

SEND Information Report 2023-24



We are an inclusive school and all teachers at Southfields Primary School:

- Are doing everything they can to meet pupils' special educational needs.
- Ensure that pupils with SEND engage in activities alongside their peers
- Are responsible and accountable for the progress and development of the pupils in their class.
- Provide high-quality teaching, differentiated for individual pupils.

Staff and Contacts



- Head Teacher: Mrs L Martin
- Deputy Headteacher - Inclusion and SENDCo: Mrs C Hilton
- Inclusion leader and SENDCo: Miss S Payne
- Chair of Governors & SEND Governor: Mr Durance
- Hub Manager: Mrs J Tate
- Hub Lead: Mrs H Magee
- EHA Lead Practitioner: Mr A Brierley
- Nurture Team: Miss G Fitz-Gibbon & Mrs T Wotton

Phone: 01733 562873

Email: sen@southfields.peterborough.sch.uk



Our Core Offer



All pupils are taught by their class teacher via excellent targeted classroom teaching also known as High Quality Teaching

- For your child this would mean:
 - That the teacher has the highest possible expectations for your child and **all** pupils in their class.
 - That all teaching is based upon building upon what your child already knows, can do and can understand.
 - At times the teacher may direct a class-based teaching assistant, to work with your child as part of normal working practice.
 - Differentiated or scaffolded activities and different ways of presenting information are in place so that your child is fully involved in learning in class.
 - Specific strategies (which may be suggested by the SENDCo or outside agencies) are in place to support children.
 - Your child's teacher will have carefully checked on your child's progress and may decide that gaps in their understanding/learning requires some extra support to help them make the best possible progress. **All** children in school may access this as part of excellent classroom practice.
 - If needed, pupils may have access to the support available from outside agencies e.g., Speech and Language therapy, Occupational Therapy, Educational Psychology, Specialist Teachers or Behaviour Support.
 - The SEN Code of Practice (0-25) promotes the use of a graduated approach Assess, Plan, Do ,Review.

The four broad areas of SEND:

Our school currently provides additional and/or different provision for a range of needs, which can include:

These areas of need are recognised and described with the SEND Code of Practice (2015).

Any child who requires SEND support will have needs that fall into one or more of these categories.

