

SEND Information Report



Autumn 2025

Liz Drye

SEND INFORMATION REPORT

Updated September 2025

Please find below information that outlines how we address the different aspects of SEND.

What kind of special educational needs are catered for in your school?

Southgate School is a special school for pupils with complex needs. All of our pupils have an Education, Health and Care Plan (EHCP). Pupils' special educational needs comprise a combination of significant learning and / or global developmental delays. Attainment is several years behind expectations. Many pupils also have additional needs, such as medical issues, motor co-ordination problems, mobility issues, neurological conditions, specific language impairments and sensory impairments.

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. Pupils working at a more basic level, where subject-specific teaching and learning is not yet appropriate, access the [Engagement Curriculum](#).

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 an appropriate developmental stage. They have a diverse range of complex needs, though in many cases, the primary need is linked to cognition and learning.

WOODLAND: Pupils in this pathway have highly complex special educational needs which often present as social, emotional and mental health difficulties. The approaches used are collaborative, requiring 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.

Which policies identify children and young people with SEND?

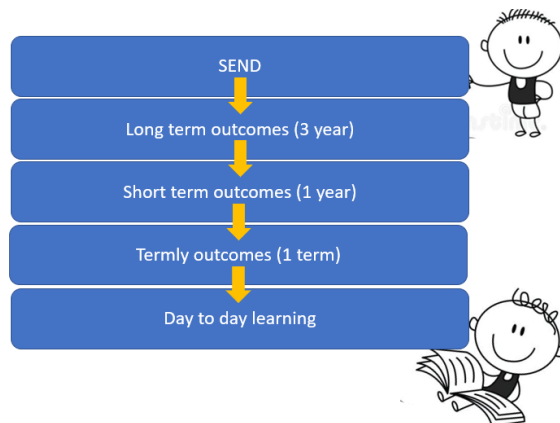
As a specialist setting, all of our policies relate to SEND.

How are their needs assessed?

Needs are assessed prior to joining Southgate via visits to existing settings, data from existing settings, discussions with families and the pupil's EHCP. This information is collated

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by the teacher as the pupil joins our school, and the EHCP is updated to reflect current need. We use the EHCP to break down needs into outcomes as shown below. Outcomes are ultimately broken down into the day to day offer for each pupil.



We measure progress and attainment as follows:

Core subjects: English & Maths – PIVAT 5

Wider curriculum – Evidence for Learning (EfL)

Holistic development*: Individual Learning Plans (ILPs) - EfL

Pupil Priority (for pupils not making expected progress) – EfL

Engagement Curriculum – within planning

Personalised Curriculum - EfL

*Holistic development is based on the needs identified in the EHCP in the 5 areas of: Cognition and Learning, Communication and Interaction, Social and Emotional, Physical/Sensory and Key transitions & Preparation for adulthood

We use a combination of data and observational methods that enable our teachers to effectively plan the next steps of their pupils' developmental journeys.

Who is the school SENDCo?

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 Pathway: Kate Horton

Email- kate.horton@southgateschool.co.uk

Forest Pathway: Emily Wilson

Email – emily.wilson@southgateschool.co.uk

Orchard Pathway: Jonnie Bottom

Email- johnathan.bottom@southgateschool.co.uk

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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 recognise the importance of building strong build partnerships with parents and carers, and we work hard to enable this. We know that parents / carers know their children best, and encourage a collaborative approach to supporting a child's education and development.

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, annual EHCP reviews, and one-off meetings as appropriate. Each year, class teachers compile a formal report on each pupil's progress.

School holds a variety of events, such as discos 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 and attending EHCP reviews when they are able and happy to do so.

We have a School Council made up of one pupil from each class. The Council meets regularly through the year. 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 new playground equipment. They contribute to school events. They are involved in the development of school policies. They take part when we interview teachers and support staff.

Pupil voice is continuously captured. On a day to day basis, this is through interactions within the class. More formally, Pupil Voice Surveys are collected at points through the year on a number of topics.

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?

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

Pupil work and learning in lessons is recorded in books and on EFL. Books are shared with parents / carers at parents' evenings, and we are trialling sharing EFL with families, which will be further rolled out in the coming year.

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

Each pupil has an ILP (Individual Learning Plan) covering all 5 areas of need (Cognition & Learning; Communication & Interaction; Social & Emotional, Sensory & Physical, Key transitions & Preparation for adulthood. These are assessed termly. Assessment here includes specific areas of 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 a key 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.

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. 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, to learn online safety. Our curriculum has a emphasis on learning beyond the classroom.

We are currently planning for the development of a Y9-11 Curriculum, designed to ensure pupils learn the necessary skills to live as independently as possible and to support them to make plans for life beyond Southgate.

A range of opportunities are provided by the school to support offsite learning, 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

Allocation of pupils into one of our 3 Pathways provides a broad provision base for them, and we then meet the needs of each individual by building their learning opportunities

around these needs.

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?

Southgate has our own curricula, written by ourselves, which is reviewed and adapted over time to ensure they meet the needs of the current pupils.

The Core Curriculum for Formal & Semi-Formal are based on the National Curriculum and a number of associated evidence-based guidance documents, such as Early Years Development Matters.

In addition, we have the Personalised and Engagement curricula, as outlined above.

These curricula are used as a basis for teaching and learning. They are, however, heavily differentiated to meet individual needs.

Our 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 using traditional tables and chairs. 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 curricula which enrich our offer and give greater opportunity to meet additional needs. These vary from class to class and within each pathway.

In addition, we have a Satellite provision based at Newsome Academy. Pupils accessing this provision are those who are 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.

What expertise and training do your staff have?

We use the expertise of a 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.

Staff 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 have a sensory occupational therapist based on site for one day per week; a speech and language therapist half a day per week; and a music therapist one day per week. We have a Therapy Hub, which consists of external and internal therapy, including a Communication Lead and a Sensory Lead. We have a Therapy Manager.

Where need is identified, our team works 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, evaluations and quality assurance processes are completed and feed into the school's self-evaluation and development plans.

The Senior Leadership Team (SLT) 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 Lead 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.

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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 to feel 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.

When pupils join us, the initial focus is on building relationships and developing predictable routines. These, along with providing a secure and welcoming environment, support pupils to feel safe in school, which helps promote their emotional wellbeing.

We use the Zones of Regulation as a key means throughout school for pupils to develop their understanding of feelings and how to manage them.

Pupils are encouraged and supported to build social skills throughout their school day, following the ethos 'every interaction is an intervention'.

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

We work closely in partnership with parents / carers and external services to promote social cohesion outside of school.

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 three Pastoral Managers and a Family Liaison Officer, who are instrumental in obtaining and providing additional support for pupils and their families.

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Single assessments are offered when we feel that families may need support, and we refer and signpost families to other relevant services as appropriate. Staff from school attend various professional meetings as part of ensuring close working between school, families 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 families challenge our decisions, or may 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.