



Southmead Primary School

Special Educational Needs (SEN)

Information Report

2018-2019

As a school we work within the Wandsworth guidance on Provision for children with SEN in mainstream schools which explains the ways pupils with different additional needs are provided for within the school. We also follow our 'Equality and Disability' policy and we also have an 'Accessibility' plan.

Southmead School is committed to providing high quality education to all children living in the local area. We believe that all pupils, regardless of their particular needs, are entitled to inclusive quality first teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community.

When children struggle with their learning or experience difficulties with their emotions, communication, medical or physical needs it can be very frightening and confusing.

Parents and carers often worry how they will make sure their child gets the right services and support.

This section of the website aims to help by providing an outline of what we may offer here at Southmead and by pointing out links to other services and sources of information.

At Southmead our Special Education Needs Co-ordinator is Lauren Parsons

She can be contacted on 0208 7888901

Her email is lauren.parsons@southmead.wandsworth.sch.uk

Or Senco@southmead.wandsworth.sch.uk

As a parent or carer, what you should do if you are concerned about your child's progress or special educational needs?

*It is important that you approach **your child's class teacher** with your concerns as soon as possible. You know your children best and we want to take into account your views and experiences to increase the effectiveness of any provision put in place for the child. After an initial meeting with the class teacher, targets will be set which detail provision and activities which can be done in school and at home to support our child. If concerns persist, you may be referred to our Special Educational Needs Co-ordinator (SENCO) if we feel that further follow up and support is needed. Parents and carers will always be consulted at every step and kept fully informed about the help their child is given, and the results of that help.*

If at any point you have concerns about your child's progress you can of course approach your phase leader (see

website for details), the SENCo (Lauren Parsons) or speak to the Learning Mentor (Donna Macarty).

How does the school decide whether a child has special education needs and what extra help they need?

If a child starts at Southmead and already has identified Special Educational Needs or Difficulties (SEND) it is important to inform staff straight away in order that we can continue to provide the right support for the child.

Any of the following may trigger a concern for the child's needs:

- Parents/carer
- Child
- Class teacher assessment
- Records from another school
- Assessment data and pupil progress.

If there are concerns raised about the child's progress in one or more areas of school life parents will be informed. It is important not to assume however that just because your child is making slower progress than you expected or the teachers are providing different support, that your child has special educational needs.

The Special Educational Needs (SEN) Code of Practice: for 0-25 years is the document which gives guidance on increasing options and improving provision for children and young people with Special Educational Needs. In this document it states that a child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

If a child is identified as having SEN you will be invited to meet with the class teacher and SENCo to discuss how we can all work together to help the child make progress. We will then work together to create an IEP for your child's Individual Provision map. This gives details of the specific targets your child is working towards and how we can work in partnership to help your child achieve their targets. The plan will be reviewed each term and you will be invited to come in to school to talk about how they are doing- what is working well and what we might do differently.



The additional support given to your child might include:

- *Small group support in class with Teacher/Teaching Assistant
- *one to one work
- *Access to specific resources
- *Mentoring interventions
- *Part-time attendance shared with a specialist provision school
- *Small group support and class e.g. maths, social skills, speech and language

Sometimes the support could be provided by outside agencies e.g Speech and language therapy, Educational Psychologist, Hearing Impaired Services, School Nurse, Child and Adolescent Mental Health Services, Community Paediatrics, Social Workers and Health Visitors.

How will you know how your child is doing and how will you help me to support my child's learning?

At Southmead we believe that clear communication is vital between home and school. Parents have many opportunities to talk to their child's class teacher during the school day both informally e.g. at the end of the school day and formally e.g. parents evenings or through reports.

The school SENCo, Senior Leadership Team and Welfare Officer are all happy to arrange meetings if you have any concerns or would like to know more about how your child is doing at school.

Parents and carers are supported to help their children through weekly homework, termly curriculum workshops, parents evening. We will also run half termly coffee mornings for parents/ carers with children with ASD. If you have any particular concerns about how to support your child please feel free to make an appointment with the class teacher.