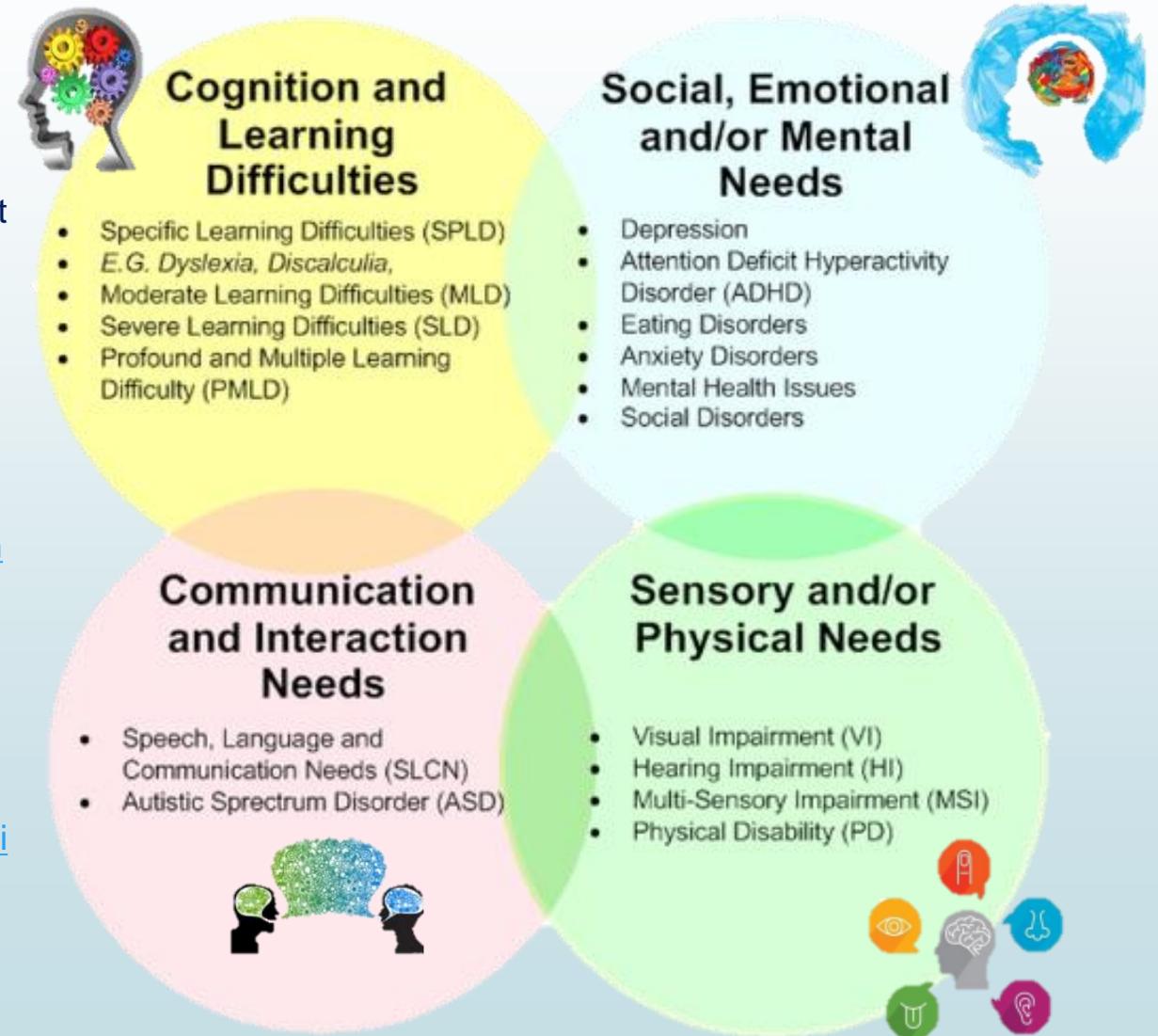
SEMH Support

Our Nurture Team are available to support pupils with social, emotional and mental health needs. Further information regarding this support can be found on our website.

<https://www.southfieldsprimary.co.uk/page/?title=The+Sunshine+Experience&pid=439>

We use **Early Help Assessment** to gain access to more support for our families which can involve working with outside agencies. Further information regarding the Early Help process is available on website:

<https://www.southfieldsprimary.co.uk/page/?title=SEND&pid=42>



Identifying pupils with SEND and assessing their needs.

Class teachers make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents/guardians/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

All children are different, so every child is unique with their learning journey!

Initially, we look at the facts.

This may come from a variety of sources including;

- Pupil observations – The teacher's assessment and experience of the pupil
- Previous progress, attainment and learning behaviours
- Pupil's views
- Teachers concerns from a previous school, previous key stage
- Advice from external support services, if relevant
- Concerns raised by parents/guardians/carers of our children in authority care



The graduated approach

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress, attainment and learning behaviours
- Other teachers' assessments and test data/national data where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents/guardians/carers
- The pupil's own views
- Advice from external support services, if relevant



Assess

Identify pupil strengths and needs to inform effective planning and appropriate provision.

Plan

Use assessment information and views to plan teaching approaches

Do

Implement the support and gain a greater understanding of how the pupil learns.

Review

Teachers continually review pupil progress and how effective the support has been.

The assessment will be reviewed half termly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will review half termly the effectiveness of the support and interventions and their impact on the pupil's progress.

SEND

Consulting with parents/guardians/carers



We will have an early discussion with the pupil and their parents/guardians/carers when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty; this should be recorded on the entry to SEND register.
- We take into account parent/guardian/carer comments and concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents. We will formally notify parents/guardians/carers when it is decided that a pupil will receive SEN support.

In order to consult with parents/guardians/carers we:

- Adopt an open-door policy; all parents/guardians/carers can arrange to speak with us
- We encourage all parents/guardians/carers to work in partnership with our school to help meet their child's needs.
- We invite parents/guardians/carers to be involved at all stages of the planning and review of provision through parent consultation.
- We invite parents/guardians/carers into school to celebrate achievement

We are interested in your views, feedback can be given to Mrs Cheryl Hilton via dojo messaging or contacting sen@southfields.peterborough.sch.uk



What should a parent/carer do if they think their child may have special educational needs?



Parents/carers are welcome to contact school to speak with a child's teacher or the SENDCo through the dojo messaging function or by telephoning the school office to arrange an appointment.

Once concerns are raised, an information gathering process will take place so that we can see the whole child. The child will be consulted, and the parents/guardians/carers and the teachers directly involved with the child. Likes, dislikes, favoured strategies and difficulties will all be considered. We will need to rule out aspects such as attendance, health and welfare (including hearing and sight), change in family circumstances etc, to see if there is a reason, other than learning difficulties, which is preventing a child from making good progress. However, if these aspects have been ruled out, we will carry out further assessments to indicate what action we need to take, thus removing the barriers to learning.





