

Southfields Academy

Special Educational Needs Information Report

At Southfields Academy we support and value the abilities of all our students. It is our duty to provide equal opportunities for every person in our care and a safe and fully equipped learning environment which caters to the needs of every child as an individual. We adopt a 'whole school approach' to special educational needs and disabilities (SEND). All staff work to ensure inclusion of all students. The school is committed to ensuring that students with SEND can fulfil their potential and achieve optimal educational outcomes. We are committed to inclusion within the school curriculum and participation in all aspects of school life.

Our vision

- ✓ *All students with SEND will access the additional support that will equip them with the skills and knowledge they need to remove their barriers to learning and enable them to fulfil their potential.*
- ✓ *They will be able to apply these skills across the curriculum and in their wider lives, moving them towards independence as learners and young people.*
- ✓ *They will be supported in pursuing their interests so that they can experience success in their areas of strength.*
- ✓ *They will be equipped with functional numeracy and literacy skills, including oral communication, and should make at least expected progress in these areas from their individual starting points.*
- ✓ *Some students will make rapid progress across a number of areas as the result of the highly effective support and interventions they receive.*

Our approach

We achieve this through thoughtful planning and review within and between SEN teams at the Academy to meet the changing needs of individuals and groups of students. This is informed by in-depth monitoring, assessment and data analysis, in partnership with the young person, their families, school staff and other professionals, to enhance our understanding of the students and to implement complementary provision.

At Southfields Academy we welcome children and young people from all backgrounds and all students, regardless of their particular needs, are offered inclusive, quality first teaching to enable them to make the best possible academic, social and emotional progress in school. We work with external professionals and local authorities to provide specialist support for children with identified cognition and learning difficulties, communication and interaction, social, mental and health problems or sensory or physical needs. As an academy based within the London Borough of Wandsworth we work in collaboration with Wandsworth Local Authority to ensure an effective provision for students with learning difficulties. We also follow our 'Equality and Disability policy' and we also have an 'Accessibility plan'.

More information about the Wandsworth Local Offer can be accessed via this link:

www.wandsworth.gov.uk/localoffer

Above all, our aim is for all our students to be happy in their learning and become citizens who ultimately, in whichever path they choose to take, are successful in their lives.

What are special educational needs?

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice (2014) states that:

'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.'

A child 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*

What is special educational provision?

For children aged two or more, special educational provision is educational provision that is additional to or different from that made generally for other children or young people of the same age.

Who can I contact if I am concerned about my child's special educational needs?

In the first instance, concerns should be raised with your child's tutor, they will be your primary point of contact and be able to offer advice or refer your query to the Academy SENCo. You can also contact the Academy SENCo directly via email senco@southfieldsacademy.com If your query or concerns relate to a child with possible autism or speech language and communication needs you can contact the manager of our SLCN Resource Base: senco@southfieldsacademy.com (see Appendix A).

Who's who?

- The person responsible for overall leadership of SEND provision across the Academy is the Assistant Headteacher for SEND & Literacy – Gemma Le Grande (email senco@southfieldsacademy.com)
- The person responsible for statutory assessments, EHCPs, annual reviews and day to day co-ordination of SEND provision is the Assistant Headteacher SEND & Literacy, Gemma Le Grande (email: senco@southfieldsacademy.com)
- The person responsible for coordinating the day-to-day provision of the education for students with hearing impairment is The Teacher in Charge of the The Rowan Hearing Support Centre (HSC), Tim Meaden (email: tim.meaden@southfieldsacademy.com)
- The person responsible for coordinating the day to day provision of education for students with a diagnosis of an Autistic Spectrum Disorder and students with EHCPs for ASD and/or SLCN is the TAS Resource Base Manager, Stela Setaki (email stela.setaki@southfieldsacademy.com). Refer to Appendix A for more information about the base.
- The Academy has a specialist behavior support team responsible for planning for and delivering interventions to targeted students with social, emotional and mental health difficulties. This is planned, delivered and reviewed on a year-by-year basis in response to the needs of the cohort and at the direction of Karen Marshall (Assistant Headteacher – Pastoral Lead). If you feel that your child needs

support from this team, please contact your child's Head of Year or Deputy Head of Year who will make a referral if they feel it is appropriate.

