



## Southcote Primary School Special Education Needs and Disability

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 2014 Code of Practice for Special Educational Needs.

Our Inclusion Leader is Miss Andrea O’Niel. Our Special Needs Co-ordinator is Mrs Dharish Usher and Mrs Lynda Miller is our SEND Link Governor.

<p>Andrea O’ Niel</p> 	<p>Dharish Usher</p> 
<p><b>Inclusion Leader</b></p>	<p><b>SENDCo</b></p>
<p>Julia White</p> 	<p>Lucia Riskova</p> 
<p><b>SEND/SALT Assistant</b></p>	<p><b>SEND Assistant/EAL Assistant/ELSA</b></p>
<p>Laura Elliott</p> 	<p>Lynda Miller</p> 
<p><b>ELSA/Pastoral Support Worker</b></p>	<p><b>SEND Link Governor</b></p>

We also have an Inclusion Team which consists of: Nurture trained staff, 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, a play therapist, TAs trained in Speech and Language support, EAL, Numicon. We are also supported by and use services from Brighter Futures for Children.

### **SEND provision at Southcote**

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. 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, 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 Speech and Language therapist may provide an 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 taught on a 1:1 basis or in a small group. The impact of any additional provision is tracked and monitored by our SENDCo and Inclusion Leader. 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' first and 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, Behaviour 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

### **Resource Unit – Eagle Class**

Southcote has a Specialist Resourced Unit for pupils with Social Communication Difficulties (SDC), including Autistic Spectrum Condition (ASC). This unit is part of a graduated approach that supports the delivery of high-quality provision to help meet local needs. Our unit which is called Eagle Class has 12 bespoke places which have been created for children with high SDC needs. We have an experienced teacher who has taught both in KS1 and KS2.



Eagle Class is part of our main steam provision which aims to reintegrate our pupils back into their classrooms on a full time basis. It also aims to support and work with local schools to provide outreach services.

### **Local Offer**

<https://southcoteprimary.co.uk/wp-content/uploads/2014/09/SEN-Information-Report-Local-Offer-Submission-2020-21-Southcote.pdf>