



Southmead Primary School

**Special Educational Needs and Disability
(SEND)**

Information Report

2025-2026

Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

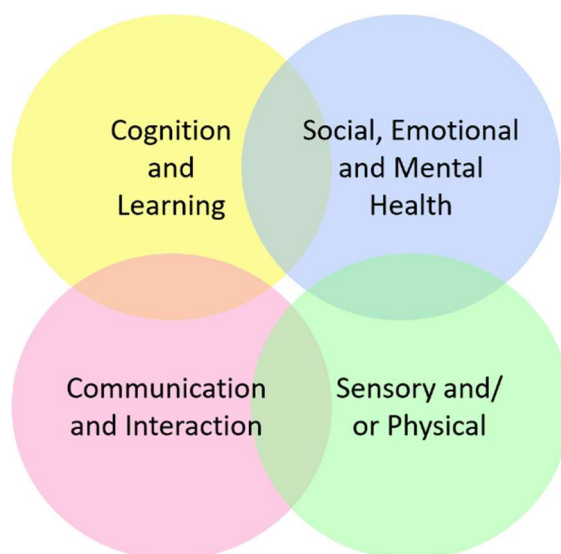
If you want to know more about our arrangements for SEND, please read our SEND policy.

You can find it on our website <https://www.southmeadschool.co.uk/information/special-education-needs-sen/>

Types of SEN, disability and medical needs

'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age' (DfE, 2015, p. 94).

At Southmead we provide for children with a wide range of special educational needs/difference, that are identified within the four broad areas of need within the SEN Code of Practice.



1. **Cognition and Learning Needs**; these include children who have learning differences. For example; specific learning differences (SpLD) such as dyslexia or dyscalculia, moderate learning differences (MLD), attention and concentration difficulties.
2. **Communication and Interaction Needs**; these include speech, language and communication differences (SLCN) and Autism Spectrum Conditions (ASC).
3. **Social, Emotional and Mental Health Needs**; these include ADHD, anxiety, depression, attention difficulties, attachment needs, difficulties around social skills.
4. **Sensory and/or Physical**; these include visual impairment (VI), hearing impairment (HI), sensory processing differences and physical disability (PD).

Which staff will support my child, and what training have they received?

All teachers are teachers of SEND (Code of Practice, 2015).

At Southmead, all teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

All staff participate in a range of professional learning courses and sessions to develop their understanding and awareness around both the areas of need and the strategies that can be put in place to best support our children and young people.

Our Special Educational Needs Co-ordinator is Miss Nicolle Atkin. She holds the NASENCo qualification and you can contact her on 0208 778 8901 or senco@southmead.wandsworth.sch.uk.

What should you 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/phase leader with your concerns as soon as possible. You know your child/ren best and we will listen to your concerns, views and aspirations to ensure the provision in place is best able to support and meet your child/ren needs.

Tell us your concerns	We will invite you to a meeting	We will decide next steps
Contact your child's class teacher /phase leader or the SENCo directly: 0208 778 8901 senco@southmead.wandsworth.sch.uk	We will meet to discuss your concerns and discuss and together decide on any outcomes and action strategies or resources to best support your child.	If we decide that your child needs SEN support, we will notify you in the meeting or after further exploration, that your child will be added to the SEN register and an Individual Provision map (IPM) created to track and monitor outcomes.

How we will work together to ascertain whether a child has a special educational need?

All our class teachers are teachers of SEND and closely monitor the progress of pupils across all areas of their learning, both academically and socially. If there are concerns raised about the child's progress in one or more areas of school life, parents/carers will be contacted. 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 and Disabilities Code of Practice: for 0-25 years is the document which gives statutory guidance on how to support children and young people with Special Educational Needs or Disabilities.

It states that 'a child has SEND 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:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- 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 concerns are raised, our SENCo will discuss with yourselves, the class teacher and you, where appropriate to gather further information around both strengths and potential barriers to social communication and/or learning. Our SENCo will conduct an in class/playground observation and in some cases may also ask for the opinion of external professionals- however should this happen, this will be discussed and your consent obtained. Based on the information gathered, a decision will be reached as to whether your child is identified as potentially having a special educational need.

