



# Special Educational Needs

## Information Report

### September 2022

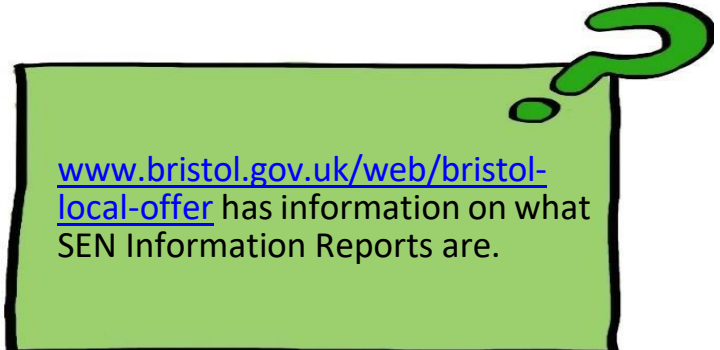
Welcome to our SEND information Report. The Children and Families Act 2014 requires every school or educational setting to write a SEN Information Report.

We believe that all children should be equally valued in school. We strive to eliminate prejudice and discrimination and to develop an environment where all children flourish and feel safe.

Southville Primary School is committed to providing an appropriate and high quality education that is differentiated to meet the needs of all pupils.

The staff and governors of Southville Primary will work to ensure that all SEND pupils reach their full potential and are fully included within the school community.

This is our Special Educational Needs Information Report which answers frequently asked questions by parents/carers, highlights our key members of staff and the agencies that support us.



[www.bristol.gov.uk/web/bristol-local-offer](http://www.bristol.gov.uk/web/bristol-local-offer) has information on what SEN Information Reports are.



## How do you decide if a child needs extra help?

- All pupils' attainment and achievements are monitored by their teacher who is required to provide high quality inclusive teaching and learning opportunities, differentiated for individual pupils.
- All teachers attend meetings with the Headteacher, Deputy Head and SENCO to assess and discuss all children's progress three times a year; this enables us to monitor progress and make changes or seek advice if a child is not progressing in their learning.
- Where a pupil is not making expected progress or falls behind their peers, additional support will be provided under the guidance of the class teacher.
- If you as a parent/carer tell us you think your child may need extra help we will investigate this. We will share what we discover with you and agree with you what we will do next and what you can do to help your child.
- Where pupils continue not to make expected progress despite high quality inclusive teaching and support, the class teacher will work with the school's Special Educational Needs Coordinator (SENCo) to assess if a pupil needs additional or different provision.
- In some cases it may be necessary to seek assessment by or advice from an external professional such as an educational psychologist or a speech and language therapist. This will always involve discussion and agreement with the pupil's parents/carers.

## How do you decide if a child has special educational needs?

There may be times in a child's school career when they are identified as having a Special Educational Need. The purpose of identification is to work out what action the school needs to take, not to fit the pupil into a category.

When children have an identified Special Educational Need or Disability (SEND) before they start, we work with the family and people who already know the child to identify what their needs will be in our school setting and how best we can manage and support this.

If you as a parent/carers tell us you think your child has SEND we will investigate this. We will share what we discover with you and agree what we will do next and what you can do to help your child.

When considering whether a pupil has a special educational need any of the following may be evident:

- Makes little or no progress, even when teaching approaches are targeted particularly in a pupil's identified area of weakness
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment
- Persistent emotional or behavioural difficulties which are not ameliorated by appropriate behaviour management strategies
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment
- Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of an appropriate differentiated curriculum
- Has emotional or behavioural difficulties which substantially and regularly interfere with the pupil's own learning or that of the class
- Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service
- Has a communication and/or an interaction difficulty that impedes the development of social relationships and cause a substantial barrier to learning

Any decisions will be made in partnership with parents and families and with appropriate outside agencies

## How will you give children extra support?

Pupils will be provided with intervention and/or support on an ongoing basis or for a limited time. Support and resources are allocated to meet the need of the individual children. This may be within quality first teaching. For example we use workstations, visual timetables, now and next boards, sand timers, ICT, wobble cushions and a variety of visual, aural and kinaesthetic activities to aid learning. Children are able to access coloured overlays and use coloured paper as this can help some children with Dyslexia. Teachers frequently use our outdoor spaces to provide engaging and motivating activities to make the curriculum accessible to all and enrich learning experiences.

