

Updated September 2018

Please find below information that will outline how we address the different aspects of SEN. If you would like further information, or if you have any questions, please don't hesitate to contact the school.

<p><i>What kind of special educational needs are catered for in your school?</i></p>	<p>Southgate School is a specialist provision for pupils with complex needs. Pupils have to have a significant learning disability to come to Southgate, performing well below expected levels in mainstream. They usually have additional impairments or conditions. All of our pupils have an Education, Health and Care Plan (EHCP) related to their complex needs.</p> <p>Our school uses a three pathway approach to provide more tailored learning opportunities for each pupil. The Orchard Pathway caters for our comparatively more academic pupils who cover a more traditional curriculum. The Woodland Pathway is for our pupils who are more hypersensitive (including some of our pupils with autism and traits of PDA). Our Forest Pathway is for pupils who have a high level of learning need and whose learning is still at the level of a much younger child.</p>
<p><i>Which policies identify children and young people with SEN?</i></p>	<p>As a specialist setting, all of our policies relate to SEN.</p>
<p><i>How are their needs assessed?</i></p>	<p>We use a variety of data and observational methods to ensure that we meet the complex needs of our pupils. These include both formal and informal methods that enable our teachers to effectively plan the next steps of their developmental journey.</p> <p>Pupils are assessed using P Scales and National Curriculum levels. Data is collected termly, with their progress tracked against a national database. Information is also collected and evidenced to show progress in a range of other methods appropriate to the child, covering the needs identified in the EHCP: Cognition and Learning, Communication and Interaction, Social and Emotional, Physical/ Sensory and preparation for adulthood.</p>
<p><i>Who is the school SENCO?</i></p>	<p>The Headteacher at Southgate School, Paul Evans (NASENCo: Distinction), also fulfils the role of the SENCo. Contact- 01484 504544 Email- paul.evans@southgateschool.co.uk</p> <p>Paul is supported in this role by the Pathway Leaders: Orchard: Kate Emptage</p>

	<p>Email- kate.emptage@southgateschool.co.uk Woodland: Aileen Hosty Email- aileen.hosty@southgateschool.co.uk Forest: Jo Roberts Email- jo.roberts@southgateschool.co.uk</p> <p>Our Family Worker coordinates all of the annual reviews: Sheila Hickerton Email- sheila.hickerton@southgateschool.co.uk</p>
<p><i>How do you consult with parents/ carers of children with SEN and involve them in their child's education?</i></p>	<p>As a school we aim to build partnerships with parents and carers that are based on honesty, trust and mutual respect, with the purpose of supporting the academic, vocational, personal and emotional development of our pupils.</p> <p>Classes use home/ school books or Class Dojo (online) to communicate with parents and carers on a daily basis. There are 2 parents' evenings alongside each pupil's annual review. Parents/ carers are encouraged to attend these and are welcome to request a meeting at any time during the year. In addition, telephone and email contact is welcome, and if the member of staff is not available when the call is made, a response will usually be made within 24 hours.</p> <p>In addition to this, the school holds a variety of events, including coffee mornings and performances where we encourage parents to attend.</p> <p>At the end of each academic year, class teachers compile a report on each child's progress.</p>
<p><i>How do you consult with children and young people and ensure they are actively involved in their own education?</i></p>	<p>Success revolves around the young people themselves. With this in mind, we value the views of our pupils.</p> <p>We have a school council made up of one pupil from each class which meet up regularly. 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. They also contributed to school events, equipment and the anti-bullying policy. School Council members take part when we are interviewing teachers and support staff.</p> <p>Pupils also contribute their views as part of the annual review process, completing an 'All About Me' booklet.</p>
<p><i>How do you assess and review children and young people's progress towards outcomes, and what opportunities are</i></p>	<p>Reviewing progress towards outcomes takes place each academic year as part of the annual review. During this process, new SMART outcomes are set with all attendees contributing and agreeing. Pupils and their parents/ carers have an important part to play in this</p>

<p><i>there to work with parents and pupils as part of this process?</i></p>	<p>process, with their views gathered beforehand. School actively encourage parent/ carer attendance (alongside the pupil where appropriate) at the reviews, and offer support to enable this.</p> <p>Each pupil has an ILP (Individual Learning Plan) which is updated every half term. The targets/ outcomes set in each ILP are the smaller steps required for the pupil to reach the outcomes set in their EHCP. ILPS are shared with parents/ carers with their contributions, alongside those of the child, being included.</p>
<p><i>How do you support children and young people who move between phases of education?</i></p>	<p>On admission to our school, our heads of upper school and lower school work with parents, carers and other professionals to plan a personalised transition for new pupils. This can include:</p> <ul style="list-style-type: none"> • Parent/ carer visits • Home visits • Visits by Southgate staff to existing provisions • Supported visits with trusted adults • Supported time in the classroom • 1:1 or small group work • Transition materials <p>Likewise, we support the transition whenever a pupil moves within school, implementing a personalised programme depending on the pupil's needs which helps them to prepare for change.</p> <p>Our Family Worker is key to this process.</p> <p>When the pupil is ready to move to their next provision, school or college, there is a carefully planned transition programme where pupils, parents, school staff and relevant outside agencies are involved at every stage. Alongside this, CK Careers visit the school regularly to work with our pupils at key times.</p>
<p><i>How do you help children and young people prepare for adulthood?</i></p>	<p>Nurture helps 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.</p> <p>Our ongoing 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 and to build confidence through drama. This is specifically adapted within each pathway to ensure each pupil learns the necessary skills to live as independently as possible. A range of opportunities are provided by the school to support this, including outdoor education and visits, residentials and The Duke of Edinburgh (with opportunities to volunteer).</p>
<p><i>What approach do you use when teaching children and</i></p>	<p>Underpinning everything in this school is a commitment to the principles of Nurture as developed by Marjorie Boxall. Almost all of</p>

