

Southrop C of E Primary School
SEND Governor's Annual Report to Parents (SEND Information Report)

Introduction

The governing body is committed to maintaining an inclusive ethos at Southrop School and especially addressing the effects of Covid-19. They require staff to ensure that every child in Southrop School is enabled to access the curriculum and to participate fully in all aspects of school life.

As governor responsible for SEND, liaises with the SENCo, Mrs Carol Williams, who is also the Staff governor. The governing body is kept fully briefed by the SENCo's bi-monthly SEND reports. They oversee the school's implementation of the Government's 2014 SEND Code of Practice.

Types of SEND in our school

During the year 2018 - 19 approximately 13% of the School population has an identified Special Educational Need or Disability (SEND) and is on the SEND Register. Pupils' needs range across all four of the areas listed in the Code of Practice, namely Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health Difficulties and Sensory and Physical Difficulties.

Identification

Children may arrive at Southrop with a SEND already identified, in which case they will be put on the SEND Register and the appropriate plan put in place straight away. Otherwise, identification of need can come either from a parent sharing a concern they may have, or from staff working with the child who notice a particular learning behaviour or that the child is not making sufficient progress. Our SENCo has a range of assessment tools at her disposal which can quickly give an idea of the challenges and signpost the way to the interventions or specialist help required.

Graduated Pathway

Staff operate the 2014 Code of Practice 'Graduated Pathway' of support which offers increasing amounts of support according to assessed need. Pupils and their parents or carers are always at the very centre of everything, their contribution actively sought and their voice heard.

In our school, the Graduated Pathway starts with 'Catch-up' and progresses through My Plan, My Plan Plus and ultimately, if necessary, on to an application for Statutory Assessment of need for an Education, Health and Social Care Plan (EHCP). Please see our Local Offer, also on the website, for details of this pathway.

Additional support that is different from that provided in the classroom by differentiated work, can take the form of 1:1 or paired sessions using well-researched interventions. These sessions are usually delivered by the SENCo, who is also a specialist teacher. The effectiveness of these interventions is reviewed in full staff meetings every 6 weeks and the nature or frequency of the intervention changed if necessary.

Sometimes additional support is provided by external services. In 2018-19 the school has employed the services of a Speech and Language Therapist, Occupational Therapist, Advisory Teachers and the Educational Psychologist.

Southrop School currently has 7 pupils on the SEN Register: two pupils on EHCP, two pupils on My Plan Plus and three pupils on My Plan. Additionally, two pupils are on Catch-up but not on the Register.

Pastoral Care and well-being

At Southrop School we take very seriously the mental and emotional well-being of our pupils.. Work towards emotional well-being and social skills is planned for individuals, carefully matched pairs or small groups to participate in, to take place in our Nurture Cabin. The details of the provision are still a work in progress but this school believes that good mental health is essential to good learning. The staff and governors are committed to this initiative.

To be reviewed November 2021