We run interventions as needed to address a variety of needs including phonics, literacy, numeracy, social and communication skills, fine and gross motor skills. For example additional phonics for those pupils working just below age related expectations, funky fingers for developing fine motor skills or Lego Masters to develop social communication and speech and language. These are reviewed regularly and can change during the academic year, responding to the changing needs within our classes.

We may employ additional staff to enable pupils to reach their potential. This will allow personalised curriculums and timetables including sensory breaks. We have a quiet room should children need to seek or avoid sensory experiences.

We follow advice from specialist outside agencies and implement the programmes they suggest. We make sure that a child has equipment as recommended and that teachers and LSAs know how and when it should be used.

## How do you make sure children or young people with special educational needs do well?

As mentioned already, all pupils' attainment and achievements are monitored by their teacher.

Where a pupil is identified as having SEN, we will take action to support effective learning by removing barriers to learning and put effective special educational provision in place. This **SEN support** will take the form of a four-stage cycle of **assess, plan, do, review** as part of **the graduated approach**.

### **Please see the next page**

For pupils with low level special educational needs the cycle of **assess, plan, do** and **review** will fit into the regular assessment and planning cycle for all pupils. For those pupils with more complex needs or for whom a more frequent cycle needs to be employed additional reviews will be arranged.

We have two parent's evenings a year but encourage parents to speak to their class teacher whenever they need to. The SENCO, Head teacher and Deputy Head teacher are also available should parents have any concerns or queries.

## Review

- There will be regular progress reviews. This will evaluate the impact of the support and interventions and include the views of the pupil and their parents/carers.
- Where appropriate other agencies will be asked to contribute to this review.
- This review will feed back into the analysis of the pupil's needs, then the class teacher, working with the SENCo, will revise the support in light of the pupil's progress and development, with decisions on any changes made in consultation with the family and the pupil.
- In successive cycles, more targeted or specialised provision may be called upon. The school will consult with parents/carers before involving a specialist or external agency.

## Assess

- In identifying a pupil as needing **SEN support** the class teacher and SENCo, will carry out an analysis of the pupil's needs. This will draw on the teacher's assessment and experience of the pupil and their progress and attainment.
- The pupil's development in comparison to their peers and national data will be considered along with the parents' views, the pupil's views and, if relevant, advice from external support services. The school and parents/carers will meet, where appropriate, with other agencies.
- More in-depth assessment may be carried out by SENCo and SEND Team.

## Graduated Response

## Do

- The class teacher remains responsible for working with the pupil on a daily basis and will work closely with any LSAs or specialist staff involved, to plan and assess the impact of support and interventions and link them to classroom teaching.
- The SENCo will support the class teacher in the further assessment of the pupil's needs

## Plan

- Parents/carers will meet with the class teacher and SENCo to decide on the interventions and support to be put in place as well as the expected impact on progress and development. An Individual Provision Map may be developed or a Bristol Support Plan.
- Discussion will identify the areas of need, the desired outcomes, the support and resources provided, including any teaching strategies or approaches that are required.
- Where appropriate, the plan will detail the support from other agencies and how this will support the pupil in achieving the desired outcomes

## What facilities do you have to support children or young people with special educational need?

The Merrywood site is a single storey Edwardian school building; classrooms and all other parts of the school are accessible to wheelchair users from three main points of entry and via internal classroom doors. Three classrooms are accessible directly from the outside along with the reception classrooms and nursery classrooms. There is an accessible toilet and changing facilities.

The Myrtle site was built 5 years ago. It is a two storey building. Classrooms and all other parts of the building are accessible to wheelchair users. The downstairs classrooms are accessible directly from the outside. There is a lift to the first floor. There are accessible toilets on both floors.

On both sites we have quiet rooms/areas. We have identified that a number of children benefit from having a space they can go to that they think of as their safe space. Here they can have time to calm down if necessary. It is also a space that can be used to help manage their sensory needs. The spaces have been developed and include equipment to calm or stimulate senses as needed.

We have children and families whose first language is not English. We will provide an interpreter for meetings where necessary.

Teachers frequently use our outdoor spaces on both sites to provide engaging and motivating activities to make the curriculum accessible to all and enrich learning experiences.