We will, together, create an Individual Provision Map (IPM) which will give details around your child's strengths and challenges, the specific targets we will be working on and the

provision and strategies in place to support your child to achieve them. The plan will be reviewed termly through an in-person discussion. It will be here that we review progress and decide whether your child continues to require additional and adapted provision to meet their needs or not. If your child has an EHCP this will be reviewed annually in line with Local Authority guidance.



How will school measure my child's progress?

At Southmead we use the 'Graduated Approach' to identify barriers to learning and then put effective special education provision in place.

We follow the 'Assess, Plan, Do Review' cycle to ensure that children's progress is continually monitored and strategies/provisions and plans are adapted accordingly.

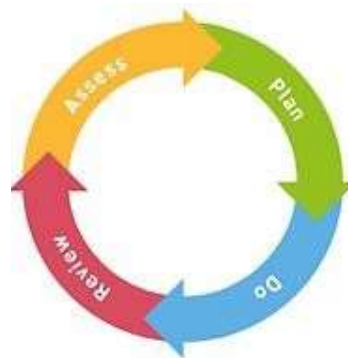
'...a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes' (Send Code of Practice, 2015).

Assess

Carry out child observations, hold discussions with key staff and parents/carers to identify and analyse the child's barriers to. Complete and note the child's strengths and areas of needs. Assessments from outside agencies may be required with parental consent.

Plan

Hold discussion and meetings with parents, colleagues or specialists involved to plan for support to be put into place. This will be outcome focussed and will involve the child and family at the centre. Identify the provision and strategies required and the expected impact on progress. Clear date for review.



Review

Discuss with those involved how effective the provision and support has been and the impact on the child.

Check back against observations and planned outcomes. Next steps will be carefully planned with parents, outside agencies and the child.

Do

We will implement the support as planned with class teachers, support staff and any staff members working together with the support from the SENCo.

Continually monitor to see how your child is responding to the provision and strategies in place.

Meetings will be held each term to discuss and review your child's progress towards their outcomes and to look at the impact of the provision in place. Your child's class teacher will meet with you each term to:

- Gather yours and your child's views and your child's strengths and areas of need

- Set clear outcomes for your child's progress
- Review progress towards these outcomes
- Discuss the support and provision in place to help your child meet their outcomes
- Identify what we will do, what we will ask you to do and what we will ask your child to do

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

At Southmead we believe that clear communication is vital between home and school. Parents and carers have many opportunities to meet with class teachers, the SENCo and senior leaders both formally and informally. Parents and carers are supported to help their children through weekly homework, curriculum workshops and parents evening. We also run a variety of coffee mornings and workshops for parents/ carers with children with additional needs.

How will your child be involved and consulted?

Children are at the centre of everything we do at Southmead. Where possible, your child is involved in their own learning and next steps. All targets are set with the children in a way that is appropriate for their age and needs. 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. We use a range of various different strategies and tools to ensure that your pupils views are gathered and collected in an appropriate and effective way.

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

We ensure that every child's individual needs are catered for so that they are able to make the best progress possible. Every teacher provides 'high quality teaching', through clear adaptations and adjustments to ensure that work is challenging and accessible for all. A variety of different resources and multi-sensory teaching strategies are used throughout the day.

We use the Wandsworth Ordinarily Available Provision to support us when planning and ensuring that high quality strategies are implemented for all pupils. For pupils with additional needs there are also a variety of additional and targeted support strategies in place to best support and meet your child's needs; child led play, intensive interaction, sensory programmes/diets, assisted equipment. For a full list of provision, please see our Whole School Provision Map on the school website

Our Autistic Spectrum Condition Resource Base

At Southmead we have an 18 place ASC Resource Base for children with a diagnosis of Autism (or in the process of receiving a diagnosis). In order for a child to have a place within our ASC Resource Base, your child must have an EHC plan with a primary need of ASC/Social Communication.

Admission to our ASC Resource Base is made only through Wandsworth Local Authority Special Needs department and follows a formal consultation procedure. For further information please contact them on 0208 871 8061.

