



SEND Information Report 2025-2026

Southey Green Primary School and Nurseries School will do its best to ensure that the necessary provision is made for any child who has special educational needs or disabilities. We will ensure that all staff in the school are able to identify and provide for those children who have special educational needs or disabilities to allow them to join in the activities of the school.

The staff and governors of the school will also work to ensure that all SEND children reach their full potential, are fully included within the school community and are able to make successful transfers between educational establishments.

We adhere to the SEND Code of practice 2015 and Sheffield guidelines – Including the Sheffield Support Grid (SSGe) and Early Years Sheffield Support Grid (SSGe) for assessing and supporting pupils with special educational needs and disabilities.

SEND Leaders at Southey Green

We have three Phase SENCOs at Southey Green, who in collaboration with the Assistant Head for SEND and Behaviour, lead support and provision for pupils with SEND.

Early Years SENCO – Kerry Hughes khughes@southeygreen.sheffield.sch.uk

(currently on Maternity Leave)

FS2 and KS1 SENCO – Rachael Hall rhall@southeygreen.sheffield.sch.uk

(currently also supporting Early Years)

KS2 SENCO – Jess Green jgreen@southeygreen.sheffield.sch.uk

Assistant Head for SEND and Behaviour – Sara Waterson swaterson@southeygreen.sheffield.sch.uk

Designated Teacher for Children Looked after (CLA) - Beth Lemm – blemm@southeygreen.sheffield.sch.uk

Designated Safeguarding Lead –Emma Howard - ehoward@southeygreen.sheffield.sch.uk

SEND Governor is Julie Burkinshaw – enquiries@southeygreen.sheffield.sch.uk

1. What kinds of special needs are catered for at Southey Green?

The school supports learners with a wide range of SEN needs and disabilities, which includes Speech, Language & Communication, Specific Learning difficulties such as Dyslexia and Dyspraxia, Social and Communication difficulties including Autism, Emotional or Social difficulties, Mental Health difficulties,

Hearing Impairment, Visual Impairment, Physical Disability and a wide range of medical needs. This is not an exclusive list and there are many other needs which we are able to cater for. Please contact us if you require further information.

As part of our provision for children with a high level of communication needs, we have a Hub based at our Lindsay Road Site which is overseen by Rachael Hall. We also have The Orchard, an on-site provision based on Nurture principles, for children with significant social and emotional needs overseen by Jess Green.

2. How are special needs identified?

Our aim is to identify special needs as early as possible when children enter school, and our Early Years Team are skilled in identifying children who have difficulties with learning, speech and social communication. Early intervention is the key in achieving successful outcomes for children and their families. The school follows the SEND Code of Practice 2015: 0 to 25 years graduated approach regarding the Identification, Assessment and Review of children with Special Educational Needs.

Initially, children's needs are identified by the class teacher / phase leaders, or in conjunction with parents and pre-school settings. Further advice is then given by the SENCO to the parents or class teacher. The child will then be monitored both informally and through termly Pupil Progress Meetings.

Where barriers to learning are identified, action will be taken to address them. This could include extra support in class, or support from the Inclusion Team depending on the area of need. Additional resources or adaptations to teaching or the environment are frequently used. Short term interventions aimed at closing the gap in attainment and addressing the concern will be implemented.

The school works very closely with a wide range of services such as the Early Years Inclusion Service, Fusion (Learning Support), the Educational Psychology Service, Sheffield Speech and Language Therapy Service, Unravel Counselling Services and the Autism Team Service. These services may be called on to assess pupils following a referral, with parental consent, being made. The school has also been working closely with Step Forward Psychology and Let's Verbalise Speech and language Support. The Trust invests in these services for 1:1 assessment and support and for training and development across the Trust. This will continue into 2025-2026

3. How are parents consulted and involved?

Communication with parents happens in a variety of ways such as face-to-face, letters, e mails, and phone calls. Home-school link books can be set up for those parents who are not always able to get into school. We have a SEND section on the school website with information for parents including the school Local Offer and sign posting of advice and support agencies. We also have a school Facebook page, regularly updated.

For children on the SEND Register, regular reviews with appropriate staff members and outside professionals are carried out at least 3 times a year to discuss children's individual needs, outcome targets and the provision in place. Parents are invited to attend these reviews, either in person or by phone, and are asked prior to the meeting if there are any specific outcomes they would like the school to focus on. Copies of paperwork is given to parents and for any who cannot attend the paperwork is sent home.