## Do you have staff with specialist training?

The most important factor in a child's learning is the quality of teaching given by the class teacher. At Southville Primary teachers and children are observed in lessons regularly by senior leaders to enable the school to monitor the quality of provision and make improvements if necessary. They also have the opportunity for peer observations. The SENCO will also observe classroom practice, children's learning and the role played by support staff.

Our team of LSAs are all qualified to at least NVQ Level 3, a number have teaching qualifications. Many have experience and training so that they can support a range of specific learning difficulties, including dyslexia, speech and language, autistic spectrum conditions, emotional and social difficulties, visual impairment etc.

All staff at the school engage in regular training sessions. Continual Professional Development is provided in specific aspects to meet the needs of all pupils especially those with SEN. All staff have recently undertaken training with Trauma Informed Schools UK to support and inform their practice. The progress of all pupils including those with SEND is a core aspect of the appraisal process and appraisal targets will look at how to develop staff skills in meeting individual pupil needs as necessary.

Peer support and guidance is available daily for all staff in school and some of the best training development occurs through professional dialogue with colleagues looking at meeting the specific needs of a pupil.

External trainers are brought in to address more specialist training needs such as ASD strategies or to train staff in the use of specific interventions.

Our SENCO regularly meets with SENCOs from other schools and volunteers as a member of the IEG and funding panels. She is a member of the Senior Leadership Team and has a MA qualification in Education specialising in SEND. She is a fully qualified experienced teacher, but no longer has a class teaching responsibility. She regularly attends training related to her role and has completed the National Award for Special Educational Needs Coordination.





Do you have 'experts' who support you?

Meeting the needs of pupils with SEND requires partnership working between all those involved – Local Authority (LA), school, parents/carers, pupils, children's services and all other agencies.

The School is supported by a wide range of different agencies and teams for example

- Education Welfare
- Social services
- School nurse
- Educational Psychologist
- Community Paediatrician
- Speech Therapist
- Physiotherapists
- Occupational Therapists
- Behaviour support services
- Sensory Support Service
- Bristol Autism Team
- Play/creative therapists

We will actively seek advice to meet the need of individual pupils. Parents will be consulted if any outside agency is to be involved with their child.

## How will I know if my child or young person is doing well in school?

We really value effective partnership working with parents. Parents/carers need a strong voice in the SEN system and we make every effort to work in full co-operation with them, recognising and respecting their expertise, roles and responsibilities. We have two parent's evenings a year but encourage parents to speak to their class teacher whenever they need to. The SENCO, Head teacher and Deputy Head teacher and Parent Liaison Support Worker are also available should parents have any concerns or queries.

The systems established within Southville Primary should help to empower parents to be involved in all aspects of the Assess, Plan, Do, Review cycle for SEN support. This includes the following:

- Information and feedback to the school about their child and their needs
- Home-school notebooks to aid 2 way communication
- Identifying long-term outcomes for their child
- Setting and reviewing targets
- Agreeing provision
- Reviewing and reporting progress
- Deciding appropriate ways of supporting the child at home
- Involving the child in making decisions about provision and targets.

Parents/carers of a child with SEN support will have the opportunity to meet with the SENCo formally and informally. The SENCo is happy to meet with parents/carers, without prior arrangement, whenever possible.

We encourage parents/carers to seek help and advice from independent information advice and support services, for example Supportive Parents. These are able to provide impartial and independent advice, support and information on special educational needs and disabilities. Parents/carers are also encouraged to visit the Bristol County Council Local Offer website. This website provides valuable information about different agencies, services and resources for children, young people with SEND and their

**Do you have 'out of school' activities children/young people can do?**

At Southville we encourage all children to take part in regular activities, clubs and trips. We provide additional resources, equipment and support if required so that all children are able to access the activities. Regular activities include swimming, forest school, family bike rides and cooking. We have after school clubs including netball, dance and cycling.

Our year 5 and 6 pupils have an annual residential holiday where they have the opportunity to try many sports and activities.

We take part inter school competitions of dance and other sports. We take part in community events for example the Lantern Parade.

Breakfast club and after school club are provided either internally or by Shine After School Club. A variety of other clubs are available to KS1 children including art and drama.

