

Special Educational Needs Information Report 2025-26

"We are committed to providing an inclusive learning environment across the entire curriculum, where every pupil, regardless of ability or background, is supported to reach their full potential and prepared to meet the challenges of education, employment, and life beyond school."

How we identify individual special educational learning needs at Southway

When pupils have an identified special educational need or disability before they join our school we work very closely with the people who already know them including parents, previous settings and specialists and use the information already available to identify what possible barriers to learning may be within our school setting and to help us plan appropriate support strategies.

If parents believe that their child has a special educational need we will discuss this with them and assess their child accordingly. Often these assessments will be carried out by school but we sometimes request advice from more specialised services such as Educational Psychology, Speech Therapy, Occupational Therapy, Autism, Social and Communication Team or Learning and Behaviour Team. We will always share the findings with parents and in consultation plan, the next steps to best support their child.

Sometimes teachers feel that a child has a special educational need; this may be because they are not making the same progress as other pupils. We believe that early identification and intervention is best to help children achieve success. We will observe the child's learning characteristics and how they cope within our learning environment, we will assess their understanding of what they are learning in school and if appropriate use on going assessments to help us to pinpoint the difficulty. This will help us to identify the child's needs and plan strategies to support their learning. If school has become concerned about a child, parents will be contacted by the child's class teacher or the school's Inclusion Coordinator (INCO), Lucy Collins and their thoughts and opinions will be sought. We will then work together to create a plan to best suit the child and review this regularly.

The criteria for entering a child on our SEN register takes account of what work has been done before and by whom. Teachers are responsible for providing Quality First Teaching in their classrooms. Children are only considered as having SEN if they do not make adequate progress once they have had interventions or adjustments provided by the class teacher through high quality teaching.

Parents/Carers will be informed, if their child has been identified as having a Special Educational Need and has been entered onto our SEN Register. When identifying a child with SEN, we use the definition in the introduction of the 2014 Code of practice: 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 of compulsory school age 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



Children's needs and requirements may fall into at least one of four areas, though many children will have inter-related needs. All areas of need will have a varying degree of impact upon the child's ability to function, learn and succeed.

The areas of need are:

Communication and Interaction Difficulties

Children may have speech, language and communication needs (SLCN) or an autistic spectrum condition, where there is likely to be difficulties with social interaction.

Cognition and Learning Difficulties

Learning difficulties cover a wide range of needs; including moderate learning difficulties (MLD) and severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as Dyslexia, Dyscalculia and Developmental Co-ordination Disorder.

Social, Emotional and Mental Health Difficulties

Children may be withdrawn or isolated, disruptive, hyperactive, lack concentration, present with immature social skills and/or present challenging behaviours or have a disability such as Attention deficit hyperactivity disorder.

Sensory and/or Physical Difficulties

Children may have hearing (HI) or visual impairment (VI) which may be permanent or temporary with varying degrees of loss. They may have physical impairments arising from physical, neurological or metabolic causes requiring access to specific support or equipment. Their difficulties may also cause them emotional stress or physical fatigue.

Children experiencing difficulties in any one or a combination of these areas may be entered as 'SEN Support' on to our Special Educational Needs Register. There are other additional needs that a child may have, which can impact on their progress and attainment, but these alone would not automatically be considered as SEND.

- Disability
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language*
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman

*Children whose difficulties are solely due to the home language differing from the language in which s/he is taught are not identified as having SEND.

