

SEND Information Report



Name of Owner: Liz Drye

Date: September 2024

Date of next review: September 2025

**Requires approval
by Governing Body:** Yes

Southgate School: SEND Information Report

Please find below information that outlines 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.

<i>What kind of special educational needs are catered for in your school?</i>
<p>Southgate School is a special school for pupils with complex needs. All of our pupils have an Education, Health and Care Plan (EHCP). Pupils' main needs comprise a combination of significant learning and / or global developmental delays, presenting several years behind expectations. Many pupils also have additional needs, such as 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 curriculum tailored for each pupil: FOREST: Pupils in this pathway require a greater focus on their communication and interaction. They have a diverse range of complex needs, though in most cases, communication and interaction are the primary needs and are a significant part of their provision. Some of these pupils require specialist staff skills to support sensory and physical needs. These pupils benefit from a more semi-formal approach to learning. Our Semi-Formal Curriculum provides a combination of structured learning activities, life skills, hands-on practical discovery, intensive interaction and learning through play. Pupils respond best to learning that 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 formal learning approach. Our Formal Curriculum has 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 are working at several years below age-related expectations. They have a diverse range of complex needs, though in many cases, the primary need is linked to cognition and learning.</p> <p>WOODLAND: Pupils in this pathway have highly complex special educational needs which often present as social, emotional and mental health needs. The approaches used are collaborative and require good working relationships with all the important, familiar people in pupils' lives. These pupils require smaller group sizes, higher staffing ratios, and a highly flexible approach to learning. There is a focus on emotional regulation to support 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 Personalised Curriculum or follow a more structured class-based timetable with links to the Formal or Semi-Formal Curriculum within the Woodland provision.</p>
<i>Which policies identify children and young people with SEND?</i>
<p>As a specialist setting, all of our policies relate to SEND.</p>
<i>How are their needs assessed?</i>
<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</p>

teachers to effectively plan the next steps of their developmental journey. 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.

We are developing assessment systems for the wider curriculum, the Personal Curriculum and the Engagement Model.

Who is the school SENDCo?

Interim Assistant Head Liz Drye fulfils the role of the SENDCo.

Contact- 01484 504544

Email- liz.drye@southgateschool.co.uk

Liz is supported in this role by the Provision Leaders:

Woodland: Kate Horton

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Forest: Emily Wilson

Email- emily.wilson@southgateschool.co.uk

Orchard: Jonnie Bottom

Email- jonathan.bottom@southgateschool.co.uk

Our Reviewing Officer coordinates all annual reviews: Jodie Simpson

Email- jodie.simpson@southgateschool.co.uk

How do you consult with parents/ carers of children with SEND and involve them in their child's education?

As a school, we aim to build partnerships with parents and carers based on honesty, trust and mutual respect, with the purpose of supporting the academic, vocational, personal and emotional development of pupils.

For day to day communications, we use Class Dojo, phone, email and in person communications, following the preference of the family.

For more formal communications and consultations, we use parents' evenings, an annual EHCP review, and further meetings as appropriate. Each year, class teachers compile a report on each pupil's progress. We recognise that parents / carers know their children best, and encourage a collaborative approach to supporting a child's education and development.

School holds a variety of events, such as coffee mornings and performances, where we encourage parents and carers to attend.

How do you consult with children and young people and ensure they are actively involved in their own education?

On a day to day basis, staff give feedback to pupils on their progress within lessons.

Pupils are encouraged to reflect on their learning, and to develop their understanding of what works for them.

Pupils have opportunity to explore differing learning styles, and are encouraged to identify and request strategies that they find most helpful. A careful balance is maintained between pupil 'needs' and pupil 'wants'.

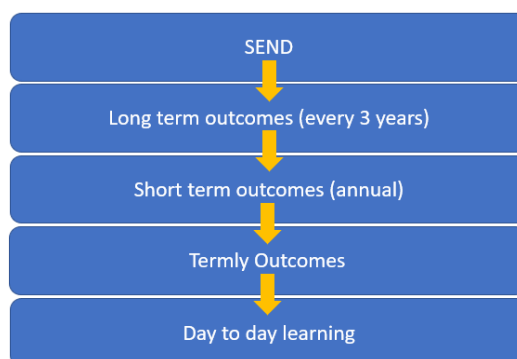
More formally, pupils contribute their views as part of the annual review process, completing an 'All About Me' booklet.

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 and playground equipment. They contribute to school events. They are involved in the development of school policies, such as the Anti-Bullying Policy. They take part when we are interviewing teachers and support staff.

Pupil voice is continuously captured. On a day to day basis, this is through interactions within the class. Pupil voice surveys are collected routinely on a number of topics, including the school enrichment offer, curriculum areas and wellbeing.

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?

Pupils targets (outcomes) are carefully developed, working from the SEND outlined in the EHCP. Outcomes are broken down into long term (approx. 3 per year), short term (annual), termly and day to day learning.



Progress is measured from day to day learning upwards. Progress in lessons feeds into termly assessments. Termly assessments feed into annual outcomes, then long term outcomes, finally to assessing, reviewing and adapting the broad SEND.

Feedback is given to pupils in all learning. The feedback style varies according to need, e.g. verbal, gesture, next steps.

Collaboration to assess progress also takes place for pupil personal development, such as personal hygiene, planning for post 16 education.