## How do you support children or young people on moving on?

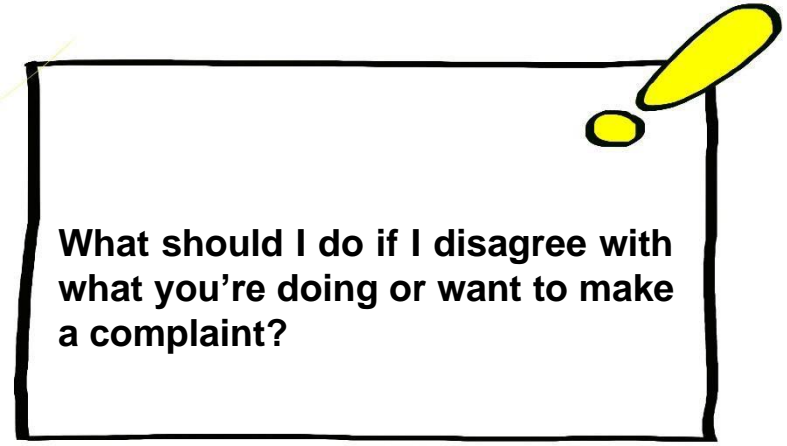
A change of school, class and staff can be an exciting, yet anxious time for all pupils. We recognise that this can be very challenging for some pupils with SEND. We make sure these periods of change are carefully managed in a sensitive way to provide continuity of high quality provision and reassurance to pupils and families.

The school has planned transition arrangements for children from Reception to Year 5 to transfer to new classes each year when they spend several mornings with their new teacher at the end of term. We find that this makes for a more positive start in the Autumn Term as the teacher has had chance to make some assessments of where children are in their learning and make adjustments as necessary for children with SEND. Children also get to know the environment they will be going into and will have had a chance to get to know the teacher and any new routines. We recognise this is particularly important for children moving from Year 2 to year 3 and therefore provide opportunities throughout the year for children to spend time in the Myrtle site.

Year 6 children are well prepared for transition to secondary school by the year 6 teacher. Receiving schools have induction days but additional visits are put in place by the SENCOs from both schools when a child has SEND or has other needs that may make transition difficult. A SENCO from a secondary school may visit our school to discuss the child and see the environment they are currently in. Representatives from secondary school are invited to attend annual reviews for all vulnerable pupils with or without EHCPs.

If a parent wishes to complain about the provision or the policy, they should in the first instance raise it with the SENCo who will try to resolve the situation. If there continues to be disagreement the parent can submit a formal complaint to the Headteacher in writing or any other accessible format.

If there continues to be disagreement with regard to SEND provision the Local Authority should make arrangements that include the appointment of independent persons with a view to avoiding or resolving disagreements between the parents/carers and the school. This includes access to mediation before tribunal. Parents/carers have a right to appeal to a SEND tribunal at any stage.



**What should I do if I disagree with what you're doing or want to make a complaint?**

## Who should I contact for more information?

Southville Primary School operates a 'whole pupil, whole school policy' whereby teaching and supporting pupils with SEND is a whole school responsibility requiring a whole school response.

If you have any questions regarding SEND provision at our school the best people to contact are:



Mr Bowman  
Head Teacher



Mr Potter  
Deputy Head Teacher



Mrs Moody  
SENCO

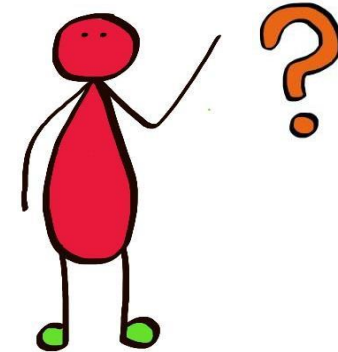
The SEND Governor

Your class teacher (if your child is already a member of our school community).

Our school phone number is 0117 353 4444

If we are unavailable at the time of your phone call, please leave a message with the staff in the office or email [sencosouthvillep@bristol-schools.uk](mailto:sencosouthvillep@bristol-schools.uk). We are very approachable and are keen to help, support and work in partnership with you.

Where can I find out more about what there is for children or young in Bristol?



SEND Local Offer website is a single place of information about services and support for children and young people from birth to 25 years old who have Special Educational Needs or Disabilities (SEND), and for their families and carers.

Local Offer website has information on:

- services available to everybody, such as schools and children's healthcare
- short term support and services for children and young people without an Educational, Health and Care (EHC) plan
- specialist services and longer term specialised support for children with SEND

**[www.bristol.gov.uk/web/bristol-local-offer](http://www.bristol.gov.uk/web/bristol-local-offer)**