Our ASC Resource Base caters for pupils aged between 4-11 years and our classes are based within the main school with children spending parts of their day within mainstream classes and playgrounds, where appropriate. We have a Sensory Room, OT space and Soft play area within our Base to support children with their physical and sensory differences; as well as developing their social communication skills.

As well as our team of well-trained teaching staff, we have a Speech and Language Therapist and Occupational Therapist who attend our setting one day a week.

Our Head of Base is Nicolle Atkin, supported by the senior leadership team, and her email is cherry@southmead.wandsworth.sch.uk/ senco@southmead.wandsworth.sch.uk/

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

All staff attend regular training in school and externally 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, our SENCo, and by outside agencies such as Speech and Language Therapists, Educational Psychologists and other services within Wandsworth.

We use Wandsworth training courses frequently for all staff, including Teaching Assistants and are in regular contact with the Wandsworth Autism Advisory Service.

How do we ensure that the school environment and curriculum are accessible for all children?

At Southmead, we constantly review and monitor the environment and curriculum so as to ensure that all children are able to access their learning.

- Review physical accessibility plan
- Provide environmental adaptations
- Have equipment available to support individual needs e.g. reading rulers, move 'n' sit cushions, access to sensory equipment, adaptations of tools,
- Support the curriculum with ICT and software and use assisted technology where appropriate (e.g. applications that write as you dictate, communication aids)
- Make access arrangements for exams (e.g. extra time, use of readers and scribes).

What support is there for your child's social, emotional mental health and wellbeing?

At Southmead, we have an extensive amount of support in place to ensure that your child's social, emotional and mental well-being is effectively supported.

- *PSHE curriculum – we follow the PATHs curriculum*
- *Themed assemblies*
- *Playground buddies*
- *Emotional Literacy Support (ELS) (ELS Assistant: Ms Macarty)*
- *A wide range of clubs and activities*
- *Anti-bullying workshops*
- *A range of safe spaces inside and outside the classroom and regulation strategies and supports across the school*
- *Access to sensory and adaptive equipment*
- *Our DSL (Ms Collier)*
- *A range of parental support available to support any challenges at home (Contact Ms Collier for more information)*

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

If a child starts at Southmead and already has an identified Special Educational Need or Disability (SEND) it is important to inform staff straight away so as we can ensure that we have the most effective provision and support in place. We will make sure that the relevant records are passed on to us from their previous school and that any necessary adaptations are put in place as they settle into Southmead.

Throughout the school we use a range of strategies to support with transition including visuals, transition books and support in getting to know their new environment.

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 Individual Provision Maps. We work closely with outside agencies to support transition sessions and deliver sessions within school to support children develop their knowledge of their new setting. Furthermore, children will attend transition days at their new setting.

If your child has an EHCP, the planning for transition will be discussed at their Year 5 annual review. The case manager from Wandsworth will then contact you prior to Year 6 to ask for your Secondary school choices and preferences. Nearer to the time of transition, any additional transition to the named school will begin. This may include additional transitional groups, visiting to the settings and the school will be invited to meet with your child at Southmead.

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 any further concerns please book an appointment to meet the SENCo.

If you have further concerns, please contact first a member of the leadership team, then our Chair of Governors, through the school office.

Where can I go for further advice and support?

- More information about the 'Local Offer' of services and support in Wandsworth can be found on the Family Information Service (FIS) website:
<https://fis.wandsworth.gov.uk/kb5/wandsworth/fsd/home.page>
- You can also find out more information about special educational needs and disability on the SEND 'Local Offer' here: www.wandsworth.gov.uk/localoffer
- 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.
- Wandsworth has several local advice and advocacy services to support families with children/young people with SEND. Visit the website <https://fis.wandsworth.gov.uk/kb5/wandsworth/fsd/localoffer.page?newfamilychannel=2-9> for further information on the services offered
- Wandsworth Autism Advisory Service (WAAS) also offers advice and parental workshops. Visit their website for more information:
<https://fis.wandsworth.gov.uk/kb5/wandsworth/fsd/advice.page?id=LwKPJyRlytQ>

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 Miss Atkin at senco@southmead.wandsworth.sch.uk