<p><i>young people with SEN?</i></p>	<p>our young people struggle to make sense of the world socially and emotionally, and this causes them high levels of confusion and anxiety. Anxiety is the enemy of true learning. We work to create a safe, supportive, positive environment with a family-like feeling. It is a systematic approach to developing behaviour for learning.</p> <p>The six principles of nurture are:</p> <ul style="list-style-type: none"> • 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 <p>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.</p>
<p><i>How are adaptations made to the curriculum and the learning environment of children and young people with SEN?</i></p>	<p>The commitment to nurture shapes how we deliver the curriculum to each pupil. Within each classroom there are a variety of learning environments, and you will find pupils learning on sofas, rugs, IT equipment and traditional tables and chairs. We try to personalise our offer as much as possible to meet the individual needs of the pupils. Within class, teachers plan for each and every child, and try to find those unique ways to unlock their potential.</p> <p>We also have a very wide range of variations, choices and interventions within our curriculum which enrich our offer and give greater opportunity to meet additional needs. These vary class to class and within each pathway, yet provide a broad coverage of the National Curriculum.</p>
<p><i>What expertise and training do your staff have?</i></p> <p><i>How do you secure additional specialist expertise?</i></p>	<p>We use the expertise of a huge range of outside agencies and partnerships, alongside internal training and support to develop skilled SEN staff. Within each pathway, support staff and teachers work as teams to develop practise through research and development groups lead by the pathway leader (each pathway is led by a specialist teacher). They work with our young people but also train and support our staff in developing a greater skill base in school to meet need. Teachers are also supported to develop practice through targeted coaching.</p> <p>We are also fortunate to have additional professionals working with us on a regular basis, including: Physiotherapy; occupational therapy, sensory services, educational psychology and speech therapy amongst others. Where need is identified, our team work tirelessly to secure additional specialist expertise.</p>

	<p>Within school, we offer a wide range of interventions and support. This covers the areas of need identified in the EHCP, including cognition and learning, communication and interaction, social and emotional and physical/ sensory.</p>
<p><i>How do you evaluate the effectiveness of the provision made for children and young people with SEN?</i></p>	<p>All senior leaders, class teachers and support staff play a key role in evaluating the effectiveness of our provision. Regular audits and evaluations are completed that feed into the school's self- evaluation and development plans.</p> <p>The senior leadership team play a key role in evaluating the effectiveness of our provision by:</p> <ul style="list-style-type: none"> • 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 <p>Each pathway leader has a high level of commitment to maximising their impact on pupil outcomes through constant evaluation of practice.</p>
<p><i>How are children and young people with SEN enabled to engage in activities?</i></p>	<p>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.</p> <p>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 to enable our pupils to engage with such activities. Mobility lifts within school and on the buses ensure that all pupils can take part.</p>
<p><i>How do you support the emotional and social development of children and young people?</i></p>	<p>Nurture is embedded into the curriculum to support and develop both social and emotional needs. Pupils are encouraged to build social skills at all opportunities, and we work closely in partnership with parents/ carers and external services to promote social cohesion outside of school.</p> <p>Where pupils are identified as having a higher level of need, they are supported in school by our social and emotional intervention team.</p>

<p><i>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 SEN and supporting their families?</i></p>	<p>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.</p> <p>Within school, we have a Pastoral Manager and a Family Worker, who are instrumental in obtaining and providing additional support for pupils and their families. Single assessments are offered when we feel that families may need support, and we can refer and signpost them to other relevant services in order to better the lives of the young people. Staff from the school attend various professional meetings to ensure close working with the family and other professionals to achieve the actions that are set.</p>
<p><i>What arrangements are in place for handling complaints from parents of children with SEN about the provision made at school?</i></p>	<p>Southgate School 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 you are unhappy or you just might want to make a comment about how we can improve.</p> <p>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.</p> <p>Our underlying principle is that concerns ought to be handled without the need for formal procedures. The school is committed to responding to the queries of the parents and guardians as soon as possible, in line with Chapter 11 of the 2014 SEN Code of Practice.</p>