



Southcote Primary School

Special Educational Needs

Southcote Primary prides itself in being an inclusive school. We have high expectations for all of our children and strive to create a challenging yet supportive learning environment.

The school follows the Code of Practice for Special Educational Needs.

Our Inclusion Leader is Miss Colette Hodges. Our Special Needs Co-ordinator is Miss Katy Howe and Mr Richard Duckett is our SEND link Governor.

Colette Hodges - Inclusion Leader



Katy How - SEND Co-ordinator



Dr Richard Duckett- SEND Link Governor





Southcote Saplings Team: Katy How and Lucia Riskova

We also have an Inclusion Team which consists of : A Speech and Language Therapist, Emotional Literacy Support Assistants (ELSA) who work within the SEND Team to specifically support children's social and emotional needs, Play therapists, TAs trained in Speech and Language and Occupational Therapy, EAL, Dyslexia, Numicon and Nurture trained staff.

Inclusion Team - Laura Elliott, Joy Wallis, Nicole Fixture, Samantha Norris, Denise Elton, Juliette O'Kelly, Kaylene Shalorne, Rebecca Kidling





Special or additional needs are identified through several routes. It may be that parents raise initial concerns about their child to their child's class teacher. These concerns will then be investigated by the class teacher, in partnership with the SENDCo. Alternatively, it is the class teacher who will pick up on specific difficulties within the classroom. In this case, the class teacher will alert the SENDCo, who would normally observe the child and then, if appropriate, carry out an assessment. Occasionally children arrive at school with a diagnosis already in place. In these circumstances, information will be collated and shared with staff and an initial meeting will be held with the class teacher and the parents to ensure the school are fully up to date with any previous provision or involvement from outside agencies.

Once a child's additional needs have been identified, a support plan will be put in place. Parents are informed when their child is added to the SEND register but by this point, parents should have been made aware of any concerns verbally by the class teacher.

The SEND Register is a list of the children currently identified as having special educational needs or disabilities who are in receipt of additional support. The register is used by the SENDCo to track and monitor the progress and attainment of all SEND children as well as to inform termly census information required by the DfE.

It may not always be appropriate to include children receiving additional provision on the SEND register. For example, the ELSA team, or Play Therapist may be supporting a child through a family break-up or helping

them through a difficult time in their social/emotional development. Or the SALT therapist may provide a intervention programme for a period of time. These interventions are tracked separately.

We think that it is important to discuss any barriers to learning fully with parents so that we can work together **in partnership** to support a child's individual needs and ensure every child reaches their full potential in a supportive environment.

Where possible, needs will be met through personalised targets and adjustments within the classroom. In some cases, more focused intervention is needed and a child may be taken out of lessons to work 1:1 or in a small group. The impact of any additional provision is tracked and monitored by our SENDCo. Parents can request a meeting with the SENDCo at any time, should they have concerns over their child's progress. Class teachers, however, are responsible for the progress and attainment of all children in their class and should be the parents' main point of contact.

Occasionally it is necessary to seek advice from other professional agencies such as the Educational Psychologist, Speech and Language Therapy Service, Behavioural Support or specialist advisory teachers. This can help to identify specific problems and advise on support strategies for the child. Again, parents will be kept informed and, where appropriate, will be fully involved in any discussions about their child.

Our SEND Information Report and Local Offer includes a more detailed description of how we provide for children with special educational needs or disabilities. Both of these can be found within the Inclusion part of our web site.