Parent/carer feedback

We are interested in your views, feedback can be given to Mrs Cheryl Hilton via dojo messaging or by contacting sen@southfields.peterborough.sch.uk



Thank you so much for everything that you do with support for us, you truly are amazing.

Thank you, I have not had anyone be so supportive and say they will be there every step of the way.

The teaching assistant really has a lovely relationship with my child and knows how to support her in an amazing way.



Just another massive thank you for supporting not only our child but for supporting us as a family! I honestly could not have got through the last few years without you there to help me and truly listen and understand. You are one of a kind and we have been honoured. I don't have any words that can express my gratitude.

You are always friendly and welcoming. Will always help if you are able to, I wish my son had this level of support

We just want to say a massive thank you. You have been nothing short of fantastic, patient and understanding.



We listen to our pupils

- We provide both formal and informal opportunities to gather pupil voice
- We have a school council with representatives from every class across the whole school
- The SENDCo holds a SEND listening group regularly



Ear defenders
squish my ears
and make it
better.

Fidget toys help me to
be relaxed.
Talking to Miss May
and Miss Wotton.

Dojo points.
Feelings cards.
Social stories.
Blowing bubbles.

My feelings cards help me
to talk.

Things on my desk.
Pictures so I know
what to do.
I have a break in class
when I need it.

Timers help me
know how long I
have.
Working with short
bursts then having
a break.

S
E
N
D

Feedback from external professionals



It is clear that this young person is making good progress and that is down to the relationships and the support that have been built and embedded with the school

We have never seen another school provide such extensive and amazing support

You truly do everything you can for your pupils. All my advice is taken on board.

Southfields truly do everything they can to support their children.

There is no doubt that there are many supportive relationships established for the benefit of your pupils.

Supporting pupils transition between phases of education



We will share information with the school, college, or other settings the pupil is moving to.
We will agree with parents/guardians/carers and pupils which information will be shared as part of this.
We also support pupils with transition days, passports to learning and social stories.
We work closely with receiving schools and also within our own school at key transition points.

Supporting pupils in school:

- Transitions day and additional visits if required.
- Meet the teacher opportunities for parents.
- Home visits for new reception children
- Social Stories.
- Handover meeting with previous teacher or setting.
- Crossover of Teaching Assistants if appropriate.

We are supportive during the transition from primary to secondary schools and can support you with any questions you may have.

We can offer support for questions you may want to ask schools relating to the provision your child is currently receiving and we may be able to offer support visiting schools.

Please contact Mrs Hilton or Miss Payne for further support.





Engagement in all activities



We are an inclusive school

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s)

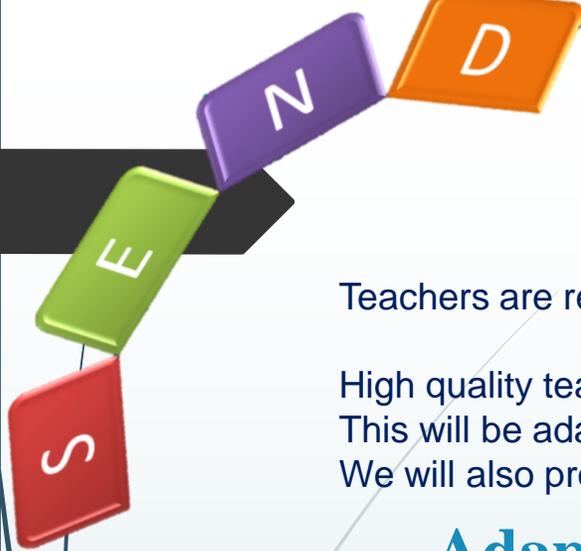
All pupils are encouraged to take part in sports day/school plays/special workshops

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

We will always:

- Make arrangements for the admission of disabled pupils
- Take steps to prevent disabled pupils from being treated less favourably than other pupils
- Consider and improve facilities we provide to help disabled pupils access your school
- See more information in the school accessibility plan on the school website





Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND.

