Southwark Primary School

Special Educational Needs and Disabilities

2019 - 2020

At Southwark Primary School, we meet the children’s individual needs, whatever they are.

We provide for all types of SEND of which the broad areas are:

- Communication and interaction;
- Cognition and learning;
- Social, emotional and mental health needs;
- Sensory and/or physical needs.

Admission of children with SEND

The Local Authority admits pupils to the school according to its own admission policy, which can be found at [https://www.nottinghamcity.gov.uk/schooladmissions](https://www.nottinghamcity.gov.uk/schooladmissions)

Children who have Education, Health and Care Plans (EHCPs) which name Southwark Primary are given priority.

Assessment

All children are assessed on entry. We use the Development Matters Ages and Stages as well as a series of baseline tasks to assess children on entry to the Early Years Foundation Stage. We use National Curriculum assessment grids in both Key Stage 1 and 2. These assessments tell us how well as child is attaining according to age-related expectations.

If a child is attaining below their age related expectation in any area, then the first thing that will happen is that their teacher will provide activities which are at the right level for the child (this is called differentiation). The class teacher will then monitor children’s progress. Most children will make progress if the work provided is matched to their needs and they receive some extra support from their teacher or teaching assistant (this called quality first teaching). Some children also have the opportunity to access a catch-up intervention programme for a few weeks.

If a child isn’t making enough progress, or not at all, then the teacher will consult the school’s Special Educational Needs and Disabilities Co-ordinator (SENDCo). The SENDCo may advise the teacher to carry out some further assessments, such as a reading test, or may advise referring the child to a more specialist professional, such as an external Learning Support Teacher or the Speech and Language Team. Sometimes we involve Health or Social Care, if we think that would be helpful. We then put more specialised plans in place to meet the needs of the child. This is when we say that a child has Special Educational Needs – a child is receiving provision different from or additional to that normally available to pupils of the same age.
For one or two pupils, an Education, Health and Care Needs Assessment will be appropriate. This is a statutory process which parents will be fully informed.

**Involving Parents and Carers**

**Everyone:**
- is asked about their child’s needs when their child starts at Southwark Primary;
- has the opportunity to come into school before or after lessons, or at a pre-arranged time to meet the class teacher;
- can telephone or email the SENDCo or Headteacher with any concerns or queries;
- is invited to parents and carers meetings on a termly basis;
- receives an annual report;
- is invited to school events.

**Some parents:**
- whose child is receiving extra support in class are informed about it at Parents Evenings or at additional review meetings;
- whose child is chosen to go on a catch-up programme will know because the teacher will inform them;
- may notice things at home that we do not observe at school (please let us know any information that we may need to know about your child’s needs and development).

**A few parents**
- whose child needs more specialised support, because they have SEND, will be invited to have planning meetings in school with the SENDCo, class teacher and any specialist staff involved, to decide how best to meet their child’s needs. These meetings happen at least once a term and more often, if needed.

Children who are looked after by the local authority will have planning meetings as a matter of course, these may be frequent if they have SEND.

**Involving children who have SEND**

Before each planning meeting, a member of staff will talk to each child with SEND and find out their views. They might ask about what the child finds easy or hard, who the child goes to for help, what the child would like help with next and what they child likes doing.

All members of staff who are working with children with SEND are observing them and listening to them on an ongoing, everyday basis. They are alert to children’s feelings and report any changes to the SENDCo and the parents.
Planning Meetings with Parents

First Planning Meeting:

- At the first meeting, everyone in attendance, including the parents, will contribute to an **assessment** of the child’s needs. The views of the child, which will have been gathered by a member of staff, will be included.

- Next, everyone agrees on a **plan** for how best to meet the child’s needs. This will include agreed actions for everyone (including parents), the expected outcomes from the actions and by when they should happen.

- After that, everyone goes to **do** the things that have been agreed.

Second Planning Meeting:

- This starts with a **review** of the plan to see how successful it was.

- The assessment is then reviewed to see if anything needs to be added or changed.

- A **new plan** is agreed.

- Everyone leaves to do what has been agreed. Planning meetings are then repeated until either the child leaves school, or they are no longer needed.