How will your child be involved and consulted?

It is important that children have the opportunity to be involved in their own learning and next steps. All targets are set with the children and are shared with them. They have many opportunities throughout the school day (in class and during pupil conferencing) to give feedback and discuss their progress towards meeting their targets.

How do we assess and review your child's progress?

At Southmead we use a range of assessment tools to receive the children's progress including:

- Teacher assessment in the class on a daily basis,
- Pupil progress meetings with the Deputy Head; Head Teacher and class teacher
- Pupil work book moderation
- Staff meetings
- Annual reviews for children with EHCPs
- All children's work is marked with a next step which children review and respond to.

How is teaching and the curriculum adapted to your child's needs?

We ensure that every child's differing needs are catered for so that they are able to make the best progress possible. Every teacher provides 'quality first teaching', through clear differentiation of work, and through challenge and support for every individual child. It may also be necessary to adapt resources and provide multi-sensory approaches to meet children's varied learning styles. For example, user of support staff, ICT and extra interventions.

How we support children with their literacy and numeracy development:

- Use of word and sentence banks and phonics mats
- Interventions e.g. Rapid Read
- Use of practical resources e.g. counters, numicon and diennes



How we support children with Speech, Language and Communication needs:

- Use of oral rehearsal (story learning and rehearsal of repetition of key phrases)
- Small group interventions e.g. word aware (vocabulary development)

How we support children with their handwriting and fine motor skills:

- Use of Teoderescu handwriting programme
- Use of practical resources e.g. threading and playdough
- Hand strengthening resources

What support is there for your child's emotional well-being?

- Knowledge and availability of staff
- PSHE curriculum, SEAL, assemblies
- Interventions eg social skills groups, school nurse work
- Learning mentor

- *Friendship groups*
- *Extra-curricular activities, clubs*
- *Assemblies and workshops on Anti bullying*
- *Systematic interventions are run in reading, maths and speech and language. These are evaluated and reviewed regularly.*
- *At Southmead we believe in 'flexible groupings' and are highly responsive to children's learning in a particular lesson so that they are always supported and challenged at their level.*

How do we promote positive behaviour?

- *Whole school approaches, reward systems, visual supports- smiley/sad faces- golden ticket*
- *We have a whole school Golden Charter which the children wrote, focusing on the rights that all children have and the promises they have made to each other*
- *Support at unstructured times from our welfare officer, playground buddies,*
- *Specific social skills and emotional small group support.*
- *We encourage children to reflect on their behaviour choices and make amends before continuing in class making the right choices*

What training and specialist skills do the staff supporting children with SEND have or are having?

All staff have regular training in school and through staff meetings to ensure they are up to date with the latest legislation, teaching practice and support available for children.

This training is provided by the Senior Leadership Team, other staff within school and also run by outside agencies such as- Speech and Language Therapists, Educational Psychologist, the Literacy Support Service and the Behaviour Service.

As we have a number of children with the diagnosis of ASD at Southmead (both in our ASD Centre and mainstream school) it is important that all staff have regular support and training specific to the needs of each individual child. We use Wandsworth training courses frequently for all staff, including Teaching Assistants.

How do we do to make the school environment and curriculum accessible for all children?

- *Physical accessibility*
- *Environmental adaptations for learners with ASD/sensory needs*
- *General equipment e.g. reading rulers, move 'n' sit cushions,*
- *ICT equipment and software (e.g. applications that write as you dictate and spell checkers)*
- *Exam access arrangements (extra time, use of readers and scribes)*



How will my child be included in activities outside the classroom?

All classes have school trips and full risk assessments will be carried out (with parent involvement where appropriate) to ensure that your child will be safe.

A variety of clubs are on offer and special arrangements can be made, including extra support staff, to ensure each child can access their chosen club.

How will the school prepare your child to join the school or transfer to a new school?

If your child is joining our school we will make sure that the relevant records are passed on to us from their previous school and that they are given a buddy in the class whilst they settle into Southmead.

