



# Special Educational Needs and Disabilities (SEND) Provision

At

The Southwater Infant  
Academy

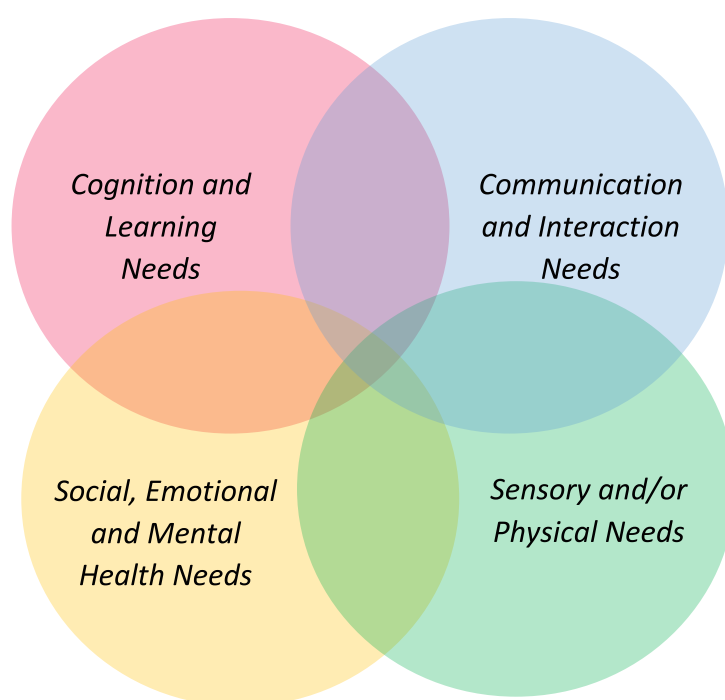
Information for  
Parents and Carers

Document updated October 2023







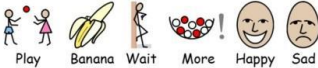
At The Southwater Infant Academy, children have a range of SEND (Special Educational Needs and Disabilities), including children with a diagnosis, as well as those with learning profiles consistent with a diagnosed condition. Where possible and resources allow, additional provision is made for children with SEND, with a range of needs including:



These are the four Broad Areas of Need as described in the 2015 Code of Practice: 0 to 25 Years.





Type of SEND for which provision is made at the academy	Type of provision
<p><b>A. Communication and Interaction Needs:</b> This may include...</p> <ul style="list-style-type: none"> <li>• Autistic Spectrum Disorders</li> <li>• Speech, Language and Communication delay and disorder.</li> <li>• Hearing impairment and deafness.</li> <li>• Visual impairment.</li> </ul>	<ul style="list-style-type: none"> <li>• Speaking, Listening and Communication opportunities are developed across all areas of learning.</li> <li>• Some children have small group adult support.</li> <li>• We use visual timetables to help children understand daily routines:</li> </ul>  <ul style="list-style-type: none"> <li>• We use signing, symbols and photographs to support children who have communication needs.</li> <li>• Adults support children in their interactions with peers by modelling and facilitating positive interactions.</li> <li>• We use the Speech and Language Therapy (SLT) services. Where Speech and Language Therapy have designed a plan, we endeavour to implement this and review it in a timely manner, liaising with SLT for further advice, where necessary.</li> <li>• We set individual targets together with parents. These are reviewed twice a year for children on SEN Support and three times a year for children with EHCPs.</li> <li>• We will make a one-page profile for children to show their needs and strengths simply. Where possible the child's voice will be reflected in this.</li> <li>• We may consult agencies such as the Autism and Social Communication Team and Sensory Support Team.</li> <li>• We use specialised resources e.g. PECs, (Picture Exchange Symbols) to support and develop communication and understanding of language.</li> </ul>  
<p><b>B. Cognition and Learning Needs:</b> This may include...</p> <ul style="list-style-type: none"> <li>• Specific Learning Difficulties</li> <li>• Moderate Learning Difficulties</li> </ul>	<ul style="list-style-type: none"> <li>• We make sure teacher's planning includes support and challenge for all abilities.</li> <li>• Adults use modelling and scaffolding- adding a little more to the child's learning.</li> <li>• Some children have small group adult support, to help to meet specific needs.</li> <li>• We set individual targets together with parents. These are reviewed twice a year for children on SEN Support and three times a year for children with EHCPs.</li> <li>• We will make a one-page profile for children to show their needs and strengths simply. Where possible the child's voice will be reflected in this.</li> <li>• Specialised resources e.g. visual timetable, PECs etc</li> <li>• Involvement of other agencies e.g. LBAT (Learning Behaviour Advisory Team.)</li> </ul>





