

SOUTHVILLE PRIMARY SCHOOL

## SPECIAL EDUCATIONAL NEEDS INFORMATION REPORT

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DATE OF PUBLICATION: JUNE 2026

REVIEW DATE: JUNE 2027

THIS REPORT IS REVIEWED ANNUALLY AND UPDATED IN LINE WITH ANY CHANGES TO SEND PROVISION.

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Welcome to our SEND information Report. The Children and Families Act 2014 requires every school or educational setting to write a Special Educational Needs 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 adapted 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.

Our approach is underpinned by our whole school values of **Connection, Courage, Imagination** and **Care**. Each of these values plays a key role in how we support every member of our school community to sustain an inclusive approach. They provide the structure for a pupil-centred process that engages pupil, family, school and other professionals in planning for and implementing high quality, needs-led provision. This is to ensure all of our pupils are able to access learning and social development, achieving good progress, fulfilling their potential and promoting their mental health and well-being.

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

Please read this alongside our Special Educational Needs and disabilities (SEND) Policy, our Relationships and Behaviour Policy and our Equality Statement and Objectives.

## HOW DOES THE SCHOOL 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 join us, 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 or carer tell us you think your child has SEND, we will investigate this. We will share with you what we discover 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 strategies and support
- Has sensory or physical difficulties 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 adapted 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

- Displays dysregulated behaviour at home which impacts family life and their ability to take part in activities or attend school

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

In agreement with parents/carers, children identified as having SEND will be added to the SEND Register.

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### HOW DOES THE SCHOOL SUPPORT CHILDREN WITH SEND WHO ARE LOOKED AFTER BY THE LOCAL AUTHORITY?

We recognise that children who are looked after by the Local Authority and have SEND may have additional needs and vulnerabilities. We work closely with the Hope Virtual School, social care professionals, carers and other agencies to ensure that appropriate provision is in place.

Provision for children who are looked after by the Local Authority is carefully planned and monitored through Personal Education Plans (PEPs), alongside Individual Education Plans, Provision Plans and EHCPs as appropriate. We ensure that these pupils receive coordinated, high-quality support that promotes both their educational progress and emotional wellbeing.

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### HOW WILL THE SCHOOL GIVE CHILDREN EXTRA SUPPORT?

At Southville Primary, we support a range of pupils with SEND across all four areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health (SEMH)
- Sensory and/or Physical Needs

The profile of SEND within the school is reviewed regularly to ensure that provision is responsive and appropriate.

Pupils will be provided with support and/or intervention on an ongoing basis or for a limited time. Support and resources are allocated to meet the needs 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.

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## WHAT FORM MIGHT EXTRA SUPPORT TAKE?

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.

Should a child be struggling with their social or emotional development, we have Emotional Literacy Support Assistants to work with them 1:1 for check ins, and we run [Hamish and Milo](#) intervention sessions. Wellbeing is also addressed with whole class sessions and through the PSHE curriculum. Some children may need play therapy to explore emotions even further.

We may employ additional staff to enable pupils to reach their potential. This enables a personalised curriculum and timetable to include sensory breaks. We have sensory rooms on both sites should children need a more specialist sensory environment as part of their provision.

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.

Some children have complex needs over and above the school's graduated response. These children may need provision and funding in line with an Education Health Care Plan (EHCP). If the school feels they need to apply for an EHC Needs Assessment in order to access additional support and funding, they will discuss it with you. The SENCO will work with you to apply and support you through the process. When an EHCP is awarded, support will be provided as stated in Section F. Appropriate funding will be sought from the local authority.

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## HOW DOES THE SCHOOL SUPPORT SOCIAL AND EMOTIONAL DEVELOPMENT AND PREVENT BULLYING?

We are committed to supporting the social, emotional and mental health of all pupils, including those with SEND.

Support includes:

- targeted interventions to develop social communication and emotional regulation
- access to safe spaces and adult support when needed
- strong relationships with trusted adults
- pastoral support from trained staff

We have a clear **Relationships and Behaviour Policy**, and a **Management of Bullying Policy** which includes our approach to preventing and addressing bullying. We recognise that pupils with SEND may be more vulnerable to when navigating social situations and take proactive steps to ensure they feel safe, included and supported.

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### HOW DOES THE SCHOOL MAKE SURE CHILDREN OR YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS DO WELL?

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**.

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### GRADUATED APPROACH

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#### 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 exploration may be carried out by SENCO and SEND Team.

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#### PLAN

- Parents/carers will meet with the class teacher and maybe the SENCO to decide on the interventions and support to be put in place as well as the expected impact on progress

and development. A Provision Plan may be developed or an Individual Education Plan (IEP).

- 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

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## 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 exploration of the pupil's needs

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## 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.

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. Targets and provision will be recorded on Provision Plans or Individual Education Plans (IEPs). Formal reviews of IEPs take place three times a year, although additional reviews may be held where needed to respond to changing needs. If your child has an EHCP, they will have an IEP for short term targets and the EHCP will be reviewed annually, coordinated by the SENCO.

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

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### WHAT FACILITIES DOES THE SCHOOL HAVE TO SUPPORT CHILDREN OR YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS?

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 preschool classroom. There is an accessible toilet with a shower and changing facilities.