Progress is reviewed formally at the EHCP annual reviews. 'Pupil voice' is a part of this process. Liaison with parents / carers takes place via the sharing & updating of documents, including outcomes for the coming year. Pupils and their parents/ carers have an important part to play in this process, with their views gathered beforehand. School actively encourages parent/ carer attendance (alongside the pupil where appropriate) at the reviews, and offers support to enable this.

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 (short term outcomes). ILPs are shared with parents / carers with their contributions, alongside those of the pupil, being included. Evidence is then gathered throughout the term showing the progress that pupils are making and informs the termly assessment.

We are working towards being able to share this evidence more regularly with parents / carers, using EFL (Evidence For Learning).

How do you support children and young people who move between phases of education?

On admission to our school, we work with parents, carers and other professionals to plan a personalised transition for new pupils. This can include:

- Parent / carer visits to school
- Home visits by school
- Discussions between Southgate and home, and / or Southgate and the pupils' existing provision
- Visits by Southgate staff to existing provision
- Supported visits to Southgate with trusted adults
- Supported time in the classroom
- 1:1 or small group work
- Transition materials
- External activities with the pupil and staff from Southgate

For transitions within Southgate (ie moving to a new class), pupils are supported by internal transition plans. Our new classes begin in the final 3 weeks of summer term. Transition plans begin before this, to familiarise pupils with new classes, new teachers, new classmates. This is important for all pupils, including those who are not moving class, as it is likely that there will be some change to their existing class. Transitions comprise:

- Visits to new classes
- Visits by new staff to existing classes
- Familiarisation with new staff
- Activities to become familiar with new classmates

Some pupils need a more personalised or extended transition. In this case, the transition is planned further in advance, such as by gradual familiarisation with new staff over several weeks / months. This type of transition is likely to include a Transition Booklet to help prepare for change.

When the pupil is ready to move to their next provision, school or college, a carefully planned transition programme is implemented where pupils, parents / carers, 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.

How do you help children and young people prepare for adulthood?

Nurture is key in helping 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.

Our 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 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).

What approach do you use when teaching children and young people with SEND?

Underpinning everything in this school is a commitment to the principles of Nurture.

The six principles of nurture are:

- Children's learning is understood developmentally
- The classroom offers a safe base
- The importance of nurture for the development of self-esteem
- Language is a vital means of communication
- All behaviour is communication
- The importance of transition in children's lives

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.

How are adaptations made to the curriculum and the learning environment of children and young people with SEND?

The commitment to nurture shapes how we deliver the curriculum to each pupil. Within each classroom there are a variety of learning environments – pupils may be learning on sofas or rugs, or using IT equipment, as well as 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 pupil, and try to find those unique ways to unlock their potential.

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.

Our new Satellite provision is up and running, based at Newsome Academy. Pupils accessing this provision are those who are most able to manage the larger site and higher numbers of pupils (though the Satellite provision is a distinct, separate provision to Newsome); it is less suitable for pupils with significant social, emotional & mental health needs. Pupils at the Satellite still access a highly personalised and nurture centred provision.

What expertise and training do your staff have?

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 practice through research-based approaches.

Each curriculum area is led by a specialist teacher, who trains and supports our staff in developing a greater skill-base in school to meet need.

Teachers are supported to develop practice through targeted coaching.

All staff engage in CPD throughout the year. The CPD programme is planned each year to meet current needs.

All new staff complete a programme of Core CPD in their first year at Southgate.

How do you secure additional specialist expertise?

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. We are continuing with the services of a sensory occupational therapist, 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.

Where need is identified, our team work tirelessly to secure additional specialist expertise. Within school, we offer a wide range of interventions and support covering the areas of need identified in the EHCP.

How do you evaluate the effectiveness of the provision made for children and young people with SEND?

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.

The senior leadership team play a key role in evaluating the effectiveness of our provision by:

- Robustly monitoring and reviewing SEND provision
- Monitor and reviewing individual pupil progress

- Auditing teaching and learning
- Overseeing assessment arrangements
- Recording and analysing the impact of interventions
- Analysing school data
- Gathering feedback from relevant partners

Each provision leader has a high level of commitment to maximising their impact on pupil outcomes through constant evaluation of practice.

How are children and young people with SEND enabled to engage in activities?

An area of strength of our school is how we adapt our curriculum to ensure that all pupils can take part, albeit in differing ways. For example, we provide additional support, adapted / alternative activities, differing timetables for activities, to ensure pupils' engagement.

When pupils join us, the emphasis is first on building relationships with staff: trust is a most effective way to help pupils feel safe, and therefore less anxious and more willing to engage. We also focus on developing a 'have a go' attitude to promote engagement.

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.

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 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.

How do you support the emotional and social development of children and young people?

Nurture is embedded into the curriculum to support and develop both social and emotional needs. Pupils are encouraged 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.

Where pupils are identified as having a higher level of need, they are supported in school by the Pastoral & Intervention Team.

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?

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.

Within school, alongside our Pastoral & Intervention Team, we have a Pastoral Manager and a Family Liaison Officer, who are instrumental in obtaining and providing additional support for pupils and their families. Single assessments are offered when we feel that families may need support, and we refer and signpost them to other relevant services in order to better the lives of the young people. Staff from school attend various professional meetings to ensure close working with the family and other professionals.

What arrangements are in place for handling complaints from parents of children with SEND about the provision made at school?

Southgate 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.

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.

Our underlying principle is that concerns ought to be handled without the need for formal procedures. School is committed to responding promptly to queries from parents and carers, in line with Chapter 11 of the 2014 SEN Code of Practice.

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.

*If you have any questions please email **office@southgateschool.co.uk***