<p><b>C. Social, emotional and mental health</b> This may include...</p> <ul style="list-style-type: none"> <li>• Behavioural needs</li> <li>• Mental health needs</li> <li>• Attachment related needs</li> </ul>	<ul style="list-style-type: none"> <li>• We have a whole academy policy on 'Personal, Social and Health Education and Citizenship'</li> <li>• Adults have consistent expectations of behaviour and boundaries set at the academy</li> <li>• We use a positive behaviour management system, based on positive requests, praise and rewards and time out for more serious negative behaviour. (See Academy behaviour policy)</li> <li>• We consider the needs of each individual when responding to their needs.</li> <li>• Some children have small group adult support, to help to meet specific needs.</li> <li>• Involvement of other agencies e.g. LBAT (Learning Behaviour Advisory Team.), Community Mental Health Liaison Service (CMHLS).</li> <li>• We can seek support from a specialist behaviour teacher at QEII or West Sussex Alternative Provision Centre (APC)</li> <li>• We set individual targets together with parents. These are reviewed twice a year for children on SEN Support and three times a year for children with EHCPs.</li> <li>• We may create and use Behaviour Target Reports, which will be shared with parents</li> <li>• We will make a one-page profile for children to show their needs and strengths simply. Where possible the child's voice will be reflected in this.</li> <li>• We create and apply risk assessments for children who pose risk towards themselves and others.</li> <li>• We use a Thrive approach</li> <li>• We have a Relational Policy which details the PACE and Thrive Approach we apply at the academy.</li> </ul>
<p><b>D. Sensory and/or physical needs</b> This may include...</p> <ul style="list-style-type: none"> <li>• Hearing/Visual Impairment</li> <li>• Multi-sensory impairment</li> <li>• Physical and Medical Needs</li> <li>• Sensory defensive/ preferences.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff are aware of and understand the implications of impairments.</li> <li>• We use many ways of teaching to support these needs , including: <ul style="list-style-type: none"> <li>-jump ahead</li> <li>-sensory circuits</li> <li>-Fine motor activities etc</li> </ul> </li> <li>• Some children have small group adult support, to help to meet specific needs.</li> <li>• We can seek support from a specialist behaviour teacher at QEII or</li> <li>• We set individual targets together with parents. These are reviewed twice a year for children on SEN Support and three times a year for children with EHCPs.</li> <li>• We will make a one-page profile for children to show their needs and strengths simply. Where possible the child's voice will be reflected in this.</li> <li>• Involvement of other agencies e.g. OT (Occupational Therapy), Physiotherapy, Sensory Support Team</li> <li>• Use of specialised resources e.g. walking frame, pencil grips.</li> <li>• Accessible environment on one level (Main building)</li> </ul>





## Frequently Asked Questions...

### 1. How does the academy identify and assess children with special educational needs or disability?

We identify children with special educational needs and/or disability as those who have difficulties which are significantly greater than other children of the same age. Usually this means their needs cannot be met by Quality First Teaching alone.

The SEND Code of Practice (2015) States:

- *xiii. A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.*
- *xiv. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:*
  - *has a significantly greater difficulty in learning than the majority of others of the same age, or*
  - *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

*SEND Code of Practice, DFE (2015) P. 15.*

The threshold for each year group varies (see SEND policy). The SENDCo works closely with all teachers and all teaching assistants to share concerns. 'Provision Map' by EduKey is used to monitor children with SEND and all information is stored electronically so it can be easily accessed by all members of staff directly involved with your child (e.g. their Teacher, TA or LSA). This ensures that everyone is clear about the next steps to be taken as well as the voice of the adult and child.

**We use a number of additional indicators of special educational needs:**

- Baseline tracking data and transition meetings with the local pre-schools are used as an early identification indicator
- Initial parental concerns on entry or during the transition from pre-school, nursery or out of area.
- Information from previous pre-school or nursery settings.
- Staff observations.
- Information from outside agencies/professionals.
- Analysis of data including slow progress or low attainment
- The SENDCo maintains a SEND register and whole academy provision map of children identified through the above procedures. This register and map are reviewed and analysed termly.