The Myrtle site was opened in 2016 and 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 with a shower and changing facilities.

On both sites we have sensory rooms/areas and nurture rooms. We have identified that a number of children benefit from having a space they can go to which 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 include equipment to calm or stimulate senses as needed.

In Merrywood we have a garden and in Myrtle we have an orchard. These are both used to support Emotional Support (ELSA) and Emotion Based School Avoidance (EBSA) sessions. 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.

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

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### DO WE 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 Learning Support Assistants (LSAs) have experience and training so that they can support a range of specific learning difficulties, including dyslexia, speech and language, autism, emotional and social difficulties, visual impairment etc. A number have teaching qualifications. We have a specialist Speech and Language LSA and two Emotional Literacy Support Assistants (ELSA).

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 exploring how best to meet 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. 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.

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#### **DOES THE SCHOOL HAVE 'EXPERTS' WHO SUPPORT US?**

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
- Sensory Support Service
- Bristol Autism Team
- Play/creative therapists

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

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#### HOW WILL YOU KNOW IF YOUR CHILD OR YOUNG PERSON IS DOING WELL IN SCHOOL?

Connection is one of our school values. 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 parents' evenings a year but encourage parents to speak to their class teacher whenever they need to. The SENCO, Head teacher and Deputy Head teachers and Family 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 short and 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.

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#### HOW DOES THE SCHOOL PROVIDE SUPPORT FOR PARENTS AND CARERS?

We recognise that parents may need support at different times throughout their child's school journey. We encourage parents to speak to their class teacher whenever they need to. The SENCO and Family Liaison Support Worker are available should parents have any concerns or queries.

The SENCO and Family Liaison Support Worker host regular coffee mornings often attended by outside agencies who can provide support and advice to parents. These include school nurse, Educational Psychologist and Parent Carer Forum.

We encourage parents/carers to seek help and advice from independent information advice and support services, for example SEND and You or Parent Carer Forum. 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 families.

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#### HOW DOES THE SCHOOL CONTRIBUTE TO THE LOCAL OFFER?

Southville Primary School contributes to the [Bristol Local Offer](#) by:

- working in partnership with the Local Authority and a range of external agencies
- sharing expertise through SENCO networks and local inclusion partnerships
- supporting families to access services, advice and support
- engaging with professionals to ensure coordinated provision for pupils

We are committed to working collaboratively to support the wider SEND system and improve outcomes for children and families.

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### DOES THE SCHOOL HAVE 'OUT OF SCHOOL' ACTIVITIES THAT PUPILS 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, gardening and cooking. We have after school clubs including a range of sports, languages, arts, drama and singing. Breakfast club and after school club are provided either internally or by Shine After School Club.

Our year 5 and 6 pupils have an annual residential holiday where they have the opportunity to stay away from home and to try many sports and activities. We make adaptations to enable all children with SEND to attend and take part.

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

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### HOW DOES THE SCHOOL SUPPORT CHILDREN OR YOUNG PEOPLE IN 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.

It is essential, particularly for children with SEN, that they establish a strong connection with their new teacher, are familiar with their new environment and aware of their new routine. The school has established transition arrangements for children from Reception to Year 5 to develop this familiarity, which includes visits to spend time with their new teacher at the end of term, additional visits if needed and an optional visit to their new classroom when the school is otherwise empty before the start of term in September. If children need additional visits we will facilitate this. We recognise this is particularly important for children moving from Year 2 to year 3 (due to the change of site) and therefore we provide opportunities throughout the year for children in year 2 to spend time at the Myrtle site.

All children also receive a transition information booklet and class teachers meet for an in-depth handover meeting. We find that these arrangements make for a positive start in the Autumn Term as teachers are able to make assessments of where children are in their learning and make adjustments as necessary, particularly for children with SEND.

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.

In some cases, children with an EHCP move to specialist provision to meet their special educational needs. The SENCO will work with parents and the Local Authority to identify a suitable school and support their journey through the process.

We begin to prepare pupils with SEND for the next stages of their lives by developing independence, confidence, communication skills and resilience. We support pupils to become active members of their community and, where appropriate, begin early preparation for adulthood outcomes such as independence and participation in society.

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### HOW DOES THE SCHOOL EVALUATE THE EFFECTIVENESS OF ITS SEND PROVISION?

We regularly evaluate the quality and impact of SEND provision across the school through a range of methods, including:

- analysis of pupil progress and attainment data
- monitoring of teaching and learning through lesson observations, book looks and learning walks
- review of intervention impact and outcomes for pupils
- pupil voice and parent feedback
- SENCO monitoring and reports to governors

This information is triangulated to ensure that provision is effective and continuously improving. Outcomes are used to inform school development priorities and staff training.

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### WHAT SHOULD I DO IF I DISAGREE WITH WHAT THE SCHOOL IS DOING OR IF I WANT TO MAKE A COMPLAINT?

If a parent wishes to complain about SEND provision or the school's 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.

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#### 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 Andy Bowman | Mr Gareth Potter               | Mrs Moody |               |
|----------------|--------------------------------|-----------|---------------|
| Head Teacher   | Deputy Head Teacher (Pastoral) | SENCO     | 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.