Tier 4: Specialist Support

Where additional specialist advice is required, a My Support Plan may be implemented.

Specialist services may include:

Cognition & Learning	Communication & Interaction	Social, Emotional and Mental Health	Sensory/Physical
Educational Psychologist Specialist SEN Service Surgery C+L Specialist SEN Service Assessment	Speech and Language Specialist SEN Service Surgery C+I Educational Psychologist	SEMH Inclusion Advisory Teacher Wiltshire Wellbeing Service CAMHS	Integrated Therapies Paediatrician Audiology

Parents are always involved before referrals are made.

Education, Health and Care Plans (EHCPs)

Where a pupil continues to experience significant difficulties despite receiving sustained support and specialist involvement, the school may request an Education, Health and Care Needs Assessment (EHCNA).

Parents may also request an assessment directly through the Local Authority.

Where an EHCP is issued:

- Outcomes are reviewed annually.
- Progress towards outcomes is monitored regularly.

- Parents, pupils and professionals contribute to planning and reviewing provision.

More information about Educations, Health and Care Plans, as well as guidance on how parents can apply for a Needs Assessment, can be found on the [Wiltshire Local Offer EHCNA page](#).

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

Parents and carers are partners in their child's education and are kept informed through:

- Parents' evenings.
- Annual reports.
- SEND review meetings where necessary.
- Annual Reviews for pupils with EHCPs.

We encourage open and ongoing communication between home and school.

How Are Children Involved in Their Education?

At Southwick Primary School, we value the views, wishes and feelings of all children. Pupils are encouraged to contribute to decisions about their learning, support and wellbeing through:

- Discussions with staff
- SEND review meetings
- Annual Reviews
- Target-setting activities
- Wellbeing check-ins
- School council and pupil surveys

The views, wishes and feelings of pupils are considered when planning provision, setting outcomes and reviewing progress. Through our vision of 'Do everything in love', we aim to ensure that every child feels heard, valued and empowered to contribute to decisions about their education.

What outside agencies can support my child?

The school works closely with a range of services including:

- Educational Psychology Service
- Specialist SEN Service (SSENS)
- Integrated Therapies: Occupational therapy and Physiotherapy
- Speech and Language Therapy
- Visual and Hearing Impairment Services
- School Nursing Service
- Wiltshire Wellbeing Service
- Child and Adolescent Mental Health Services (CAMHS)
- SEMH Inclusion Advisory Teachers and Support Assistants (Behaviour Support Service)
- Parent Support Services

The school can also access further specialist support through Equa Mead Learning Trust.

What training do staff receive?

Staff receive ongoing professional development to ensure they are able to meet the needs of all learners.

Recent training has included:

- Trauma-informed practice
- PACE approaches
- De-escalation strategies
- Safeguarding
- Adaptive teaching and scaffolding
- Strategies to prevent cognitive overload and support working memory
- Strategies to support reluctant writers
- Use of speech-to-text and assistive technology
- Thrive
- ELSA

Training needs are reviewed regularly to ensure staff remain up to date with best practice.

How will my child be supported during transitions?

Carefully planned transition arrangements help children feel safe, confident and prepared.

This may include:

- Information-sharing meetings.
- Additional visits.
- Transition booklets.
- Enhanced transition programmes.
- Meetings with new staff and settings.

The SENDCo works closely with receiving schools to ensure information is transferred effectively.

How accessible is the school?

Southwick CE Primary School is a largely accessible site.

Features include:

- Level access across the main school site.
- Ramp access to mobile classrooms.
- Accessible parking.

- Accessible toilet facilities.

Individual accessibility needs are considered and reasonable adjustments are made wherever possible.

What if my child has medical needs?

Where a pupil has a medical condition, an Individual Healthcare Plan will be developed in partnership with parents and relevant professionals.

Staff receive appropriate training where required, and medicines are administered in accordance with the school's Medical Needs Policy.

How are children included in clubs, trips and activities?