**The academy has a graduated approach to SEND support following a cycle of 'Assess, Plan, Do, Review.'**

The academy works very closely with a range of other agencies that also provide relevant assessment information e.g. Speech and Language Team (SLT), Paediatricians, Occupational Therapists, the Learning and Behaviour Advisory Team and other professionals. After additional support and professionals have been consulted, a decision could be made that a more formal assessment is required. Parents will be fully involved in this process. The role of the SENDCo is to support the staff in the identification of children with special educational needs or disability. In addition, the SENDCo oversees the day-to-day implementation of the academy's policies and practices, ensuring good liaison with parents and outside agencies.





## 2. How do we involve parents of children with special educational needs or disabilities in the education of their child?

- Prior to their children starting at the academy, parents have opportunities to discuss their child's needs on occasions such as an open morning, a visit to look around the academy and planned visits to the academy for the parent and child.
- We have an 'Open Door' policy so that parents can talk to staff on a daily basis and home/academy diaries are used when necessary. All parents have the opportunity to come into the academy if they have questions for their child's class teacher or the SENDCo.
- All children's parents or carers are invited into the academy to share their child's learning and development progress with the class teacher and/or SENDCo once per term. In the summer term this information is shared in a formal End of Year Report.
- Parents whose children have special educational needs or disabilities are invited to review progress and plan new targets for their ILP (Individual Learning Plan) or IBP (Individual Behaviour Plan) twice a year. In an academic year, plans are set in October and run until February half term when they are reviewed. Subsequent plans are created and implemented in the second half of the Spring Term and run until the end of the Summer Term, when they are reviewed. We welcome parents' input into these plans to ensure that challenging but achievable targets are set for each child.
- Parents of children who have an EHCP (Education, Health and Care Plan) are invited to statutory review meetings, which include all professionals working with the child. The ILPs/IBPs of children who have an EHCP will be reviewed on a termly basis.
- Parental permission is always requested before an outside agency is consulted about a child. The discussion between the parent and the SENDCo is often invaluable as it can sometimes shed some light on the difficulties facing the child. The parent is kept informed of developments and any reports shared.

## 3. What are the arrangements for consulting children with special educational needs or disabilities and involving them in, their education?

- When starting at the academy, parents are asked to complete an "All about me" booklet with their child, this reflects the voice of the parent and child, showing their interests, concerns, strengths and individual needs.
- As part of the 'review' process we collect and record the views of the child at an age appropriate level within their Learning Journals ('Special Books') and on Tapestry.  
All children who have an ILP (Individual Learning Plan) have a One Page Profile that sits alongside their targets, this reflects the child's voice where possible in relation to...
  - "What people admire about me..."
  - Likes...
  - Dislikes...
  - What I'd like to get better at...
  - Important people to me...
  - Things I am good at...
  - Things that help me to learn...
  - Things that are unhelpful...

This profile is shared with all adults working with the child to ensure everyone knows how to best support them and what interests and engages them in learning.

- Children on the SEND register complete a pupil survey once a year about their feelings towards their learning and the support they are receiving. The results of this survey are analysed by the SENDCo and where modifications are made to ensure the most positive learning experiences for the children.





#### 4. How will our academy support your child and how will the teaching be adapted to meet their needs?

- We are committed to giving your child every opportunity to achieve. We do this by offering an exciting, broad and balanced engaging curriculum that is differentiated by the teachers as appropriate to support the specific needs of your child.
- We are a fully inclusive academy that takes action to ensure that your child can access learning opportunities at their own level, relevant to their own next steps and needs.
- We believe Quality First Teaching is the key to success for all of our children. We follow the code of practice to ensure this is happening...