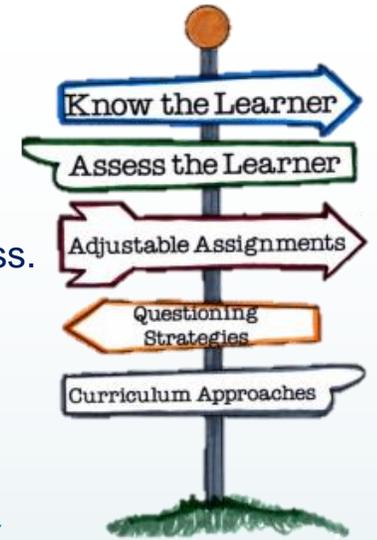
This will be adapted for **ALL** pupils and further personalised for some pupils.

We will also provide group and individualised intervention programmes to meet specific needs.

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Adaptation to ensure all pupils are able to access the curriculum, for example, by grouping, 1:1 adult support, teaching style, content of the lesson
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, visual images, interactive support
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, scaffolding for writing, reading instructions aloud.
- Working walls and child independent resource areas for example equipment and recordable whiteboards



The SENDCo oversees the SEND policy and advises teachers with planning and provision for those children requiring SEND support.

We expect that:

- Teachers have high expectations for what our SEND pupils can achieve
 - Staff support each other by sharing areas of their expertise
- Lessons are considered in relation to the needs of all pupils in the classroom

Support for learning and expertise of staff.



Staff who may be working with your child are: the class teacher, teaching assistant(s) and the SENDCo.

All of our teaching staff have Qualified Teacher Status. All of our staff have attended Child Protection training.

Mrs Hilton, Miss Payne and Mrs Ward have all achieved the National Award for Special Educational Needs Co-ordination. Extra support within lessons is allocated by the Senior Leadership Team according to funding, need and the support that is required.

We have a team of 33 teaching assistants, including 4 higher level teaching assistants, many of whom have completed the Elklan Communication Support Programme for children aged 5 - 11.

Some of our staff have attended the following training:

- Elklan level 4 Speech and Language support for 5-11's
- Elklan level 3 Speech and Language support for 5-11's
- Precision Teaching
- OCR Level 5 in Teaching Learners with Dyslexia/Specific Learning Difficulties
- Adverse Child Experiences (ACE's) training
- Understanding Autism
- Little Wandle Phonics Programme
- The Write Stuff – Jane Considine
- Voice 21 – Oracy
- Steps therapeutic approach to behaviour
- Attention Autism
- The Theory and Practice of Nurture Groups
- Makaton level 4
- PECS
- CCET Certificate of Competence in Educational Testing



We work with the following agencies to provide support for pupils with SEND

- • Speech and Language therapy service
- • Educational Psychology service
- • Specialist teacher service (Autism, ADHD, sensory support e.g. Teacher of the Deaf)
- • Occupational Therapy
- • Physiotherapy
- • Behaviour Support Service
- • CAMBs Mental Health Support
- • CAMBs and Peterborough Social Care

Southfields fully involves itself in working with other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting pupils' SEND and supporting their families. We also work well with other schools to share approaches and endeavour to learn from others through research projects including Cambridge University and other researchers in Health especially those linked to speech, language and communication.

We use specialist staff for:

- • Speech, Language and communication
- • Educational Psychology supported SEND provision and assessments
- • Specialist teacher service (Autism and ADHD) supporting individual children and teachers
- • Sensory Support Service supporting individual children and teachers
- • Occupational Therapy supporting individual children and teachers
- • Physiotherapy supporting individual children and teachers
- • Behaviour Support Service supporting individual children and teachers
- • CAMBs Mental Health Support supporting individual children and teachers
- • CAMBs and Peterborough Social Care supporting individual children and teachers





Securing equipment and facilities

As a school we have a wide range of equipment and facilities which we use to support the children and families within our school.

We have a specialist room for supporting SEND sensory needs this is checked annually as part of our Health and Safety Audits.

In addition to this we have Audio, visual equipment and specialist equipment to support individual pupil's needs.

Add sensory room pictures with lights on and off



Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each half term
- Reviewing the impact of interventions half termly
- Using pupil questionnaires and including pupil in the review of their interventions
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with Education and Health Care Plans



Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council and other pupils voice groups, they are also encouraged to take part in projects and initiatives to improve the school
- Pupils with SEND are also encouraged to be part of all clubs to promote teamwork, learning new skills and building friendships

We also have our 'Sunshine Experience' this follows nurture principles, a therapeutic and holistic approach to social, emotional and mental health needs which encompasses the needs of the child. Further information is available on our website: <https://www.southfieldsprimary.co.uk/page/?title=Our+Offer&pid=441>

We have a zero-tolerance approach to bullying – please see more information in the anti-bullying policy and codes of conduct.

