

How will Southway staff support my child?



Your child may be supported:

- In class by the teacher and teaching assistant
- In class by an additional adult (a few individuals with high level complex needs or EHCPs)
- Through a small group additional intervention e.g. attention and listening, social skills, Lexia Core 5 (KS2), Shine Maths, Speech and Language, phonics
- Through working 1:1 with a specialist adult, e.g. counsellor, depending on the level of need and current capacity
- At lunchtimes via Courtyard Garden Club (run by our Pastoral Manager and Learning Mentor) for a very small number of vulnerable pupils – invitation only

How will the curriculum be matched to my child's needs?

At Southway, we have a lively, creative curriculum which is designed to engage and motivate the children with their learning.

Our objective is to bring out 'the best in everyone', enabling each pupil to become a balanced, happy and articulate person with the intellectual freedom to be creative; to have the confidence to initiate; the flexibility to respond to challenge, change and adversity; compassion to serve others; spirit to enjoy life; integrity to be trustworthy; and motivation to have a lifelong love of learning.



In addition to the creativity in our curriculum, there is a clear focus on children learning the basic skills of reading, writing and mathematics as well as an emphasis on the social and emotional skills they will need to be effective, well rounded citizens.

Teachers' weekly planning identifies how activities will be adapted for individual children according to their needs. Every child has targets for reading, writing and mathematics that they work on continuously and some children who require additional support have an Individual Education Plan that records what support they are receiving and the impact it is having on their progress. These are recorded on Provision Map (an online tool which allows staff to manage provision) and shared with parents.

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

Your child's teacher will regularly assess their progress and this is tracked against expectations both for their age and in light of their previous attainment.



It is our aim that at the end of Y2, all children will achieve at least the age-related expectations of the National Curriculum in reading, writing and mathematics and then at the end of Y6, all children will achieve at least a 100 point scale score in their end of Year 6 tests.

We hold a parent consultation evening each term and we would encourage you to meet with the teacher and ask them about the progress your child is making. It is a good opportunity to discuss any concerns you may have too. Obviously, at any other time, you are also welcome to make an appointment to talk to the teacher about your child's progress or concerns, particularly if you would like a meeting longer than the 10 minutes offered on the evening.

In addition, for children from Year 1 – Year 6, you will receive an annual school report, outlining the progress your child has made and their next steps. In Early Years, the children have a learning journal which will be shared with you regularly and you will be encouraged to make contributions to the assessment process regarding what you have observed at home.

Class teachers will be able to advise you about how you can help your child at home. For all children, we would encourage regular reading practice and for the older children practice of times tables; there are also homework tasks relating to their learning which your child is encouraged to complete.

What support will there be for my child's overall well being?

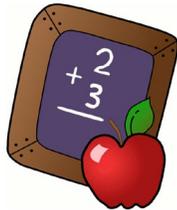


Whilst everyone in school will be mindful of, and keen to support, your child's wellbeing, we have specific people who can offer more specialist help. These include our Pastoral Manager, Learning Mentor and School Counsellor who are all trained to support children's social and emotional needs. In addition, we work closely with our school nurse who can offer support when children have medical needs.

What specialist services and expertise are available at or accessed by Southway?

Special Educational Needs and Disability Co-ordinator – Mrs Karen Cruse

- Oversees provision for children with SEND
- Oversees the implementation of Lexia Core 5



EYFS SEND Teaching Assistant – Mrs Lorraine Brighten

- Provides additional support for individuals in EYFS2



Counsellor – Mrs Linda Doughty

- Supports children coping with separation bereavement, anxiety, domestic violence and/or a number of other issues.

Learning Mentor – Mrs Jo Van Biene

Pastoral Manager – Mrs Sharon Carter

- Provide intervention and support for individual children within class.
- Run Courtyard Lunchtime Club to help invited children develop positive social skills and interactions.
- Mrs Carter also provides pastoral support for our most vulnerable children.



Safeguarding Officer – Ms Jools Eden

- Oversees Early Help Plans and works with other Safeguarding agencies

Bilingual Teaching Assistant – Mrs Kamila Sokolowska

- Teaches vocabulary/spoken English intervention groups.
- Supports individuals or small groups in class.



We also access/refer to the following services:

- School Nurse
- Young Carers
- Think Family
- Family Resource Team
- Parent Partnership
- Autism and Social Communication Team (Local Authority)
- Learning and Behaviour Support Team (Local authority)
- Child and Adolescent Mental Health Service (CAMHS)
- Community and Mental Health Liaison Service (CMHLS)
- Virtual School for Children Looked After
- Children and Young Persons Planning Forum
- Social Care
- Early Help Team

What training have the staff supporting children with SEND had/are having?

- Teachers and teaching assistants receive regular professional development with a focus on Inclusion/SEND.
- In addition, some staff have chosen to develop a specialism and have received additional training in Speech and Language, Social Skills and Autism.
- The Inclusion team also receive bespoke training as appropriate for their role and between them, have completed training relating to attachment, loss and bereavement, self-harm and support for Down's Syndrome pupils. The school has also gained its Autism Awareness Award.

How will my child be included in activities outside the classroom including school trips?

Pupils' individual needs are carefully considered during the planning of activities outside of the classroom, including school trips. A risk assessment must be completed by staff and records what additional arrangements have been made for individuals with particular needs. A qualified first aider accompanies every off-site school trip.