Transition to a New / Secondary School

The SENCo attends the last planning meeting at Southwark before the child leaves, to plan everything that needs to happen to ensure a successful transition to the child’s new school. We welcome members of staff from the receiving school to come and visit the child beforehand at Southwark Primary. We also engage in additional transitions with the IES teams in the city to further support our children.

Possible Plans for Children with SEND

At Southwark Primary we are very flexible and will do our best to put in place whatever a child needs, so that they are not treated less favourably than other pupils. This could include:

- A sensory approach to learning;

- More practical activities;

- Smaller learning steps;

- A visual timetable;

- A workstation.

- Extra help/supervision from a member of staff;

- Small group or one to one work;
Different resources or facilities;
All staff are experienced and trained in meeting children’s SEND. When needed, specialist training is arranged so that a child’s plan can be delivered.

**A Whole School Approach**

At Southwark Primary, we have a whole school approach to SEND and this is part of our strategic plans every year. The progress of children with SEND is evaluated, is on our school development plan and a part of staff performance management.

**As part of our whole school approach:**

- We make sure that adjustments are in place so that children with SEND can access all the activities available in school. We may provide additional resources or support, or we may adapt the activity to make it accessible.
- We provide high quality support for improving everyone’s emotional and social development by encouraging & making every opportunity for children to make their views and feelings known;
- We have a rigorous reporting and monitoring system for bullying and investigate any complaint thoroughly and seriously.

**Access Facilities**

For children with interaction & communication needs we use visual timetables, Communication In Print labelling and Makaton Sign Language.

There is a lift for wheelchairs to the health suite and Launch Pad. There is also level access to all other classrooms and the school has ramps in the outdoor courtyard area.

**Expertise within school to support children with Special Needs & Disabilities**

All of our teachers are trained to work with children with Special Educational Needs and Disabilities.

Some are very experienced and others less so, but all have access to advice, information, resources and training to enable them to teach all children effectively.

We offer training and self-help opportunities through access to in-house or other courses run by a range of providers.

Some support staff (Teaching Assistants or Learning Mentors) have expertise and training on specific areas or specific interventions.

If we identify information we cannot access without the aid of additional, more specialist help, the school is able to buy in additional expertise from appropriate professionals.
We have good relationships with outside agencies such as the IES Learning Support Team, and our link Educational Psychologist.

We access other agencies such as the Physiotherapy Service, Speech and Language Therapists, Autism Team, CAMHS Team and Occupational Therapy as needed to meet individual needs.

We work closely with these external agencies for support and they will supply specialist equipment, resources and facilities to support specific children with additional needs when required.

**Evaluating the effectiveness of the Provision for Children with Special Educational Needs and Disability.**

We evaluate the effectiveness of SEND provision with various stakeholders, e.g. during pupil progress meetings with the class teacher and Headteacher, during termly reviews involving parents, school and outside agencies.

The school uses tracking data to carefully map the progress of all pupils, and the Senior Leadership Team meet with class teachers to monitor this. Pupils are assessed before and after interventions to monitor effectiveness.

Learning targets are monitored and assessed at least termly. The Headteacher/SENDCo report back to the Governors on the effectiveness of the provision.

**Supporting Children’s Emotional and Social Development**

At Southwark, we have Learning Mentors and they help monitor children’s social and emotional well-being. They are also around to support children during less formal times, such as during break or lunch times. They feedback to the class teachers any concerns they may have about individual children. We run social skills and positive thinking groups when appropriate and have some children that are Play Leaders to support children when playing outside. We have regular anti-bullying activities take place in school and we are able to contact outside agencies, such as the Behavioural and Emotional Health Service (BEMHS) and the Single Point of Access (SPA), with a view to supporting children with their emotional and social development.

**Complaints**

Should parents of children with SEND have any complaints about the provision for their children, they should contact either the SENCO or the Headteacher. If their complaint is not resolved, then they should follow the school complaints procedure.
The Local Offer

The School’s contribution to the local offer can be found at:

www.nottinghamcity.gov.uk/localoffer

SENDCo

The SENDCo for our school is: Mrs Gill.

Contact: admin@southwarkprimary.net/ Telephone: 0115 915 0466