Complaints about SEN provision

Complaints about SEN provision in our school should be made to the class teacher in the first instance, followed by the year leader or phase leader.

If further support is required, you should then talk to the SENDCo and Deputy Headteacher responsible for complaints: **Mrs Cheryl Hilton**

Following this they should, if unresolved, book an appointment with the Headteacher.

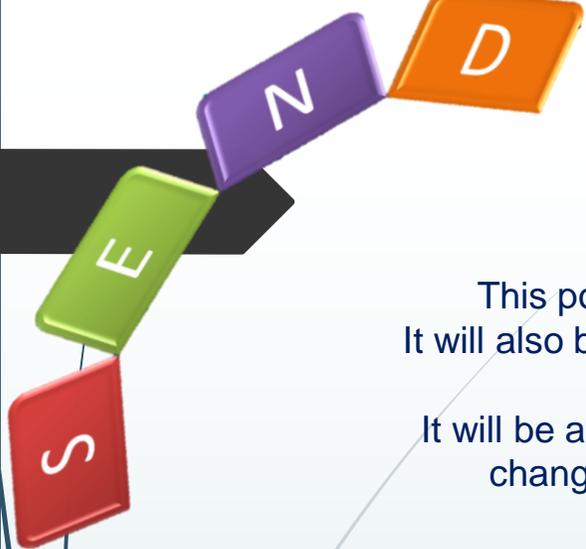
If the issue still, then remains unresolved then parents/guardians/carers can talk to the **Lead Governor Mr J Durance** and more information is available in our complaints policy.

Where a parent/guardian/carer needs additional help and support the parent can work alongside a member of the school staff to help them to articulate their views.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services





Monitoring arrangements

This policy and information report will be reviewed by the Inclusion leaders annually. It will also be updated if any changes to the information are made during the year 2023-2024.

It will be approved by the governing board at the first meeting of the year and then with any changes and additional information by the SEND named Governor – Mr J Durance

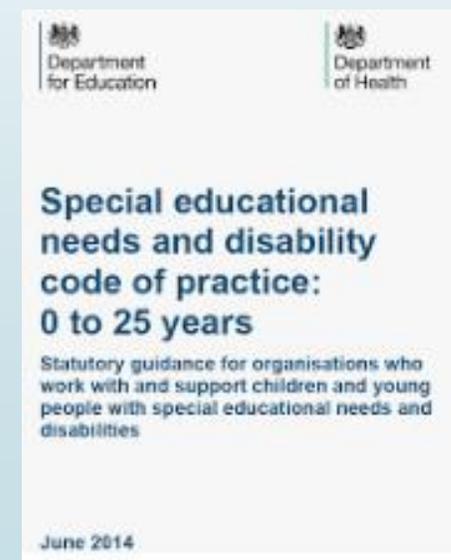


Links to other policies and documents

This information report links to our school policies on:

- Special Educational Needs
- Safeguarding and Child Protection
- Accessibility plan
- Promoting Positive Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions
- Intimate Care

The SEND policy and information report follows the guidance and requirements that were introduced by the Department for Education in their document: Special Educational Needs and Disability: Code of Practice 0 to 25





Local Offer

The Peterborough Local Authority provide the local offer for SEND.

For more information please access their website via

<https://fis.peterborough.gov.uk/kb5/peterborough/directory/localoffer.page?familychannel=8>



In order to support a child in care at our school:

- We would review the child's needs and progress regularly, for example before entering the school to ensure a smooth transition from their previous setting and then at regular intervals.
- We ensure Pupil Premium Plus is being used to effectively enable the child to meet their outcomes.
- The Head Teacher will ensure that training and policies are supportive of children in care with SEND.
- The SENDCo will work to ensure provision is enabling children in care with SEND to make good progress



Local Offer

Peterborough SEND Information Advice and Support Service (SENDIASS) offers impartial information, advice and support to parents/carers of and children/young people with Special Educational Needs and Disabilities.

Advises and supports parents/carers, children and young people through the SEND processes

Advises and supports parents/young people to use their rights to make sure the educational needs of their child/themselves are met

Supports parents to work with schools, children's services, health and other professionals

Informs parents/young people about other support services and organisations

Advises and support parents/young people resolve disagreements

Provides information, advice and support on Mediation and Tribunal

Further information is available on their website:

<https://fis.peterborough.gov.uk/kb5/peterborough/directory/site.page?id=TYCT5txllwg>