- The Academy offers a specialist education programme to students who speak English as an Additional Language (EAL). For students who arrive in Year 7, 8 or 9 additional provision may be made for students via alternative or additional English lessons offered by the EAL department. For students who arrive in Year 10, 11 or the 6th Form who are complete beginners of English we offer the International Group. The person responsible for overseeing this provision is IG Lead Teacher, Miriam Hillary (email: miriam.hillary@southfieldsacademy.com)

- The person responsible for overseeing the safe and successful transition of vulnerable and at risk students from primary to secondary education, and day to day safeguarding is the Safeguarding DMS, Sara Sharpe (email: sara.sharpe@southfieldsacademy.com)

- We are aware that parents often feel left out of processes in secondary education and may feel that their voice is not being heard. Because of our commitment to engaging parents in every aspect of the school, we have ensured that they have an advocate. The person responsible for overseeing the support of communication with parents is the Parent Champion, Carole Gray (email carole.gray@southfieldsacademy.com)

- For other aspects of specialist provision and responsibility, please read this policy alongside the **Child Protection and Safeguarding Policy** and the **Equalities Objectives and Information**.

How does the school decide whether a child has special educational needs and what extra help they need?

The Academy works closely with the primary school SENCOs and we plan for, monitor and manage SEN pupils transitioning from primary school to secondary school and across the other key phases to ensure we are prepared for pupils with additional needs as they arrive. For high need students and those with EHCPs the SENCO or allocated keyworker will visit the primary school in advance of the student commencing year 7. Where SEND needs are known to the school, the students and parents are interviewed on transition by the SENCO or the Resource Base Lead, Stela Setaki.

Beyond primary-secondary transition, the identification of SEND is built into the overall approach to monitoring the progress and development of all pupils at the Academy as agreed and set out as part of the Local Offer. Tutors and subject teachers, supported by the senior leadership team, make regular assessments of progress for all pupils to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

The first response to such progress is high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected, the subject teacher refers their concerns to the tutor who, working with the Head of Year and SENCO, assesses whether the child has SEND. The pupil's response to such support can help identify their particular needs. Slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND.

Identification of special education needs is most effectively done by gathering information from parents, education, health and care services and our feeder primary schools, prior to the child's entry into the school. In order to aid the identification of students with SEND continuous monitoring of those students with SEND by their teachers will help to ensure that they are able to reach their full potential.

If your child already has an EHCP and would like a place at Southfields, please advise your Local Authority SEN Caseworker to consult Southfields with your child's EHCP. Visits to see the school are welcomed and encouraged and can be arranged by contacting the SENCo.

When do you make referrals for Education, Health and Care Plan (EHCP)?

If a child has significant difficulties and the Academy feels we have done everything possible to support the child, the SENCo will make a request to the local authority for a statutory assessment to take place. The decision to make this request will be taken at a progress review such as a PSP, IEAP Day meeting, TAC or other relevant review. The local authority will review the request and decide if there is enough evidence to proceed with the assessment for the EHCP.

The application for the EHCP will combine information from a variety of sources including:

- Parents
- Teachers
- SENCo
- Educational Psychologist
- Speech and Language Therapist
- Specialist teachers such as Teacher of the deaf and teachers of the visually impaired
- Health service
- Mental Health Clinicians
- Social Services

Information will be gathered relating to the current provision and outcomes. Once agreed, the local authority will assign a plan coordinator who will oversee the drafting of the EHCP including the identification of short-term and long-term outcomes for the child. The process is completed with the full involvement of the child and parent/carer. Once the EHCP is issued it will be formally reviewed through the statutory annual review process.