In line with our vision to "**Do Everything in Love**", we are committed to ensuring all pupils are included in the wider life of the school.

Reasonable adjustments are made wherever possible to enable pupils with SEND to participate in:

- Educational visits.
 - Residential experiences.
 - Sports activities.
 - School performances.
 - Extra-curricular clubs.
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How is my child supported at break times and if they experience bullying?

We want every child to feel safe, happy and included.

Playtimes are supervised by trained staff who are aware of children who may require additional support. Adults on duty wear hi-visibility jackets so children can identify and notify them easily if required.

Additional support may include:

- Social skills groups.
- Thrive sessions.
- ELSA support.
- Targeted pastoral support.

Any concerns relating to bullying are taken seriously and addressed in accordance with the school's Anti-Bullying Policy.

What if I have a complaint?

We encourage concerns to be raised as early as possible so that they can be resolved positively.

The process is:

1. Speak to your child's class teacher.
2. Contact the SENDCo.
3. Raise the matter with the Headteacher.
4. Contact the SEND Governor.
5. Follow the school's Complaints Policy.

For pupils with EHCPs, parents also have the right to contact the Local Authority where appropriate.

At Southwick CE Primary School, our Christian vision to **"Do Everything in Love"** underpins every aspect of SEND provision. We believe every child deserves acceptance, belonging, opportunity and success. Through strong partnerships, high-quality teaching and a culture of inclusion, we strive to ensure that all pupils are empowered to flourish and achieve their full potential, regardless of their individual needs or starting points.

Appendix 1: Southwick Primary School Provision

Tier 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 Tier 2 support.

Tier 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 Tier 3.

Tier 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 Tier 4.

Tier 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 **My Support Plan** will be created to show how recommendations are being implemented.

A small number of children may require an **EHCP** and this application will be made in discussion with the SENDCO.

Appendix 2: Process of Identifying and Supporting Children with SEN

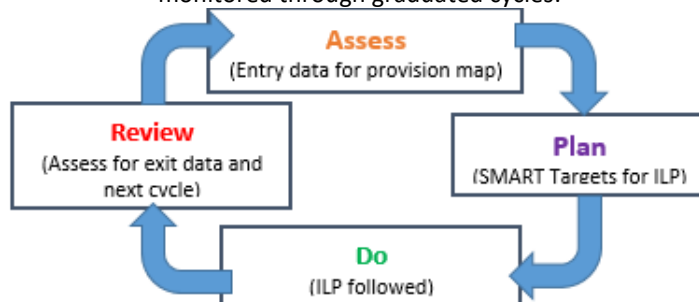
- 1) Class teacher/parent/SENDCO identifies pupil's needs from observation, discussion, assessment gap analysis. Need for Tier 2 additional support identified and carried out and monitored.
- 2) If little progress is made following **Tier 2** support, the class teacher meets with parents to discuss concerns, 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, **Tier 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 **Tier 3** intervention is required.

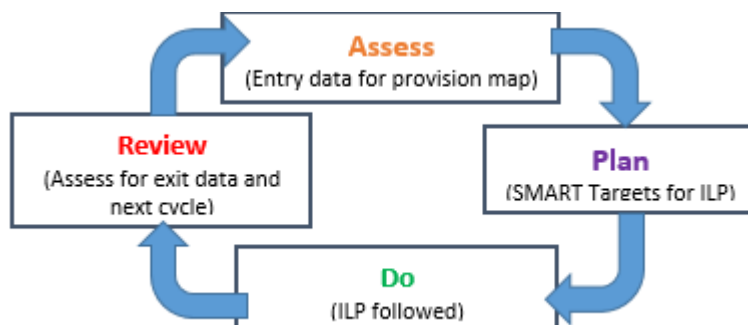
SENDCO and class teacher meet with parents to discuss placing child on SEN register and an **Individual Learning Plan** is created.

Teacher and SENDCO identify **Tier 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 **Tier 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 **Tier 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** following the process detailed in the Local Offer.