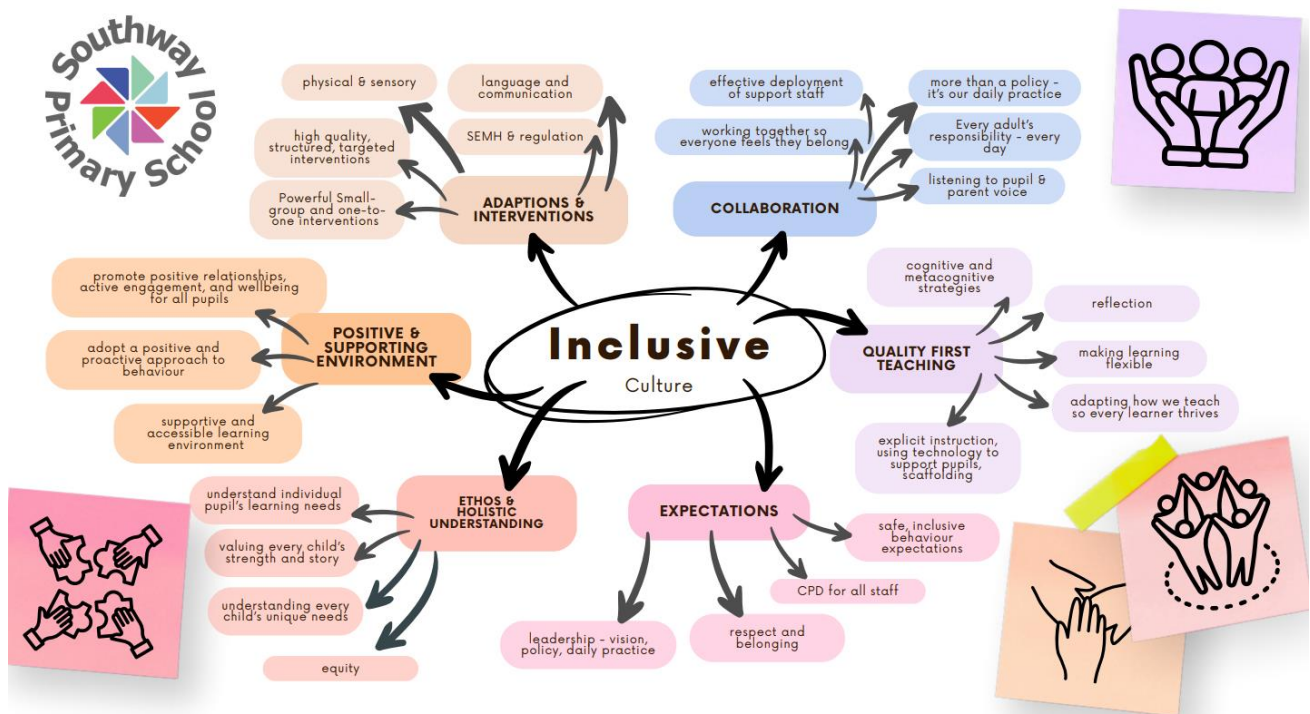
What would not constitute SEN?

Drawing on guidance from the SEND Code of Practice (2014):

- Persistent disruptive or withdrawn behaviours do not necessarily mean that a young person has SEN. If it is thought housing, family or other domestic circumstances may be

contributing to the presenting behaviour a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, may be appropriate.

- Low attainment or slow progress do not necessarily mean that a student has SEN. In deciding whether to make special educational provision, the teacher and SENCO should consider all of the information gathered from within the school about the student's progress, alongside national data and expectations of progress.
- Difficulties related solely to limitations in English as an additional language are not SEN.
- Professionals should also be alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events will not always lead to young people having SEN but it can have an impact on wellbeing and sometimes this can be severe. Schools should ensure they make appropriate provision for a student's short-term needs in order to prevent problems escalating.
- The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools Mental health and behaviour in schools



Managing pupils needs on the SEND register at Southway

High quality teaching, differentiated for individual pupils, is the first step for meeting the needs of children with SEND. Teachers are responsible and accountable for the progress and development of all pupils in their class, including where pupils access support from teaching assistants or specialist staff. Additional interventions and support do not compensate for a lack of good quality teaching; they support and develop skills further so that gaps in children's attainment and learning are closed. Our school regularly and carefully monitors the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary,