Students with EHCPs will also have personalised 'Learning Passports' that are reviewed and discussed termly between the child and their school keyworker. Outcomes are shared with parents/carers who have the opportunity to contribute their views and feedback.

What training and specialist skills do the staff supporting children with SEND have or are having?

Our school operates the following training programmes:

- o Whole School Training for all staff on each INSET Day, to ensure that students with SEND are able to access the curriculum and achieve their full potential.
- o Regular training for support staff, covering sharing best practice, behaviour for learning, communication strategies, ASD, SpLD, developing independent learners, collaborative learning, collaborative teaching, the role of the EP, S<, OT etc.
- o Direct training for graduate teachers and NQTs on SEN and Inclusion theory models and practical strategies, including carrying out SEN tasks.
- o The SENCo attends the LA Secondary SENCo meetings (one per term)

- o Designated members of staff attend meetings related to Safeguarding, CLA, G&T and Child Protection
- o The SENCo attends relevant SEN courses and facilitates/signposts relevant SEN focused external training opportunities for all staff.

We have the following specialist teachers;

- o Gemma Le Grande, Assistant Headteacher SEND & Literacy, BA Hons English Literature, PGCE
- o Francesca Dixie, Interventions Manager
- o Stela Setaki, Speech and Language Resource Base Lead Teacher. Refer to Appendix A for more information about the SLCN Base.
- o Nancy Nathanson, Learning Support Teacher – BA Hons English, PGCE
- o Sally Ann Popham, Dyslexia Mentor – Registered Assessor with the British Psychological Society (BPS), CCET - Certificate of Competence in Educational Testing, NOCN in '*Dyslexia and Specific Learning Difficulties Awareness*'
- o Maria Mosca, Dyscalculia and Maths HLTA – BA Hons Sociology
- o Karen Marshall, Assistant Head Pastoral - BA Hons Media & Communication, PGCE

How will I know how my child is doing and how will you help me to support my child's learning?

We work with you to gain a better understanding of your child, and involve you in all stages of your child's education. This includes supporting you in terms of understanding SEN procedures and practices, providing regular reports on your child's progress, and providing information annually on the provisions for students within the school as a whole, and the effectiveness of the SEN policy and the school's SEN work.

As a parent or carer of a child at Southfields Academy, you will be invited to attend three IEAP Days each academic year which will give you an opportunity to discuss your child's progress and set individual termly targets with your child's keyworker, either their tutor if they are receiving 'SEN Support' or a member of the Specialist SEN Staff if they have an EHCP or statement. You will also be invited to attend an annual parent's evening where you will be able to discuss the progress of your child with their tutor, subject teachers and the SEND team.

How will my child be involved and consulted?

Children with SEN are supported by a specialist member of the SEN team to identify areas of difficulties and agree targets. Children involved in specialist provision are asked for their views through student voice. Children with EHCPs or those receiving a high level of SEN Support are supported to create personalised 'Pupil Passports' which identify key areas of strength and areas for development. At Southfields Academy, we endeavour to create a school environment where students feel safe to voice their opinions of their own needs. This means providing regular one to one meetings between students and their tutor, keyworker and /or the SENCo. Pupil participation is a right and this is reflected in decision-making but also encouraged through wider opportunities for participation in school life such as the student council, as activity leaders, peer buddies, reading buddies, peer mentoring and through regular IEAP meetings.

How is teaching and the curriculum adapted to my child's needs?

Students with SEND are given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual.

It is the policy of the Academy to provide an inclusive education for every student and every effort will be made to educate students with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents, key worker and other professionals for other flexible arrangements to be made.

The school curriculum is regularly reviewed by the Senior Leadership Team together to ensure that it is accessible to students of all levels and abilities, and supports the learning and progress of all students as individuals. This includes learning outside the classroom.