If your child is moving to another school or is in year 6 the class teachers and SENCo ensure that all relevant information is passed on to the next school. During the Year 6 transition to secondary school, the school SENCo attends the primary to secondary transfer day to pass on key information and relevant targets and Provision maps.

If your child has a statement/EHCP, meetings will be held with parents and all professionals working with the child to plan a successful transition. This may include special transition groups, visits to settings and personalised transition books.

When moving classes in school, children are given the opportunity to meet their new teacher on 'Meet the Teacher Morning' and staff have transition meetings to hand over all records for the following academic year. Individual children may also have personalised plans drawn up including visits and transition books/projects.

What specialist services from outside does the school use to help meet children's needs?

- *Victoria Drive Pupil Referral Unit (Behaviour)*
- *Sensory and Physical Development outreach services*
- *Occupational therapy*
- *Speech and language therapy*
- *Garratt Park Advisory Team (Autism)*
- *School Nurse*
- *Literacy Support Service*
- *Educational Psychology*
- *CAMHs (Child and Adolescent Mental Health)*

Our Autistic Spectrum Disorder (ASD) Centre

At Southmead we have an on-site ASD Centre with space for 16 children with a diagnosis of Autism (or in process of diagnosis).

We have two classes: Cherry Blossom and Cherry Tree. Admission to our ASD Centre is made only through Wandsworth Local Authority Special Needs department. A child should have a statement/EHCP with a primary need of ASD. Please contact **Special Educational Needs Assessment Section on 0208 871 6000** if you have any questions. All pupils on roll in Cherry class spend part of their week in the Centre and part of their week in their mainstream class – the amount of time is determined on a child by child, and week to week basis.

We have two specialist ASD teachers, a team of well-trained SEN TAs, a part-time Speech and Language Therapist and part-time Occupational Therapist.

Our Head of Base is Katherine Stockdale and her email is Katherine.stockdale@southmead.wandsworth.sch.uk

What will we do if your child has medical needs?

When a child starts at Southmead you will be asked to complete a medical form. This information will be stored confidentially in school. If your child has specific medical needs, an initial meeting will be organised with either the SENCo, School Nurse or Welfare Officer to ensure that the correct support and training is in place for the child. A care plan and risk assessment may be produced to ensure that health and safety requirements are met. The member of staff with overall responsibility for medical needs is **Lauren Parsons**.

What should you do if you are unhappy with your child's support or progress?

If you have any concerns over the support it is important that you approach the class teacher to discuss your concerns. If you have further concerns please book an appointment to meet with a member of the Senior Leadership Team.

If you have further concerns, please contact our Chair of Governors, Michael Smith, through the school office

Please see below how to make a complaint to the Local Authority.

http://www.wandsworth.gov.uk/info/200288/student_welfare/263/how_to_make_a_complaint - maintained schools

Where can I go for further advice and support?

- The Wandsworth Information Advice and Support Service (WIASS) provides an impartial and confidential service to all parents of children with SEND. Visit their website at <https://www.wandsworth.gov.uk/pps> or

telephone 020 8871 8061

- The Wandsworth Parents' Forum "Positive Parent Action" works with the Council to improve all provision for children and young people with SEN and Disabilities aged 0 to 25. If you want to get involved in influencing services visit their website at www.positiveparentaction.org.uk or telephone 020 8947 5260.
- More information about the Local Offer of services and support for children and young people with special needs and disabilities in Wandsworth can be found on the Thrive Online website www.wandsworth.gov.uk/thriveonline
- You can also find out more information about the SEND Local Offer here www.wandsworth.gov.uk/localoffer

The information in this report is accurate now, but we regularly review and make changes to what we offer and keep this information as up to date as possible.

Feedback This offer is intended to give you clear, accurate and accessible information. If you would like to comment on the content of the offer or make suggestions to improve the information, please email Lauren Parsons at lauren.parsons@southmead.wandsworth.sch.uk