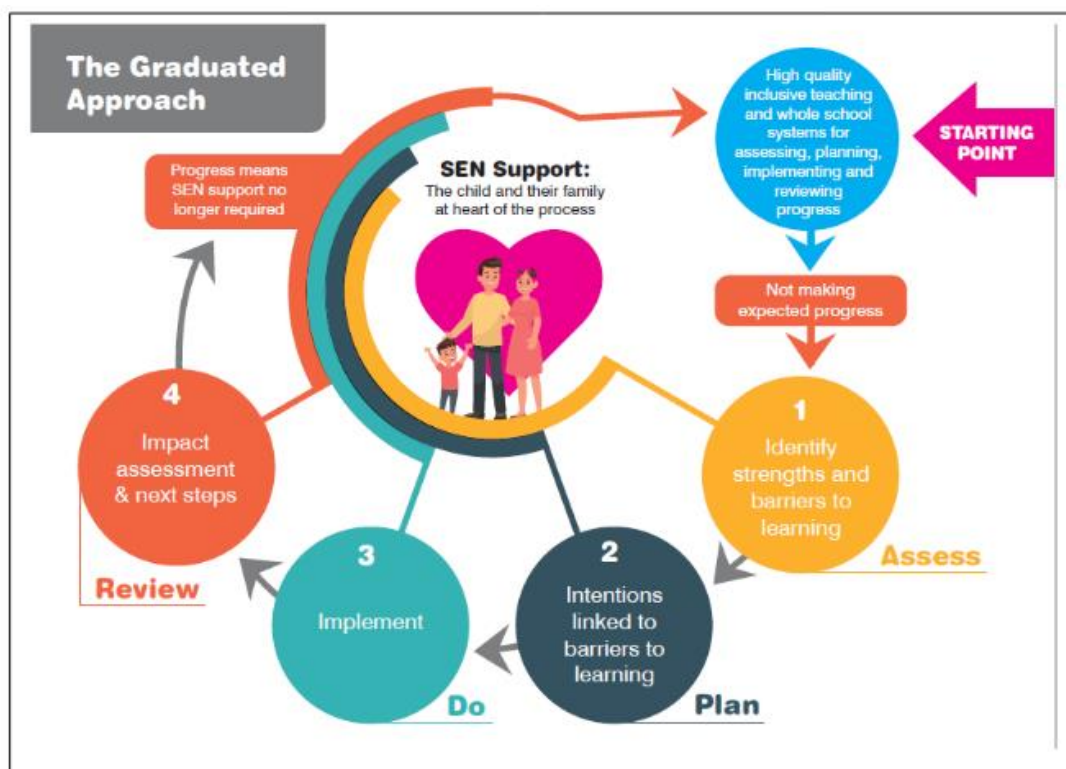


improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of SEND most frequently encountered.

All children at Southway have a Pupil Passport. We actively involve pupils with SEND in decisions about their support and provision. Their views are gathered through regular discussions, pupil questionnaires, and review meetings. We value their input in shaping their learning experience.

Assessing Needs using the Graduated Response

The SEN Code of Practice sets out a graduated approach to the process by which our school identifies and manages children with SEND. We take steps to apply the **ASSESS-PLAN-DO-REVIEW** approach to identifying children with SEND. Teachers will discuss initial concerns with parents/carers, relevant Leaders of Learning and the INCO. The teacher and INCO consider all of the information gathered from within the school about the pupils' progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessments, using effective tools and early assessment materials.



For more information on the Graduated Approach, please see the video:
<https://youtu.be/Dm7w04U5rUk>

Quality First Teaching

Guidance documents are used to help with the identification of need. Class teachers will first look at adapting their quality first teaching, monitor progress and they may refer children to the Inclusion Team if progress and/or attainment remains a concern.

We use a range of assistive technologies to support pupils, including speech-to-text software, visual timetables, reading pens, and adapted keyboards. These tools help pupils access the curriculum and promote independence.