**High quality teaching**, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of **good quality teaching**. Schools should regularly and carefully **review the quality of teaching** for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered (6.37; DfE and Doh, 2015: 99)

- We use the West Sussex 'Ordinarily Available Inclusive Practice' guidance to meet the needs of children within Quality First Teaching.
- We will put into place any intervention that we believe will enable your child to make better or more rapid progress, where possible these will be in class.
- We will make any necessary referrals for assessment and help as appropriate.
- Where budget allows we may adapt resources or staffing to meet individual needs.
- We will set appropriate targets and review these with you and your child, as appropriate. At a minimum, this is on a bi-annual basis for children on SEN Support and on a termly basis for children with EHCPs.
- The Academy maintains links with child health services, children's social care services and education welfare services to ensure that all relevant information is considered when making provision for children with SEND.

##### a. Health

- NHS Physiotherapist: advice and recommendations.
- NHS Occupational Therapist: advice and recommendations.
- NHS School Nursing Service: visits and recommendations for children in school and at home.
- NHS Child Development Centre: assessment, report with recommendations
- Community Mental Health Liaison Service
- Single Point of Access – for specialist Emotional Wellbeing and Mental Health support
- CAMHS Neuro-Developmental Pathway

##### b. Social Care

- Social Workers: visits to meet children in school, home visits, meetings at school of parent, social worker and SENCo.
- Child and Family Workers/ Child and Family Centres: support families.
- Early Help and Holistix: Family Support Network and Enabling Families support families.

##### c. Education

- NHS Speech and Language Therapist: assessment and recommendations.
- West Sussex Educational Psychologist: Annual planning and review meeting and telephone consultations.







- LBAT (Learning, Behaviour Advisory Team): Termly planning and review meetings
- ASCT (Autism and Social Communication Team): Termly planning and review meetings
- SST (Sensory Support Team): advice and guidance as and when needed
- Early Years Transition Team

### **5. What training have the staff supporting children and young people with SEND had (or are having)?**

- Each year we review our provision, policy and access additional training and services appropriate to the needs of our intake of children.
- Our SENDCo holds Qualified Teacher Status, BSc (Hons), Level 7 Diploma in Assessing and Teaching Pupils with Specific Learning Difficulties, and has achieved the NASENCo. This has brought up to date professional knowledge and skills to improve our provision.
- Each year we access training offered by outside agencies supporting our children in line with the needs of individuals.

### **6. How are the Trustees involved and what are their responsibilities?**

- The Headteacher reports to the Trustees every term to inform them about the progress of children with special educational needs or disabilities; this report does not refer to individual children and confidentiality is maintained at all times.
- There are two named Trustees (Clare Quinlisk and Kath Yardley Turpin) who are responsible for SEND. This Trustee meets regularly with the SENCo to discuss SEND provision, sometimes making observations on interventions led by teachers, TAs and LSAs.
- The Trustees agree priorities for spending within the special educational needs budget with the overall aim that all children receive the support they need in order to make progress.
- The Trustees are required to go to consultation on children with EHCPs being admitted to the academy or when an child with an existing place at the academy is granted an EHCP.

### **7. How will our academy support your child when transitioning from pre-school or nursery and to a key stage two setting?**

#### **Pre-school or nursery to The Academy...**

- Open days and opportunities to look around the academy with their parents throughout the year preceding admission.
- Invitations to informal events e.g. sports days, mini marathon, teddy bears picnic, summer fete.
- The class teachers and where necessary the SENDCo visit the children at preschool and nursery and play with them in their familiar setting.
- Prior to starting at the academy children come with their parents for story time and singing session in their new classroom.
- The children also come for a short stay-and-play session whilst their parents remain on site away from the classroom.
- Children receive a home-visit from their child's class teacher.
- Children begin on a 'staggered start' initially attending reduced hours in the first two weeks (or longer if necessary)







- We have specific transition meetings and a pre-school tea which involve handing over information to staff from pre-schools.
- There are also opportunities for more personalised visits to the academy during quieter times.
- Early Years Transition Team support for specific pupils, where needs have been identified.

### **The Academy to Key Stage Two...**

- Most children attend the junior academy as their KS2 setting, the junior academy is located just across the field which is a shared space.
- A meeting between the SENDCos of SIA and SJA is held in the Spring Term and at the beginning of the Summer Term, to discuss needs of Year 2 pupils transferring in September. A further meeting is held for updates in July.
- Year 3 class teachers visit SIA to meet their classes and join the Y2 Summer Term trip.
- Additional visits for SEND pupils are organised and the children make a transition booklet with photographs of the school and key people.
- Visits by Year 2 to SJA, e.g. school productions.
- Year 2 play on the field, with the Juniors, at lunchtime from May half-term in the Summer Term.
- Year 2 come to SJA for numerous visits during the Summer Term and are taught by their future Year 3 teacher.
- Meetings are held between Y2 and Y3 teachers to share individual pupil information.
- We take children on individual transitional visits to their new academy with support staff where necessary, this happens as often as is required until the children are comfortable in their new surroundings.
- A member of staff visits the children in their first week at the Junior Academy to offer a familiar face and support.