It is our aim to ensure that all resources and SEND provisions are being used effectively and efficiently within the school setting in order to support the taught curriculum and enable students to reach their full potential. The school does this by:

- Keeping staff fully informed of the special educational needs of any students in their charge including sharing progress reports, medical reports and teacher feedback
- Providing regular training and learning opportunities for staff in all departments on the subject of SEN and SEN teaching. It is the professional responsibility of each individual class teacher to be up to date with teaching methods which will aid the progress of all students including those with SEN.
- Making use of all class facilities and space
- Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.
- Making sure that individual or group tuition is available where it is felt that students would benefit from this provision.
- Any decision to provide group teaching outside the classroom will involve the SENCO in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made.
- Setting appropriate individual targets that motivate students to do their best, and celebrating achievements at all levels.
- Ensuring appropriate Access Arrangements are put in place for KS4 and KS5 students with a history of need. Please refer to '*Access Arrangement Policy*'.

What support is there for my child's emotional well-being?

Students with emotional vulnerabilities are deemed to have needs as their emotional well-being can impact on their ability to achieve just as significantly as a learning or physical disability. We address the needs of these students in the following ways:

- Knowledge and availability of staff – Achievement coaches, counsellors, Tier 2 and 3 therapeutic input, as well as advice to and training for staff in coaching.
- PSHE curriculum, assemblies
- Interventions eg targeted groups, Place2be, art/dance/music therapy, TYST
- Achievement Coaches, Safeguarding officer, reintegration officer, school nursing service, Catch 22 counsellor, Tavistock clinical therapy etc
- Friendship groups, circle of friends, peer coaches (KS4 and 5)
- Extra-curricular activities, clubs and links with community clubs and activities
- Measures to prevent bullying – *See the Academy's anti-bullying policy.*
- Whole-school SMSC – *See the Academy's SMSC policy*

How do you promote positive behaviour?

It is a focus of the work done at the Academy to encourage students to take responsibility for their behaviours and to earn the acknowledgement and accolades that come from behaving in a way that is positive for them and others. To support this, we engage students in a number of activities on a daily, weekly, fortnightly and termly basis, such as:

- Whole school approaches, reward systems, visual supports and reminders of expectations; a fortnightly, whole academy, focus on targeted and expected behaviours. The Academy enforces a very simple and easy to follow code of conduct and this is reinforced by all staff at all times.
- Support at unstructured times, playground buddies, break clubs, sports leaders and peers coaches model expected behaviour.
- Interventions, the work of the Achievement Coaches, the pastoral system and the effort scheme all place a heavy emphasis on positive behaviour and the positive behaviour logs are used to acknowledge, record and report students efforts and achievements in this aspect.

How do you do to make the school environment and curriculum accessible for all children?

The site is 100% accessible for all stakeholders – students, staff, parents/carers, trustees, community partners and external advisors. In addition, the Academy now has made the following adjustments to support this access:

1. Physical environments - a lift to access all floors of the building
 - Day-lighting to reduce glare impact
 - Wheelchair access via lifts and wide access doors
 - Acoustic adaptations, especially in Hearing Support Centre

2. Assistive technologies - Interactive Whiteboards in all classrooms
 - Alphasarts for improving processing and clarity
 - Increased use of dictaphones and speech-to-text programmes
 - Access to laptops and computers within departments
3. Access Arrangements - screening of underlying functioning (Refer to *Access Arrangements Policy*)
 - identification of processing strengths and weaknesses
 - application for extra time (25%), laptop assistance, scribe, reader or other reasonable adjustments, as appropriate
 - bilingual dictionary for Stage 1 learners of English
4. School Transport - the Academy does not supply transport for students as the Academy is accessed easily by London Transport routes including bus (156, 77, 270, 39, 493), underground (Southfields – District Line) and over ground (Earlsfield BR).
 - HSC (Rowan) students are provided with taxis by Wandsworth transport until they complete their travel-readiness programme.
 - Applications can be made directly to the Local Authority for transport requests for students with physical or medical needs.

For further information, please see the Academy Accessibility and Adjustment Plan

How will my child be included in activities outside of the classroom?

