

## SEND Information Report



**Autumn 2023**  
**Kate Emptage**

# SEND INFORMATION REPORT

Updated September 2023

Please find below information that will outline how we address the different aspects of SEND. If you would like further information, or if you have any questions, please don't hesitate to contact the school.

<b><i>What kind of special educational needs are catered for in your school?</i></b>	<p>Southgate School is a specialist provision for pupils with complex needs. All of our pupils have an Education, Health and Care Plan (EHCP) with their main needs identified as being significant learning and global developmental delay presenting several years behind expectations. It is likely that pupils will also have additional needs, e.g. medical issues, motor co-ordination problems, mobility issues, epilepsy, autism, specific language impairments and sensory impairments.</p> <p>Our school uses a three-pathway approach to provide a more tailored curriculum for each pupil:</p> <p>FOREST: Pupils in this pathway require a greater focus on their communication and interaction. In most cases, this will be their primary need and will be a significant part of their provision. These pupils have a high level of complex needs. Some of these pupils will require specialist staff skills to support their sensory and physical needs. These pupils benefit from a more <b>semi-formal</b> approach to learning. Our <b>Semi-Formal Curriculum</b> provides a combination of structured learning activities, life skills, hands-on practical discovery, intensive interaction and learning through play. They respond better where learning is set up to be more functional and related to their own experiences.</p> <p>ORCHARD: Pupils in this pathway have been identified as being able to manage a more <b>formal</b> learning approach. Our <b>Formal Curriculum</b> is a more structured learning programme where the goals and objectives link closely to the national curriculum, but at the appropriate developmental stage. Pupils in this pathway will be working several years behind age related expectations and have a diverse range of complex needs. However, in most cases, their primary need will be linked to cognition and learning.</p> <p>WOODLAND: Pupils in Woodland are likely to have highly complex special educational needs which often present through</p>
--------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

# SEND INFORMATION REPORT

	<p>social, emotional and mental health needs. The approaches used are collaborative and require good working relationships with all the important people in pupils' lives. These pupils require smaller group sizes, higher staffing ratios, and a flexible approach to learning and emotional regulation activities to enable them to thrive in a school environment. Transitions and changes for these pupils need to be even more carefully planned and often take an extended period to accomplish successfully. Pupils in this pathway can follow the <a href="#">Personalised Curriculum</a> or follow a more structured class-based timetable with links to the <a href="#">Formal</a> or <a href="#">Semi-Formal Curriculum</a> within the Woodland provision.</p>
<p><b><i>Which policies identify children and young people with SEND?</i></b></p>	<p>As a specialist setting, all of our policies relate to SEND.</p>
<p><b><i>How are their needs assessed?</i></b></p>	<p>We use a variety of data and observational methods to ensure that we meet the complex needs of our pupils. These include both formal and informal methods that enable our teachers to effectively plan the next steps of their developmental journey.</p> <p>Pupils are assessed in English and Maths using PIVAT 5. Data is collected termly, with progress tracked against a national database. Pupil progress in holistic areas of development (as identified in the EHCP: Cognition and Learning, Communication and Interaction, Social and Emotional, Physical/ Sensory and preparation for adulthood) is tracked using Evidence For Learning. This year this is also extending to wider curriculum assessments, personal curriculum and assessing against the Engagement Model. On Evidence For Learning, data is collected termly, with progress tracked against expected outcomes.</p>
<p><b><i>Who is the school SENDCo?</i></b></p>	<p>The Headteacher at Southgate School, Paul Evans (NASENCo: Distinction), also fulfils the role of the SENDCo. Contact- 01484 504544 Email- <a href="mailto:paul.evans@southgateschool.co.uk">paul.evans@southgateschool.co.uk</a></p> <p>Paul is supported in this role by the Provision Leaders: Formal Curriculum: Liz Drye Email- <a href="mailto:liz.drye@southgateschool.co.uk">liz.drye@southgateschool.co.uk</a> Semi-Formal Curriculum: Emily Wilson</p>

# SEND INFORMATION REPORT

	<p>Email- <a href="mailto:emily.wilson@southgateschool.co.uk">emily.wilson@southgateschool.co.uk</a> Personalised Curriculum: Kate Horton Email- <a href="mailto:kate.horton@southgateschool.co.uk">kate.horton@southgateschool.co.uk</a></p> <p>Our Reviewing Officer coordinates all annual reviews: Jodie Simpson Email- <a href="mailto:jodie.simpson@southgateschool.co.uk">jodie.simpson@southgateschool.co.uk</a></p>
<p><b><i>How do you consult with parents/ carers of children with SEND and involve them in their child's education?</i></b></p>	<p>As a school, we aim to build partnerships with parents and carers that are based on honesty, trust and mutual respect, with the purpose of supporting the academic, vocational, personal and emotional development of our pupils.</p> <p>We use Class Dojo to communicate with parents and carers on a frequent basis, although still use home/school books for parents/ carers who struggle to get online. There are 2 parents' evenings alongside each pupil's annual review. Parents/ carers are encouraged to attend these and are welcome to request a meeting at any time during the year. In addition, telephone and email contact is welcome, and if the member of staff is not available when the call is made, a response will usually be made within 48 hours.</p> <p>The school aims to hold a variety of events, including coffee mornings and performances where we encourage parents and carers to attend. At the end of each academic year, class teachers compile a report on each child's progress.</p>
<p><b><i>How do you consult with children and young people and ensure they are actively involved in their own education?</i></b></p>	<p>Success revolves around the young people themselves. With this in mind, we value the views of our pupils. Pupils contribute their views as part of the annual review process, completing an 'All About Me' booklet.</p> <p>We have a school council made up of one pupil from each class which meet up regularly. In-between meetings, pupils obtain the views of their class which they then feedback at the following meeting. In recent years, school council representatives have worked with their classes to choose the new Southgate School uniform. They also contribute to school events, equipment, and the anti-bullying policy. School Council members take part when we are interviewing teachers and support staff.</p>