SEN support - Targeted – Additional interventions

When a child is placed on our SEND register, additional and different provision is increased through more specific assessment and guidance from the Inclusion Team. External agency advice may be sought at this point. Class teachers are responsible for creating Individual Education Plans on Provision Map for children who are having adjustments and interventions for learning. These are monitored, evaluated and reviewed termly by the class teacher so that any amendments can be made to meet the children's needs. Progress is more closely monitored. Teachers are responsible for contacting and informing parents/carers about the SEND support their child is receiving. The class teacher still provides the main provision for the child with support and advice from the INCO and any advice from liaising with external agencies. Any additional adult help is directed by the class teacher and any additional training needs are provided.

SEN support - Specialist Intervention

Teaching and Learning is more specialised and specific to meet the needs of the pupil with SEND. Progress is more closely monitored and parent involvement is increased. At this point a child with SEN may or may not need an application an Education and Health Care Needs Assessment (EHCNA).

For more information about the West Sussex Local Offer, please visit: <https://westsussex.local-offer.org/>

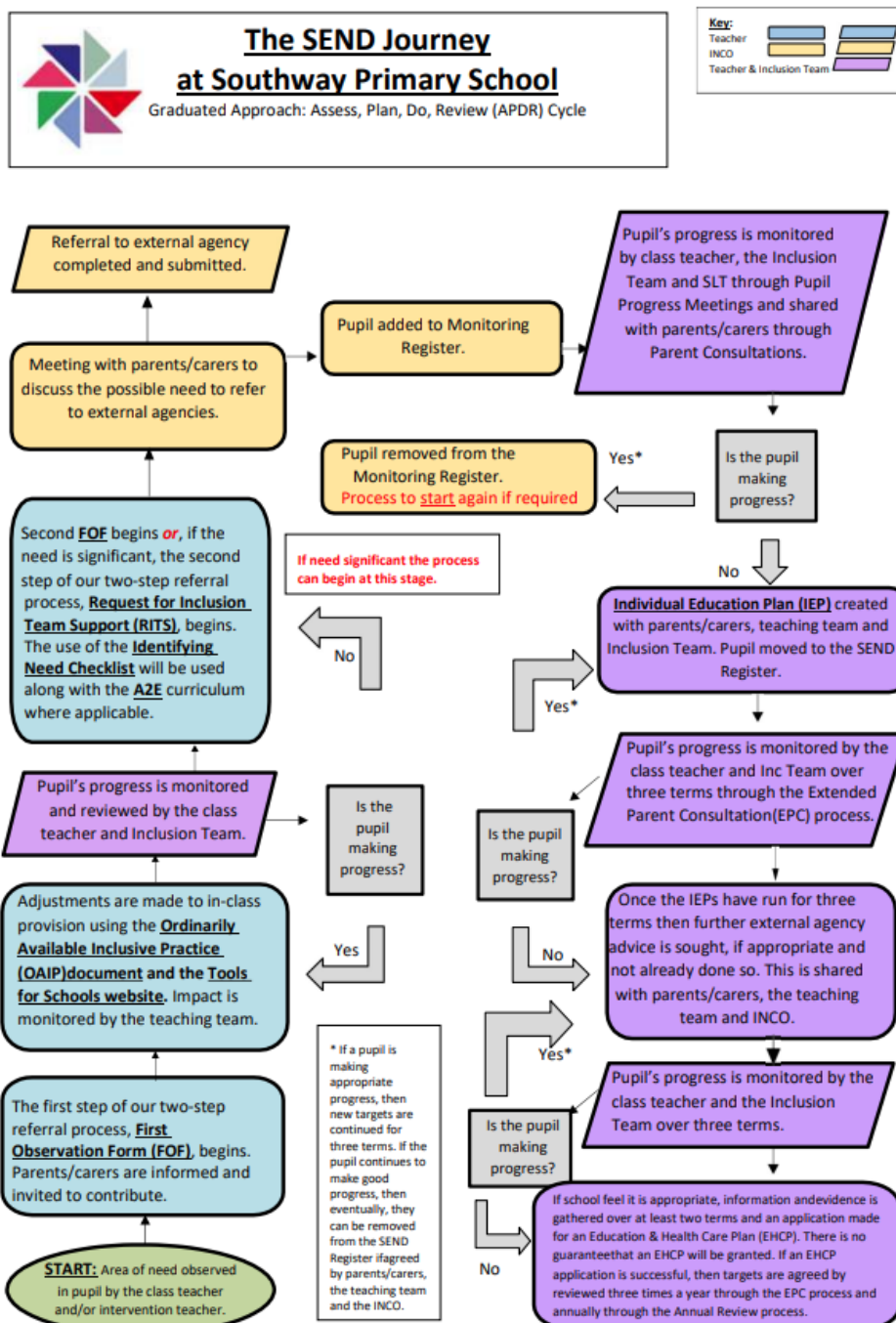
EHCP

If an Education Health and Care Plan Assessment has been agreed, it is the responsibility of the INCO to provide professional reports and evidence to support this. If an EHC Plan has been awarded, funding for support will be used to meet the desired outcomes for the pupil. Parents/Carers and the pupils are involved in this process and their views and aspirations are taken into account. If an EHCP is issued by the Local Authority, the child with SEN usually remains in our mainstream setting and modified curriculum takes into account the child's needs outlined in the Educational and Health Care Plan (EHCP). External agencies are used for assessments and advice, and specialist training is sought for additional adults. Specialist equipment is provided if needed and the environment is adapted to suit the pupil's needs. Individual short term/ specific targets are set and small steps are identified for interventions/programmes which are monitored and assessed closely. Parents are involved in reviews and given regular feedback.

Use of SEND Funding