The Academy runs an extended school day, and students are encouraged to engage in up to 3 activities a week. All clubs are advertised to the students at the beginning of each term and via the Academy website. Each term, subjects and year teams take groups of students on trips, related to the curriculum or for pastoral purposes such as team building or skills development. As a rule, students and parents are informed of trips well in advance and the requirements for inclusion on the trip. Through effort and behaviour, students can secure a place on a trip, but this is not secure and they must maintain high levels of effort and behaviour in order to keep their place. Some of the activities on offer are:

- breakfast club and before school activities in sports
- break-time clubs including special interest and homework support
- subject boosters, sports and special interest clubs after school
- School trips – brief trips (within the local area), day trips, weekend breaks and week-long visits. All of these are supported by a thorough risk assessment.

How will the school prepare my child to join the school or transfer to a new school?

If your child is joining our school in Year 7 we...

- Are notified by their local authority

- Make contact with their primary school and where possible visit them in their current setting.
- Invite them to visit the school. If they are the only child coming from their primary school, we buddy them with other solo students so they can meet others in a similar position.
- Invite you both to an interview so that you can meet key members of staff and answer any queries you may have. We use this opportunity to find out a little bit more about your child
- Invite them to an Induction Day, where they get to meet their Year 7 tutor and tutor group, try some lessons and settle into the site.
- Place them in a tutor group that is led by an experienced member of staff with specialist support.

If your child is moving to another school or college we

- Request that you notify the Principal and your child's Head of Year in writing
- Arrange a meeting with you to discuss your intentions and if appropriate, to complete the school transfer form
- Provide the destination school with relevant information regarding your child's effort, progress and attainment
- Inform your child's tutor of the final week – most tutor groups like to hold some sort of farewell for the student, although we recognise that this is not always possible or appropriate.
- Make contact with the destination school 6 weeks after the child starts to ensure they are settling well and that the school has the necessary information.

When moving classes in school we...

- Take into account a range of data before making the decision such as the child's attainment, effort, positive and negative behaviour logs
- Meet with all staff involved to explore the advantages and disadvantages of making these changes.
- Only make changes at key points in the year e.g. after a data point and generally in the first half of the academic year. This is monitored and evaluated at least every term (1/2 termly for core curriculum)

If we are recommending that the child moves tutor group,

- we also take into account the child, parent and staffs' views.
- We meet with the family to explain the reason for our decision and to set a time frame for review.
- Review after a reasonable period of time and make any further adjustments as necessary.

What specialist services from outside does the school use to help meet children's needs and how do you work together?

The school continues to build strong working relationships and links with external support services in order to fully support our SEND students and aid school inclusion. Specifically for parents, we uniquely have a Parent Champion, who acts as an advocate on behalf of parents and ensure that parents fully understand the policies, processes and procedures of the school.

Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCo and the child's parents.

The following services will be involved as and when is necessary:

- The Education Psychology Service
- Wandsworth Speech and Language Therapy Service
- Wandsworth Sensory Support Service
- The Educational Welfare Service
- Connexions
- The School Nursing Service
- CAMHS
- Social Services
- Catch 22 – mentoring and counselling

What will you do if my child has medical needs?

If your child has medical needs, we will record this sensitively on the Academy data management system and inform the staff that work closely with your child, making them aware of any specific needs, responses, practices or medications. Any medical reports related to your child and their medical needs are then stored securely in the First Aiders file and a record of any medications, timings and dosages is made.

Children under the age of 16 are required to take their medication under the supervision of a first aider, and this is recorded to prevent accidental overdosing or another child having access to the medication, as well as to monitor any reaction to the medication. If your child is attending first aid more frequently than expected or failing to attend to take scheduled medication we will notify you and arrange for a meeting at the Academy, with a medical professional wherever possible.

Out-of-date medication will be returned to you with a covering letter requesting either a notice to end medication or a fresh supply of the medication. All medications must carry the child's name, the dosage to be taken, how frequently, and how the medication should be stored. All new medications should be accompanied by a medical notice from the prescribing physician and first aiders may refuse to administer medication without this information.