# SEND INFORMATION REPORT

	<p>Pupil voice is continuously captured, including for enrichment, the curriculum and wellbeing.</p>
<p><b><i>How do you assess and review children and young people's progress towards outcomes, and what opportunities are there to work with parents and pupils as part of this process?</i></b></p>	<p>Reviewing progress towards outcomes takes place each academic year as part of the annual review. During this process, new SMART outcomes are set with all attendees contributing and agreeing. Pupils and their parents/ carers have an important part to play in this process, with their views gathered beforehand.</p> <p>School actively encourages parent/ carer attendance (alongside the pupil where appropriate) at the reviews, and offers support to enable this.</p> <p>Each pupil has an ILP (Individual Learning Plan) which is recorded on Evidence For Learning and updated termly. The targets and outcomes set in each ILP are the smaller steps required for the pupil to reach the outcomes set in their EHCP. ILPs are shared with parents/ carers with their contributions, alongside those of the child, being included. Evidence is then gathered throughout the term showing the progress that pupils are making and informs the termly assessment. This year we hope to be able to share this evidence more regularly with parents/ carers, using Evidence For Learning.</p>
<p><b><i>How do you support children and young people who move between phases of education?</i></b></p>	<p>On admission to our school, we work with parents, carers and other professionals to plan a personalised transition for new pupils. This can include:</p> <ul style="list-style-type: none"> <li>• Parent/ carer visits</li> <li>• Home visits</li> <li>• Visits by Southgate staff to existing provisions</li> <li>• Supported visits with trusted adults</li> <li>• Supported time in the classroom</li> <li>• 1:1 or small group work</li> <li>• Transition materials</li> </ul> <p>Likewise, we support the transition whenever a pupil moves within school, implementing a personalised programme depending on the pupil's needs which helps them to prepare for change.</p> <p>When the pupil is ready to move to their next provision, school</p>

# SEND INFORMATION REPORT

	<p>or college, there is a carefully planned transition programme where pupils, parents, school staff and relevant outside agencies are involved at every stage. Alongside this, CK Careers visit the school regularly to work with our pupils at key times.</p>
<p><b><i>How do you help children and young people prepare for adulthood?</i></b></p>	<p>Nurture helps pupils build on the skills they will need for adulthood, including managing transitions (and change) effectively, building self- esteem, and helping them to communicate their needs.</p> <p>Our ongoing curriculum has a strong emphasis on a variety of key life skills, including communication, self- help and independence. Pupils are time-tabled to use the food technology room, to learn road and bike safety and to build confidence throughout the curriculum. This is specifically adapted within each pathway to ensure each pupil learns the necessary skills to live as independently as possible. A range of opportunities are provided by the school to support this, including outdoor education and visits, work experience, residentials and The Duke of Edinburgh scheme (with opportunities to volunteer).</p>
<p><b><i>What approach do you use when teaching children and young people with SEND?</i></b></p>	<p>Underpinning everything in this school is a commitment to the principles of Nurture.</p> <p>The six principles of nurture are:</p> <ul style="list-style-type: none"> <li>• Children's learning is understood developmentally</li> <li>• The classroom offers a safe base</li> <li>• The importance of nurture for the development of self-esteem</li> <li>• Language is a vital means of communication</li> <li>• All behaviour is communication</li> <li>• The importance of transition in children's lives</li> </ul> <p>Teachers provide a variety of learning opportunities which are differentiated and adapted to meet the learning styles of each pupil. Within this, there is a strong emphasis on learning through doing, using the outdoors, and creating an enjoyable learning environment.</p>
<p><b><i>How are adaptations made</i></b></p>	<p>The commitment to nurture shapes how we deliver the curriculum to each pupil. Within each classroom there are a</p>