SEND funding is used to provide targeted interventions, specialist resources, staff training, and additional adult support. The effectiveness of this spending is monitored through pupil progress and provision reviews.





How do we support children's emotional and social development?

At Southway, supporting children's emotional and social development is just as important as their academic progress. We create a nurturing and inclusive environment where every child feels safe, valued, and understood. The class teacher has an overall responsibility for the pastoral, medical and social care of the children in their class. Every child has a class teacher who is responsible for their overall well-being. Teachers build strong, trusting relationships with pupils and are often the first to notice changes in mood or behaviour.

If further support is required, the class teacher will liaise with the INCO or the Inclusion Team for further advice and support. We have an 'Emotional Literacy Support Assistant' (ELSA) who will be trained to listen to your child and tune in to their emotional needs. Our ELSA, Mrs Tate, work with children individually or in small groups to help them understand and manage their emotions. Sessions may focus on topics like friendship, self-esteem, anxiety, or coping with change.



We also run Small group interventions help children develop communication, cooperation, and conflict resolution skills. Activities are often play-based and designed to build confidence and empathy.

All year groups in our school will follow our RHE scheme of work, which brings together PSHE (Personal, Social and Health Education), emotional literacy, social skills and spiritual development in a comprehensive curriculum. We use age-appropriate resources to help children explore feelings and learn strategies for managing them.

We provide quiet areas and lunchtime clubs as safe spaces where children can take a break from the busy school environment. These supervised settings offer a calm and supportive atmosphere for pupils who may feel overwhelmed or need time to regulate their emotions. In addition, we work closely with families to ensure a consistent and collaborative approach to each child's emotional and social development. Open communication is encouraged, and families are supported through regular meetings, opportunities to share concerns, and referrals to external family support services when needed.

When needed, we work with external agencies such as school nurses, educational psychologists, and mental health services (e.g. CAMHS, MHST). These professionals provide assessments, advice, and additional support for children with more complex needs.