If you are attending a medical appointment or medication review, you can request a medical log from the school to take to you appointment. Ideally, you should notify reception of this request 5 days prior to the appointment.

Should your child become unwell on-site, a first aider will be called in the first instance and carry out a basic first aid assessment. If your child is returned to lesson, the first aid attendance will be logged but parent will not be informed unless monitoring was required. Minor injuries are treated on site, logged and the parent will be called to inform them. If the child is more seriously injured or unwell, the parent will be contacted in the first instance and a joint assessment will be carried out – ideally we would encourage the parent to collect their child and take them to their GP or a walk in clinic. We may contact NHS direct for further advice to aid our assessment.

For all serious injuries an ambulance will be called, the parent will be informed and depending on their locality will either come to the Academy or meet the ambulance at the hospital. The school sits within the St George's trust.

What should I do if I am unhappy with my child's support or progress?

There are three levels to raising and addressing concerns about your child's support or progress.

Level 1

In the first instance, concerns about support or progress should be raised with your child's tutor. They will be your primary point of contact and be able to carry out an investigation for you. In order to ensure that they gather all the information, please allow 48 hours for feedback. If your child has a statement of Special Education Needs or and Education Health Care Plan (EHC Plan), they will have been assigned a keyworker within school and they can carry out research for you.

When you are contacted about your concerns you should be given a clear explanation, a plan for how your concerns have been or are being addressed and a suitable timeframe in which to implement and monitor these changes. You can choose to be contacted by phone or email, or to attend the school for a meeting.

If you feel that your concerns have not been adequately addressed within an adequate time frame, you can request that your concerns are escalated to a more senior member of staff – your child's Head of Year, the Head of Department, Senior Teacher (SEN) or the SENCo. You will be asked to attend a meeting and time will be spent exploring why these concerns have not been allayed and setting a further plan for implementation, monitoring and feedback. This can be referred up to a member of the Senior Leadership Team at any time and they will act to support the staff, parents and child to ensure a positive outcome. Unresolved concerns may be referred to the next level.

Level 2

The Chair of Trustees is responsible for hearing and responding to all complaints or concerns raised by stakeholders in relation to support, curriculum, provision and progress. Information about the complaints process can be found on the Academy website.

Level 3

Unresolved concerns and complaints can be referred outside the academy to the local Authority. The Complaints to LA procedures are different for maintained schools than for free schools and academies. Follow the links below:

http://www.wandsworth.gov.uk/info/200288/student_welfare/263/how_to_make_a_complaint/2 - free schools and academies

Where can I go for further advice and support?

- o The Wandsworth Parent Partnership Service provides an impartial and confidential service to all parents of children with SEND. Visit their website at <https://www.wandsworth.gov.uk/pps> or telephone 020 8871 8061
- o The Wandsworth Parents' Forum "Positive Parent Action" works with the Council to improve all provision for children and young people with SEN and Disabilities aged 0 to 25. If you want to get involved in influencing services visit their website at www.positiveparentaction.org.uk or telephone 020 8947 5260.

More information about the Local Offer of services and support for children and young people with special needs and disabilities in Wandsworth can be found on the Family Information website at <http://wandsworth.childrensservicedirectory.org.uk/> Their helpline is open from 9am to 5pm Monday to Friday on 020 8871 7899

The information in this report is accurate now, but we regularly review and make changes to what we offer and keep this information as up to date as possible.

Feedback This offer is intended to give you clear, accurate and accessible information. If you would like to comment on the content of the offer or make suggestions to improve the information, please email info@southfields.wandsworth.sch.uk

Appendix A - What is the Speech, Language and Communication Needs Resource Base?

The Achievement Studio (TAS) is a supportive resource base for students aged 11-19 who have an Education, Health and Care Plan (EHCP) or Statement of Special Educational Needs. The primary areas of Special Educational Needs (SEN), as detailed in the EHCP or Statement will be for:

Speech, Language Communication Needs

And / or

Autistic Spectrum Disorders

What facilities does it have?

