

Equalities Statement:

We have considered and analysed the impact of these policies on equality and the possible implications for people with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Southfields Academy

Special Educational Needs Information Report

What are special educational needs and disabilities?

In this policy, 'special educational needs and disabilities' 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.

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 that caters to the needs of every child as an individual. We adopt a whole school inclusive 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

- ✓ *Students with SEND will access the additional support that is appropriate and timely to 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 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. All students, regardless of their particular needs, are offered inclusive, quality first teaching to enable them to make the best possible academic, social progress in school. We work with external professionals 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. The external agencies include, but are not limited to:

- 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

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.

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 young people who ultimately, in whichever path they choose, are successful in their lives and make a contribution to their communities.

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 Inclusion– Gemma Le Grande (email senco@southfieldsacademy.com)
- The team responsible for statutory assessments, EHCPs, annual reviews and day to day co-ordination of SEND provision is the SEN Leadership Team: Assistant Headteacher Inclusion, Gemma Le Grande (email: senco@southfieldsacademy.com), Katy Hill (Deputy SENCo) and Sabrina Sulliman (Intervention Lead, Lead Practitioner, Science Line Management).
- 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), Anne-Marie Hall (anne-marie.hall@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 MATERNITY LEAVE). Please email info@southfieldsacademy.com Refer to Appendix A for more information about the base.
- 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, Jemma Hughes (Jemma.hughes@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 primary school SENCOs and we plan for, monitor and manage SEND 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 work with the primary school in advance of the student commencing Year 7. The team will also attend the Year 6 annual review and offer an additional visit to our site in order to aide this transition. Where SEND needs are known to the school, the students and parents are interviewed on transition by the SENCo, the Interventions Lead: Sabrina Sulliman, 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 to the SEND team who will work with external agencies, the student and families to explore barriers to learning and potential additional need. 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.

In order to aid the identification of students with SEND and monitor their progress and the effectiveness of interventions and support, the SEN leadership team chair a termly SEND panel, inviting all relevant staff to contribute their views.

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 can be arranged by contacting info@southfieldsacademy.com or booking via the school website.

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 Pupil 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, ADHD, trauma and attachment, developing independent learners, collaborative learning, collaborative teaching, the role of the EP, SaLT etc.
- o Direct training for graduate teachers and ECTs on SEN and Inclusion theory models and practical strategies.
- o The SEN leadership team attends the LA Secondary SENCo meetings (one per term)

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

We have the following specialist staff:

- o Gemma Le Grande, Assistant Headteacher Inclusion, NASENCo, BA Hons English Literature, PGCE
- o Katy Hill, Deputy SENCo, BA Hons Social Science, PGCE
- o Sabrina Sulliman, Interventions Lead, BA Hons English, PGCE
- o Stela Setaki, Speech and Language Resource Base Lead Teacher. BA Psychology, MSc Mental health in people with learning disabilities, QTS (Maternity Leave)
- o Refer to Appendix A for more information about the SLCN Base.
- o A team of HLTAs and TAs with experience or specialism in: SLCN, ELSA, ELKLAN, SpLD (dyslexia and dyscalculia) and Zones of Regulation.

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 aim to involve you in all stages of your child's education. This includes updates via whole school reporting systems which parents can access through the My Child in School portal.

If your child has an EHCP, or has been identified as having high needs, they will be allocated a keyworker who will remain in fortnightly personal contact with you and regular contact with your child.

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 tutor/specialist SEN staff, if they are receiving SEN support or a member of the Specialist SEN Staff if they have an EHCP. You will also be invited to attend an annual parents' evening where you will be able to discuss the progress of your child with their tutor, subject teachers and the SEND team. If you would like any further updates outside of these scheduled times, you can contact your child's keyworker or senco@southfieldsacademy.com

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 SEND 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 at Southfields Academy 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 to seek alternatives, such as our Study Support Centre.

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 by beginning the academic year with an Inclusion Conference where students with additional needs and strategies to support them are shared.
- Providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND 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 SEND.
- Making use of all class facilities and space
- Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.
- Any decision to provide group teaching outside of mainstream lessons 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 in place for students with additional needs. 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 , including: pastoral care, specialist support staff and counsellors
- PSHE curriculum, assemblies
- Interventions
- Safeguarding officer, reintegration, EWO, school nursing service and Catch 22 counsellor
- 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*
- Whole-school restorative approach to behaviour

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
 - 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/after 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.

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.
- Aim to make changes at key points in the year e.g. after a data point and generally in the first half of the academic year or in response to a child's change in need. 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 staff 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 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 an 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, 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@southfieldsacademy.com

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). The primary areas of Special Educational Needs (SEN), as detailed in the 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 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 (TA) who is attached to the base, and students will also receive TA 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 TA 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: Students may be 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 issued by Wandsworth, however, every single student will be considered based on their individual needs, as detailed in their EHCP. 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 (Maternity Leave)

[Please email info@southfieldsacademy.com](mailto:info@southfieldsacademy.com)