How do we assess and review pupil's progress towards their outcomes?

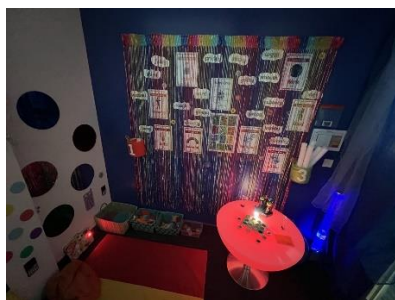
Within school, teachers assess children's progress half-termly, and this data is reviewed with the Senior Leadership Team to identify any pupils who may need additional support. For pupils on the SEND register, we use Individual Education Plans (IEPs) or Provision Maps to set personalised targets, which are reviewed termly with input from teachers, parents, and the pupil where appropriate.

At termly meetings, we gather parents' views and use this to help formulate next steps. Pupils are also encouraged to reflect on their progress and contribute to their own targets. We regularly moderate work across year groups to ensure consistency in assessment. Teachers assess progress against national expectations and prior attainment, and our marking informs planning and next steps.

The impact of SEND provision is measured through academic, social, and emotional outcomes, and advice from external professionals is incorporated into our reviews. This process follows the Assess–Plan–Do–Review cycle of the Graduated Response, ensuring that support is continually adapted to meet each child's needs.

Provision Mapping

- Provision maps are used for planning, reviewing, and recording the provision made for pupils with additional needs including SEN.
- They are a living record which tell us exactly what needs have been identified and how barriers to learning will be removed effectively i.e. SPECIFIC information of need and what adjustments/resources/interventions will be in place, MEASURABLE attainment with clear entry and exit data, ACHIEVABLE and RELEVANT outcomes over TIME (not too long). 'SMART'
- It is the class teacher's responsibility for maintaining and updating the Provision Maps and evidencing progress according to the outcomes described in the plan.
- It is the responsibility of the INCO to ensure that the provision maps are being kept up to date.
- The provision maps are reviewed termly and discussed at each Pupil Progress Meeting with the SLT.



How will parents/careers know how their child is doing?

It is our aim that at the end of Y2, all children will achieve at least the age-related expectations 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, teachers use Tapestry 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.

For children with SEND, progress is reviewed more frequently. Individual Education Plans (IEPs) or Provision Maps are reviewed termly with input from parents, teachers, and the child where appropriate. These reviews focus on academic, social, and emotional development and help us tailor support to meet your child's evolving needs. We believe that strong partnerships with parents are key to ensuring the best outcomes for all children.



Supporting Pupils and Families at Southway

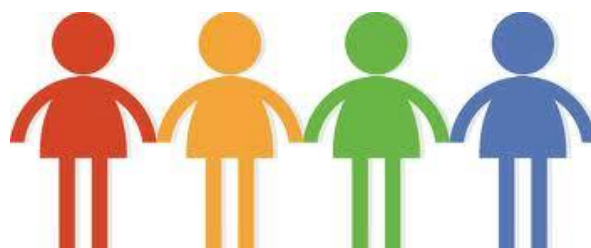
We are committed to working in partnership with families to ensure the best outcomes for children with SEND. We offer a range of support to help parents feel informed, empowered, and connected. This includes regular Inclusion Newsletters, a dedicated SEND Information Padlet, parent workshops, coffee mornings, and signposting to external support services. These opportunities provide valuable information, practical strategies, and a chance to connect with other families.

Parents are encouraged to contact the INCO for advice, guidance, or to discuss any concerns. Useful resources and updates can also be found on our school website and through the West Sussex Local Offer.

We have many links with outside agencies to support pupils and their families.

