



# Southcote Primary School

## SEN Information Report 2016-2017

### 1. What kinds of special educational needs is provision made for at Southcote Primary?

*At Southcote Primary School provision is made for children who have needs related to Cognition & Learning, Speech, Communication & Interaction &, Emotional Health & Mental Health and Sensory & Physical Needs. We run a morning 'Southcote Saplings' (Resource based on Nurture principals) for pupils from Yr1-Yr6 who have identified needs from any of the four categories, based on a Boxall scoring criteria.*

### 2. How does Southcote Primary identify and assess pupils with special educational needs?

*At Southcote Primary School, all class teachers meet formally with the Headteacher six times a year to discuss the needs of all the pupils in their class. In these meetings there is a rigorous focus on identifying children who are presenting as having needs that are additional to and different from their peers. Our staff are vigilant at supporting and raising any concerns. Should a teacher have concerns between these meetings they will then seek the guidance of the SENDCo and speak to parents. We also have rigorous monitoring in place that tracks the progress all our learners make in all areas of the curriculum and identifies clearly the next steps. We use data, observations, book and pupil sampling to identify additional needs and celebrate achievement. We also liaise closely with outside professionals, such as the Educational Psychologist and Speech and Language Therapist, who assist in the identification and assessment of pupils with special educational*

*needs. Parents & carers are encouraged to speak to the class teacher about any concerns they have.*

**3. How does Southcote Primary evaluate the effectiveness of its provision for pupils with SEN & assess and review the progress of pupils?**

*As noted above, we have rigorous monitoring in place that tracks the progress all our learners make across the curriculum and identifies the progress made. We use data, observations, book and pupil sampling to identify additional needs and celebrate achievement. Along with internal moderation we have external moderation along with other schools within the Local Authority who validate our data. Our Governors also scrutinise our data on a termly basis. We also provide a SEND report to governors and the designated SEND Governor meets termly with the SENDCo to discuss the subject. We talk to all our pupils about how to keep safe and analyse incidents of behaviour, including bullying. Any incidents of bullying, although rare, are taken seriously and dealt with swiftly and appropriately.*

**4. What is the school's approach to teaching pupils with special educational needs?**

*Southcote Primary's aim is to 'Soar to Success' - and by this we mean 'everyone'. We provide a truly inclusive ethos and have been praised by outside professionals for our support of pupils with special educational needs. Staff are competent at differentiating the curriculum, have high expectations and understand the individual needs of the children in their classes. We strive to remove barriers so all children can access purposeful learning opportunities and engage and include children in their own learning. We set challenging, aspirational targets in order to allow the children to 'Soar to Success' and put appropriate supportive strategies in place.*

**5. How does the school adapt the curriculum and learning environment for pupils with special educational needs?**

*We offer a highly differentiated, experience based Curriculum. We have a tailored curriculum. Teachers set suitable learning challenges to meet the needs of the learner. We have chosen our Curriculum drivers to be:- Emotional Awareness and Possibilities. We respond to children's diverse needs (for example hearing and physical impairments). We would also create a bespoke learning programme, tailored to the child's needs. We listen and respond to pupil voice. Our Accessibility Plan is robust and staff are aware of the Equality Act 2010. We value and respect diversity in our setting and do our very best to meet the needs of all our learners.*

**6. What additional support for learning is available to pupils with special educational needs?**

*Having identified needs, we seek to match provision to those needs. We define expected outcomes of interventions and then monitor the impact through regular meetings and tracking of pupil progress. Our SENDCo leads on this aspect and the Headteacher shares this information with governors. Children will be supported in a range of ways depending on their type and level of need. We have a differentiated curriculum to suit academic, social and emotional needs. We provide, for example, smaller groups, pre teaching, access to Southcote Saplings (run as a small 'nurturing environment' with Nurture trained staff.) intervention groups etc. As a school we respond to a wide range of needs and work closely with outside professionals in order to provide suitable support for the child's needs.*

**7. What activities are available for pupils with special educational needs in addition to those available in accordance with the curriculum?**

*Our Inclusion Policy promotes involvement of all our learners in all aspects of the curriculum including activities outside the classroom. Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met. Where applicable, parents/carers are consulted and involved in planning. All children are offered the opportunity to attend school visits, both day and residential, in Years 3,4,5 & 6. In certain cases funding can be provided for visits. Visitors are invited into school linking to areas of learning. Medical needs will always be catered for. Individual risk for physical and behavioural*