The resource base is located in the heart of the school where it is easily accessible to all TAS students but provides them with their own space which has been designed to support the development of their specific needs.

In the new Resource Base, we are very fortunate to have the following:

- individual work areas for students
- specially designed small group classrooms
- a therapy room
- a sensory space
- more space for students to socialise in a safe environment

What support do you offer through the base?

All students have a key worker – to listen to students, hold review meetings, provide encouragement, offer realistic advice, run interventions and help resolve any problems students may be experiencing.

The Base Manager will regularly liaise with families and external agencies to ensure that the young person receives their entitled support and to raise or address any concerns about the young person's education.

Our students are expected to attend mainstream lessons. The students are also part of a mainstream tutor group. We prioritise students' core subjects for in-class support from a Teaching Assistant (T.A.) who is attached to the base, and students will also receive T.A. support for some foundation subjects. The base staff frequently liaise with teaching staff across the school in order to ensure that teachers in the mainstream are aware of the needs of the TAS students and the teaching strategies they can use in the mainstream classroom to support TAS students.

Students typically access TAS for one to two lessons per week for a personalised learning package. This may be delivered by a teacher experienced in working with students with Special Educational Needs, or by a T.A. attached to the base. Teaching methods and the curriculum during a student's time in the base are highly differentiated to suit the needs of individuals. We use strategies to reduce the distractions, increase concentration and make all work accessible to students.

TAS also provides a safe space for whenever students need it.

What interventions are available through the base?

- Daily break club for all TAS students and their friends, offering structured activities for students who have difficulties during unstructured times of the day. This is run by the TAS staff and run at both breaks with opportunities for students to lead break clubs on two breaks a week.
- Speech and Language Therapy.
- Communication skills groups or language enrichment programmes which support the work a student is doing in Speech and Language Therapy.

- Year 7: Primary / Secondary Transition Group – The aim of this group is to make the transition into secondary school smoother and successful for the students. This runs for a term in the autumn term and is taught by a Learning Support teacher.
- Year 8: Personalised package of literacy and numeracy support as well as communication skills groups. The aim of these groups is to develop positive interaction skills and effective communication skills. These are run by TAS staff. In addition to this, some students may have further input from the TAS staff to develop their language skills as well as vocabulary for their foundation subjects.
- Year 9: Life Skills. Students are typically taught in small groups for learning skills to develop key skills and make a smooth transition into KS4, taught by the Resource Base Manager or other specialist staff. Students are given additional support in English, mathematics and science as required.
- Key Stage 4: Students are typically supported in class or withdrawn from P.S.E. lessons to provide them with additional support. They also have school wide booster sessions and revision opportunities available to them, particularly in Year 11.

What should you do if you think the base might be right for your child?

If you are interested in a place for your child:

- In the first instance, please get in touch with the Base Manager to arrange a visit. She will tell you about the base and show you around. On the visit, ask as many questions as you like!
- After the visit, call your Case Manager (your contact at the Special Needs Service in your home borough) and let them know you are interested. Please ask them to consult the school. We cannot accept students if we have not been consulted with the correct paperwork from the Local Authority.
- If a positive response has been sent to the Local Authority by the Academy, feel free to arrange a second visit with your child.

Please note that we have places for up to 5 students in every year group. Priority is given to students who have an EHCP / Statement issued by Wandsworth, however, every single student will be considered based on their individual needs, as detailed in their EHCP or Statement. We will offer a place to a student when we feel that we would be well-placed to support your child's needs and when we believe that Southfields would be able to help them to make academic progress with the Special Educational Needs.

Contact Us!

If you have any queries or would like to arrange a visit please contact Ms Stela Setaki (TAS Lead Teacher using the information below)

SLCN Resource Base
Southfields Academy
333 Merton Road
London
SW18 5JU

Phone: 020 8875 2638

Stela.setaki@southfieldsacademy.com