These include:

- School Nurse/Community Pediatrician
- CAMHS (Child and Adult Mental Health Services)
- SALT (Speech and Language Therapy)
- Visual/Hearing Impairment Team
- Occupational Therapy
- Educational Psychologist
- Young Carers
- Think Family
- Family Resource Team
- Parent Partnership
- Autism and Social Communication Team (Local Authority)
- Learning and Behaviour Support Team (Local authority)
- Community and Mental Health Liaison Service (CMHLS)
- Virtual School for Children Looked After
- Children and Young Persons Planning Forum
- Social Care/Early Help Team



Key Members of Inclusion Staff at Southway

INCO (SENCO) <ul style="list-style-type: none"> Oversees provision for children with SEND, PP, behaviour Day-to-day responsibility for the operation of the SEN policy and coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans. Holds National Award in Special Educational Needs 	Mrs Lucy Collins
Pastoral Manager <ul style="list-style-type: none"> Provide intervention and support for individual children within class and in groups. Run Courtyard Lunchtime Club to help invited children develop positive social skills and interactions. Provides pastoral support for our most vulnerable children. Oversees the inclusion team, alongside INCO, who support children with SEMH and other needs and are linked to specific year groups, moving with them through the school to ensure consistency of support. The Inclusion team also work with families to ensure that they get the support they need. Oversees the implementation of Lexia Core 5 	Mrs Sharon Carter
Learning Mentor <ul style="list-style-type: none"> Provide intervention and support for individual children within class and within groups. Run Courtyard Lunchtime Club to help invited children develop positive social skills and interactions. 	Mrs Jemma Marsh
Inclusion Teaching Assistants <ul style="list-style-type: none"> Provide intervention and support for individual children within class and within groups. Provide support in our Courtyard Hub (ARP) 	Miss Kelsey Johnson Miss Chloe Carter Mrs Faye McCoy Mrs Sarah Tate (ELSA)
Bilingual Teaching Assistant <ul style="list-style-type: none"> Teaches vocabulary/spoken English intervention groups. Supports individuals or small groups in class. 	Mrs Kamila Sawicka
Safeguarding Officer <ul style="list-style-type: none"> Oversees Early Help Plans and works with other Safeguarding agencies 	Ms Jools Eden
SEND Governor <ul style="list-style-type: none"> SEND Link Governor. He reports to the Governing Body regarding the SEND provision at Southway. The Governing Body is responsible for ensuring the school is carrying out its duty as stated in the SEND Code of Practice. 	Mr Tobi Stathers

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

As a staff we have regular training and updates about SEND issues. Most of our TAs have had training in delivering the range of interventions we use as a school, and we hold regular training meetings / opportunities throughout the year. 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.



Recent training for staff has included: Conscious Discipline, Autism Awareness, Speech and Language Strategies, Attachment and Trauma-Informed Practice, and Supporting Pupils with ADHD. Training is tailored to meet the needs of our current SEND cohort.

<p>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?</p>
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Joining the school

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

- Our EYFS lead or INCO 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 INCO 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 INCO 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 INCO prior to your child starting and discuss their needs and how we can support them.
- Special arrangements can often be made (where applicable) for pupils with SEN to access end of Key Stage SAT tests. The Senior Leaders in school are responsible for applying to the DFE for these arrangements to be made.



When your child transfers to secondary school

- The INCO 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 INCO 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 do we adapt the curriculum and learning environment at Southway?

- A child may require 'additional to' or 'different from' provision beyond the differentiated curriculum and the quality of their provision is relevant and matched to their individual needs. This is evidenced through teachers' planning, observations, scrutiny of work and provision mapping.
- Teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that the child's needs are met. All teachers are provided with information on the needs of individual pupils, so that they can plan the learning within our curriculum to ensure that all pupils make at least expected progress.
 - Differentiation is planned for groups and individuals according to need: for example, for a child who has Speech, Language and Communication Needs (SLCN), teachers will use simplified language and/or pictures to support them to understand new vocabulary.
- Specific appropriate resources and strategies will be used to support children individually and/or in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet a child's learning needs.

What other activities for children with SEND do we offer?