*needs-parents included as option to accompany children where necessary. We also utilise First Language assessors where necessary.*

**8. What support is available for improving the emotional and social development of pupils with special educational needs?**

*At Southcote we have three Emotional Literacy Support Assistants (ELSAs) who support individual children who require emotional support. We also have a qualified Play therapist who is employed for a day per week to work alongside identified children. We have an effective, consistent whole school behaviour policy whereby all adults and children follow our 'Diamond Rules'. All staff follow our Values Education and have good working relationships with children in their classes and monitor well-being on an on-going basis. Independence is promoted via our curriculum and our whole school ethos.*

**9. Who is the SEN co-ordinator (SENDCo) at Southcote Primary?**

*Miss Colette Hodges has responsibility for Special Educational Needs at Southcote Primary School - 0118 937 5533.*

**10. What expertise and training of staff is there in relation to children with special educational needs?**

*The staff on the SEND team at Southcote have attended a variety of training sessions to enhance their practise. These include: Occupational Therapy, Fine motor skills, Speech and Language, ELSA (Emotional Literacy Training) Feurestein, Play therapy and Nurture training. We have access to advice and support from a range of external professionals such as Speech & Language therapists, Educational Psychologist, Play therapists, ASD advisory teachers, Behavioural support. Our SENDCo has ten years experience of supporting pupils with SEND and working closely alongside other professionals and other SENDCos in the Borough through SENDCo networks.*

**11 How and when does Southcote Primary consult parents of children with special educational needs and involve them in the education of their child?**

*We regularly involve parents and families in discussions about their child's learning. We also carry out an annual pupil, parent and teacher survey and act on survey findings. Class teachers & the SENDCo are pleased to meet with parents to discuss individual arrangements for getting involved and welcome feedback on this. We facilitate this through: Autumn, Spring and Summer term one to one parent meetings; termly mini reports containing targets and children's levels; viewing evenings; termly curriculum letters/newsletters; Provision mapping six times a year for children with additional needs; termly meeting with SENDCo if a parent wishes.*

**12 How does Southcote Primary School consult with children with special educational needs and involve them in their education?**

*All children are encouraged to share their views about their learning through pupil conferences and school council. Class teachers discuss next steps and targets with identified children so they take ownership of their learning and share their aspirations.*

**13 What is the complaints procedure for parents of pupils with special educational needs concerning the provision made at the school?**

*Procedures to be followed are:*

- 1. Informal discussion with the Headteacher (where it is hoped that the complaint will be resolved).*
- 2. If attempts fail to settle the complaint informally, the complaint should be put in writing to the Headteacher.*
- 3. If you are then unhappy with this resolution you can then write to the Clerk of the Governors for presentation to the Governors. The written notification should make it quite clear exactly what the complaint is about.*
- 4. If the person making the complaint is not satisfied with the outcome, they are able to make a formal complaint to the L.E.A.*

**5. *If the person making the complaint is still dissatisfied after these procedures have been exhausted it will be possible for the complainant to pursue the matter with the Secretary of State.***

**14. How does the Governing Body involve other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils?**

*For children who have Statements of special educational needs or Education Health Care Plans, other relevant bodies are involved via the person centred Annual Review meeting. The local authority's local offer is also used in gathering relevant information for children with SEND.*

**15. What are the contact details of support services for the parents of pupils with special educational Needs?**

*In the first instance, parents & carers are encouraged to talk to their child's class teacher. Further information and support can be obtained from the school's SENDCo, Colette Hodges or by accessing the local offer (see Question 17).*

**16. What are the school's arrangements for supporting pupils with special educational needs in transferring between phases of education?**

*Induction is important to us and we invest time in welcoming our learners in a way that makes them feel a part of our setting. We work well with our partner schools. We support pupils through: Transition booklets both with pictures and words provided for those that need them; additional visits into new classrooms and playgrounds; secondary school visits supported by LSAs; SENDCo visits to settings of new intake of SEND children; secondary transitions discussions between SENDCos and class teacher and Key worker home and setting visits.*

**17. Where is the local authority's 'local offer' published?**

<http://servicesguide.reading.gov.uk/kb5/reading/directory/family.page?familychannel=3>

*You can also email [disc@reading.gov.uk](mailto:disc@reading.gov.uk) for more information & guidance.*