Adjustments for a trip might include:

- Preparation for the day using photographs, social stories, visual timetables
- Additional adult support e.g. to provide sensory breaks, to monitor children with medical conditions such as epilepsy during higher risk activities such as swimming, to help individual children cope with the change in routine/environment
- Requesting that a parent accompanies their child on the trip
- Arranging to make sure medical/physical needs are met e.g. that there is access for children with a physical disability /suitable facilities at the place of visit



How accessible is the Southway Primary School environment?

Southway was built in 2009 and is therefore fully compliant with accessibility requirements. All ground floor classrooms have doors enabling easy access to the outside environment and there is a lift to enable access to the first floor for people with disabilities. Blue badge holders can apply for a permit to enable them to park in the disabled bays in the school car park. Due to limited capacity, this is strictly limited to blue badge holders only. We have a hygiene room which is fitted with a hoist and shower, and there are accessible toilet facilities.



How will Southway prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

Joining the school:

If your child joins Southway in the Early Years there are the following transition arrangements in place:

- AP (EYFS/KS1) visits all pre-school/nursery providers to meet the children in familiar surroundings
- Home visits are offered for all children by the class teacher and teaching assistant. Again, this means that staff meet your child in familiar surroundings prior to them starting school and you also have the opportunity to meet the people who will be working with your child and share any information you think may be useful or highlight any concerns you may have
- Your child will visit their class in the Summer term before they start school so they can become familiar with the environment and some children are offered additional visits if we think they may benefit
- When children have additional needs, often a transition meeting is held involving the pre-school staff, Southway staff, parents and any people from other agencies who have been supporting your child e.g. occupational therapist, physiotherapist etc. The SENDCo may also be involved.

If your child joins Southway at any other time:

- Records are transferred to us from the previous school
- If your child has additional needs, the SENDCo will contact the SENDCo at the previous school for details about existing support, successful strategies etc.
- We can also offer additional visits to Southway prior to your child starting to enable them to take photographs of key places/people etc. for you to share with them at home so

they can familiarise themselves with their new school

- We can arrange a meeting with the SENDCo prior to your child starting and discuss their needs and how we can support them

When your child transfers to secondary school:

- The SENDCo meets with the Inclusion Manager from The Regis School (TRS) or other local secondary school well in advance of transition to discuss the additional needs and existing provision for your child.
- The Year 6 teachers meet with the Head of Year for Y7 to discuss the children.
- The Pastoral Manager and SENDCo meet with the Learning Mentors from TRS.
- Children who we think may benefit, can make additional visits to The Regis School (or Felpham Community College) to become familiar with the environment and take pictures to make into a book to share with you over the summer holidays
- If we feel your child may struggle to make the transition to secondary school, we have the opportunity for them to take part in the Forest Schools Transition Project with the staff from The Regis School during Y6 in order to help build relationships prior to starting at the school (very limited places)
- The children all have the opportunity to visit their new school on Transition Day in July and if they are going to TRS, also have the opportunity to attend an activity day at the school in June amongst other transition opportunities



How are Southway's resources allocated and matched to children's special educational needs?

Within the school budget each year, there is some funding provided for SEND based on a national formula.

The Principal and Governors use the information we have about the children already receiving support and the children who are likely to need support and decide how the funding will be spent. This funding is a limited amount and has to be shared amongst all the children in the school who have additional needs.

How is the decision made about what type and how much support my child will receive?

The decision is made on an individual basis following consideration of:

- The child's progress data
- The child's attainment
- Reports and assessments from other agencies
- The teacher's observations and feedback
- Observations and feedback from Inclusion staff who may already be supporting the child
- The child's ability to access the curriculum when it is adapted according to their needs
- The capacity we have to provide additional support at the time
- Discussion with parents – often through the Annual Review process



How are parents involved in Southway? How can I be involved?

There is a well established 'Friends of Southway School' (FOSS) team at Southway. They meet regularly and plan fundraising activities, support at school events and a whole host of other things and they would welcome new members, however little or much time you can offer. It is also a good opportunity to get to know people and become more involved in the life of the school.

A number of parents and other friends and relatives also give their time as Reading Volunteers in school. Again, whatever time you can offer is appreciated. The reading volunteers are offered basic training in supporting reading and then assigned to a class or year group to enable the children to practise their individual reading regularly. If you would like to volunteer, please contact Mrs Cruse (SENDCo).

Parents are also welcome to support on school trips or some choose to volunteer for particular activities such as cooking, sewing, felt making etc. If you are interested in volunteering, please speak to your child's teacher.

We also have a number of parents on our Local Governing Body. Their role is to support and challenge the school staff and contribute to the strategic development of the school as a whole.

Who can I contact for further information?

If your child already attends Southway, their class teacher is the first point of contact if you would like to discuss their progress or any concerns you may have.

Following this discussion, if you would like further advice or would like to discuss your child's needs or progress further you can make an appointment with the Assistant Principal for your child's key stage or with Mrs Cruse (SENDCo) regarding your child's additional needs. Her contact details are karen.cruse@southwayprimary.co.uk or via the School Office 01243 – 810200.

If your child does not yet attend Southway, Mrs Mosley is the first point of contact for admissions/information and she can arrange for you to have a tour of the school etc. She can also arrange a follow up meeting with the SENDCo if you would like to discuss your child's additional needs further prior to them starting at Southway.