At Southway, we are proud to offer a fully inclusive environment where all children, including those with SEND, are encouraged and supported to participate in every aspect of school life. All children are included in the full curriculum and we make reasonable adjustments to ensure accessibility and engagement for all.

We aim for every child to be included in external school trips, and we carry out individual risk assessments where necessary to ensure safety and appropriate support. Staff work closely with families to plan for any additional needs during these activities.

We also offer a variety of before and after school clubs, which are open to all pupils. Where needed, additional support or adaptations are made to ensure children with SEND can participate fully.

In addition, we provide access to lunchtime clubs, such as the Courtyard Lunchtime Club, which supports children in developing positive social skills in a structured and nurturing environment. Our Inclusion Team works closely with pupils to identify interests and encourage participation in enrichment activities that promote confidence, independence, and wellbeing.

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. We also provide evacuchairs, writing slopes, modified equipment, such as pens, pencils, scissors etc.

All extra curriculum activities are accessible to children with SEND, as are school trips. When needed, medication can be administered on site. Where needed, a 'Health Care Plan' may be put in place and risk assessments are used when deemed appropriate.

Our Accessibility Plan outlines how we improve access to the curriculum, physical environment, and information for pupils with disabilities. It is available on our school website or upon request.



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 Collins (INCO) regarding your child's additional needs. Her contact details are lucy.collins@southwayprimary.co.uk or via the School Office 01243 – 810200.

If your child does not yet attend Southway, Mrs Skinner 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 INCO if you would like to discuss your child's additional needs further prior to them starting at Southway.

If you have concerns about provision for your child with SEN

In the first instance, please make an appointment to meet with your child's class teacher and/or Phase Lead as this will be the person who knows your child best in school. If this does not resolve things, please contact the INCO. The INCO will make the Senior Leadership Team aware of any involvement at this stage. If you are still unhappy with the outcome, please refer to the school's complaints policy which can be found on the school website.

"We are committed to inclusive education, ensuring that all pupils—regardless of their individual needs—can access high-quality teaching through inclusive classroom practice and personalised support. We use adaptive teaching and targeted interventions to enable every child to thrive."

Annual Review of the SEND Information Report

This SEND Information Report is reviewed annually by the SENCO and the Governing Body to ensure it reflects current practice, legislation, and the needs of our pupils. The next review is scheduled for September 2026.

Glossary of SEND Terms

SEND	Special Educational Needs and Disabilities
SEN	Special Educational Needs
SENCO / INCO	Special Educational Needs Coordinator / Inclusion Coordinator
EHCP	Education, Health and Care Plan – a legal document outlining the support a child with complex needs requires
EHCNA	Education, Health and Care Needs Assessment – the process to determine if an EHCP is needed
QFT	Quality First Teaching – high-quality, inclusive teaching for all pupils
IEP	Individual Education Plan – a document outlining specific targets and support for a child with SEND

Provision Map	A tool used to plan, monitor, and review support and interventions for pupils with additional needs
SEMH	Social, Emotional and Mental Health needs
SLCN	Speech, Language and Communication Needs
SpLD	Specific Learning Difficulty – includes conditions like dyslexia, dyscalculia, and dyspraxia
MLD / SLD	Moderate / Severe Learning Difficulties
ASD	Autism Spectrum Disorder
ADHD	Attention Deficit Hyperactivity Disorder
CAMHS	Child and Adolescent Mental Health Services
SALT	Speech and Language Therapy
OT	Occupational Therapy
VI / HI	Visual Impairment / Hearing Impairment
ELSA	Emotional Literacy Support Assistant – trained staff who support children's emotional wellbeing
RHE / PSHE	Relationships and Health Education / Personal, Social, Health and Economic Education
SMART Targets	Specific, Measurable, Achievable, Relevant, Time-bound goals used in planning support
Local Offer	Information provided by the local authority about services available for children with SEND and their families