### **Transition within school...**

- Additional visits to new classroom and teacher.
- Transition booklet with photographs of new class and key people etc.
- One page Pupil Profile to pass to new teacher.
- A meeting between the current class teacher and LSA and the new class teacher and LSA is held to ensure a smooth transition for all pupils but particularly for children with SEND.

### **Transition from or to another Primary School...**

- Communicate with the SENCo of the new setting to share information about SEND needs
- SEND file is sent to the new setting
- Historic files uploaded to Provision Map

### **Coronavirus Transition Measures, where appropriate...**

- Virtual teaching from Year 3 Classes into Year 2 Classes, and Year 2 accessing Year 3's Google classroom to engage in learning tasks
- Virtual tour of Southwater Infants or Southwater Junior Academy
- Videos of staff members reading stories, shared via Tapestry
- Transition books sent home
- Virtual Headteacher assembly





## Other Transition Support

- To support transition, year groups have often followed a transition-based unit of work, for example CLP's 'Growing and Changing'. Stories such as 'Zog' by Julia Donaldson and 'Here We Are' by Oliver Jeffers, have been used as starting points for discussion about times of change.
- The Learning and Behaviour Team or the Autism and Social Communication Team will be consulted about specific pupils' needs, where appropriate, and provided additional support, if necessary.

## 8. Which academy policies should I read to understand further the provision which my child will receive?

- SEND Policy
- Behaviour for Learning Policy
- Learning & Assessment Policy
- Equal Opportunities Policy
- Health and Safety Policy
- Relational Policy
- Behaviour Policy
- Accessibility Policy

## 9. Where can I find the Local Authority Local Offer?

The local offer is available through: <https://westsussex.local-offer.org/>

## 10. Who can I contact for further information?

Headteacher: Mrs Christie Cavallo

E-mail – [office@southwaterinfants.co.uk](mailto:office@southwaterinfants.co.uk)

SENDCo: Mrs Pippa Hooijberg

E-mail – [senco@southwaterinfants.co.uk](mailto:senco@southwaterinfants.co.uk)

Telephone – 01403 733254

SEND Information, Advice and Support Service

Oriel Lodge

West Street

Chichester

PO19 1RZ

Tel. 03302 228555

Email: [send.ias@westsussex.gov.uk](mailto:send.ias@westsussex.gov.uk)

Special Educational Needs Team (Statutory Assessment)

Chichester

Tel. 033 022 25151

<https://westsussex.local-offer.org/services/147>





Southwater Child and Family Centre

Worthing Road,

Southwater,

RH13 9HA

Tel. 01403 213570

[http://www.yourspacewestsussex.co.uk/advice\\_and\\_info/organisations/children\\_and\\_family\\_centres.aspx](http://www.yourspacewestsussex.co.uk/advice_and_info/organisations/children_and_family_centres.aspx)

West Sussex County Council

[http://www.westsussex.gov.uk/learning/special\\_educational\\_needs\\_sen.aspx](http://www.westsussex.gov.uk/learning/special_educational_needs_sen.aspx)

Compass QEII Hub

Queen Elizabeth II Silver Jubilee School

Comptons Lane

Horsham

West Sussex

RH13 5NW

Email: [compass@queenelizabeth2.w-sussex.sch.uk](mailto:compass@queenelizabeth2.w-sussex.sch.uk)

Integrated Front Door (Social Care and Health)

4th Floor County Hall North

Chart Way

Horsham

West Sussex

RH12 1XH

Tel. 01403 229900 (Monday to Friday 9am-5pm)

At all other times, including nights, weekends and bank holidays, contact the 'out of hours' emergency team: 0330 222 6664

Email: [WSChildrenservices@westsussex.gov.uk](mailto:WSChildrenservices@westsussex.gov.uk)