# SEND INFORMATION REPORT

<b><i>to the curriculum and the learning environment of children and young people with SEND?</i></b>	<p>variety of learning environments, and you will find pupils learning on sofas, rugs, IT equipment and traditional tables and chairs. We try to personalise our offer as much as possible to meet the individual needs of the pupils. Within class, teachers plan for each and every child, and try to find those unique ways to unlock their potential.</p> <p>We also have a very wide range of choices and interventions within our curriculum which enrich our offer and give greater opportunity to meet additional needs. These vary class to class and within each pathway. They aim to provide a broad coverage of the National Curriculum, although at the appropriate developmental level.</p> <p>This year we have opened a Southgate Satellite provision based at Newsome Academy. This has been offered to pupils who will benefit from the wider opportunities that a mainstream school has to offer (in line with their EHCP targets and outcomes as well as parent/ carer and pupil voice), whilst still being able to access a highly personalised and nurture centred provision.</p>
<b><i>What expertise and training do your staff have?</i></b>	<p>We use the expertise of a huge range of outside agencies and partnerships, alongside internal training and support to develop skilled SEND staff. Within each pathway, support staff and teachers work as teams to develop practise through research based approaches (each curriculum is led by a specialist teacher). They work with our young people but also train and support our staff in developing a greater skill base in school to meet need.</p> <p>Teachers are also supported to develop practice through targeted coaching.</p>
<b><i>How do you secure additional specialist expertise?</i></b>	<p>We are also fortunate to have additional professionals working with us on a regular basis, including: Physiotherapy, sensory services, educational psychology, CAMHs and speech therapy amongst others. Southgate will continue with the services of a sensory occupational therapist who will be based on site for one day per week. We have also secured an additional half day of SALT and a day of music therapy. We have a Therapy Hub which consists of external and internal therapy, including a communication lead and a sensory lead.</p> <p>Where need is identified, our team work tirelessly to secure</p>

# SEND INFORMATION REPORT

	additional specialist expertise. Within school, we offer a wide range of interventions and support covering the areas of need identified in the EHCP.
<b><i>How do you evaluate the effectiveness of the provision made for children and young people with SEND?</i></b>	<p>All senior leaders, class teachers, and support staff play a key role in evaluating the effectiveness of our provision. Regular audits and evaluations are completed and feed into the school's self- evaluation and development plans.</p> <p>The senior leadership team play a key role in evaluating the effectiveness of our provision by:</p> <ul style="list-style-type: none"> <li>• Robustly monitoring and reviewing SEND provision</li> <li>• Monitor and reviewing individual pupil progress</li> <li>• Auditing teaching and learning</li> <li>• Overseeing assessment arrangements</li> <li>• Recording and analysing the impact of interventions</li> <li>• Analysing school data</li> <li>• Gathering feedback from relevant partners</li> </ul> <p>Each provision leader has a high level of commitment to maximising their impact on pupil outcomes through constant evaluation of practice.</p>
<b><i>How are children and young people with SEND enabled to engage in activities?</i></b>	<p>Creating opportunities to develop the life skills and confidence of our pupils, whilst raising their self-esteem, is key to our nurturing ethos. Activities, whether based in or out of the classroom, are differentiated and personalised to meet individual needs, allowing them to experience success and achievement.</p> <p>We encourage our pupils to be confident and to lead fulfilling lives, making them as independent as possible. We do this through enhancing our curriculum by providing a variety of trips, visits, outdoor education, and other school activities. The school provides a small fleet of mini buses and even two electric cars to enable our pupils to engage with such activities. Mobility lifts within school and on the buses ensure that all pupils can take part.</p>
<b><i>How do you support the</i></b>	Nurture is embedded into the curriculum to support and develop both social and emotional needs. Pupils are encouraged



# SEND INFORMATION REPORT

<p><b><i>emotional and social development of children and young people?</i></b></p>	<p>to build social skills at all opportunities, and we work closely in partnership with parents/ carers and external services to promote social cohesion outside of school.</p> <p>Where pupils are identified as having a higher level of need, they are supported in school by our social and emotional intervention team.</p>
<p><b><i>How does the school involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families?</i></b></p>	<p>As a school, we work with a wide range of partners including those from health, social care, the local authority, and voluntary organisations. We gather a variety of information on admission to ensure that we are involving and working with all relevant bodies from the start.</p> <p>Within school, we have a Pastoral Manager and a Family Liaison Officer, who are instrumental in obtaining and providing additional support for pupils and their families alongside our Intervention Leader. Single assessments are offered when we feel that families may need support, and we can refer and signpost them to other relevant services in order to better the lives of the young people. Staff from the school attend various professional meetings to ensure close working with the family and other professionals to achieve the actions that are set.</p>
<p><b><i>What arrangements are in place for handling complaints from parents of children with SEND about the provision made at school?</i></b></p>	<p>Southgate School aims to provide the best possible experience for all its pupils and their families. We like to hear when we are doing something well, but also realise that there may be times when you are unhappy or you just might want to make a comment about how we can improve.</p> <p>If parents/ carers would like to make a comment, pass on a compliment or make a complaint about our school, they can contact us directly by telephone, email or in writing and they will be directed to the most appropriate person.</p> <p>Our underlying principle is that concerns ought to be handled without the need for formal procedures. The school is committed to responding to the queries of the parents and guardians as soon as possible, in line with Chapter 11 of the 2014 SEN Code of Practice.</p>

# SEND INFORMATION REPORT

---

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils or staff with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard of the need to eliminate discrimination, advance equality of opportunity and foster good relations.

# SEND INFORMATION REPORT

---

# SEND INFORMATION REPORT

---

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils or staff with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.