



Southgate School: Criteria

Southgate School is a special school for children and young people with complex needs. Our aim is to provide a specialist educational environment for children and young people who are not able to access a supported place in a mainstream school, despite having received comprehensive provision and support for their complex needs within their previous setting.

Pupils who attend Southgate will have an EHCP/Statement of SEND, with their main needs identified as being significant learning and global developmental delay presenting several years behind expectations. Generally our school caters for pupils who present, at 5 years old, as 18 to 36 months, and will not progress beyond the level of an 8 to 10 year old at 16 when they leave us. It is likely that pupils will also have additional needs, eg medical issues, motor co-ordination problems, mobility issues, epilepsy, autism, specific language impairments and sensory impairments.

Pupils attending Southgate will meet some or all of the following criteria:

- Significant difficulties in all areas of the curriculum in terms of cognition and learning
- Significant issues surrounding interaction and communication
- Significant difficulties with self care and independence
- Significantly delayed social and emotional development
- A combination of overlapping difficulties and disabilities which results in pupils presenting with complex and multi-stranded learning needs
- Significantly high levels of anxiety which needs high levels of support from well trained, professional members of staff.

These difficulties will be present to the extent that children may be unable to access other provision within mainstream schools in Kirklees.

Pupils within Southgate will require a highly personalised programme of support, which is specific to their complex needs, focusing upon: basic and functional skills; life skills; personal and social development; self-regulation and management of their emotions; physical development. This will be delivered in a nurturing environment which sets out to make every child feel safe, accepted and valued first and foremost. Southgate has regular access to professionals like an educational psychologist, speech and language therapist and a physiotherapist, but also has its own Intervention Team of higher level ETAs who deliver academic intervention, nurture intervention, behaviour intervention, speech and language intervention and family support. This team works closely with teaching staff to ensure students receive an integrated package of support.

Pupils are set aspirational academic and personal targets in order to help them to overcome their barriers to learning. They will work within a highly adapted curriculum which is tailored to meet need: some follow a more sensory and experiential curriculum which supports those with higher needs; others work within a more structured, low arousal environment with an emphasis on social communication, which supports those with autistic traits; others are more able to access the national curriculum at a higher level and to develop the skills for independent living. Within this, the school personalises its offer as much as possible to meet individual need with a wide range of interventions and access to enhanced provision beyond school. The school has developed many links to other schools, colleges, community groups and agencies to enrich this offer.