Children with high needs may have an Extended Support Plan or an Education, Health and Care Plan (in a very few cases). These plans are initially compiled following at least one parent meeting, where detailed information about the child is gathered. In addition to termly SEND reviews, Education, Health and Care Plans are reviewed annually, except in the case of Early Years where they are reviewed every six months.

4. How are children consulted and involved?

All children have the opportunity to speak to teachers and teaching assistants daily. Children also have access to Inclusion staff who they can talk to about any difficulties or worries. The Inclusion Team can offer support to pupils in school, and we have four Learning Mentors who work across all year groups. We also seek the views and opinions of children via the School Council.

Children are asked their views prior to each SEND Review and a Pupil Passport is completed annually with all children on the SEND Register where their views, likes, aspirations and things important to them are recorded. This is completed towards the end of the academic year with the child's current class teacher and is used as an important transition document to inform the child's next teacher. From September 2025, Pupil Passports and other key information about children on the SEND register will be created and stored on Provision Map, a dedicated platform for SEND information purchased for schools across the Trust.

We also have a counselling service, Unravel, which supports our pupils in building resilience and provides opportunities for some of our pupils to speak about any issues or concerns they have.

5. What are the arrangements for assessing and reviewing progress and what opportunities are there for working with parents and children?

The school follows the SEND Code of Practice 2015: 0 to 25 years graduated approach regarding the Identification, Assessment and Review of children with Special Educational Needs. The four key actions are:

Assess: A range of assessment strategies are used in school including Foundation Stage Assessments, Teacher assessments, SATS results, Y1 phonics test scores, Year 4 Times tables Check and Read Write Inc assessments. Children who are failing to make expected progress are discussed at Pupil Progress Meetings and placed on a monitoring register. Parents are informed of this decision by the class teacher. The Class Teacher and Phase SENCO then clearly analyse a child's needs before identifying a child as needing SEND support. At this stage, an assessment by an outside professional, such as the Speech and Language Therapist, or Learning Support Teacher may be carried out. In line with Sheffield Guidelines, a child's needs should be assessed at a level 3+ on the Sheffield Support Grid to be placed on the SEND Register. In some cases, several areas assessed at a high level 2, might also result in the child also being placed on the register.

Plan: Where a SEND need is identified, an outcome-focused plan is developed, making sure that the child and their needs are at the centre. The Class Teacher will discuss with parents that their child requires additional support and provision.

Do: The agreed plan developed in response to the assessment process is implemented. The Class Teacher works closely with the Phase SENCO to plan and assess classroom adaptations and interventions put in place.

Review: Regular reviews take place to discuss outcomes for each child. Progress against outcomes is evaluated to determine the effectiveness of the support provided. The review will question what is working well, what the barriers to learning are and what needs to change.

Parents and the child are asked to contribute to all these stages. We are proactive in seeking out their opinions and views so that provision and outcomes can be child and family centred.

Children's progress is also reviewed at Pupil Progress Meetings which take place at the end of each term. The outcome of these meetings are overseen by the Head of School and attended by the Phase Leader, Phase SENCO, Teacher and Teaching Assistants/ Inclusion Staff as appropriate. Required support and

interventions are identified and agreed for those pupils making less than expected progress. Targets are reviewed, new ones are set and any necessary actions such as outside agency referrals are identified. Referrals to outside agencies are always done in consultation with parents.

The Assistant Head for SEND and Behaviour reports SEND progress and attainment to governors each year.

6. What are the arrangements for supporting transition?

Robust transition arrangements are in place for any points of transition.

Year 6-Year 7

Transition Reviews are held for Y6 children to plan their transition to Secondary Provision. Responsibility for the secondary transition for children on the SEND register lies with the KS2 SENCO. Professionals from Secondary schools will be invited to attend Year 6 Annual Reviews for EHCPs as well as Year 6 SEND or Extended Support Plan Reviews held in the Summer Term of Year 6. Additional transition work such as extra visits and travel training may be organised.

The KS2 SENCO will contact and arrange to meet the Secondary SENCOs to share information, and all SEND information will be passed on to Secondary Schools prior to children starting. With regards to any safeguarding information, this will be shared with the Secondary School by Southey Green's Safeguarding Lead, Emma Howard. Where possible this will be transferred using CPOMs. During the academic Year 2025-2026, we will moving our SEND information onto Provision Map. Where possible this will be transferred electronically where the receiving school also has Provision Map.

FS2

Kathryn Holland (Assistant Head for Early Years) is responsible for the transition of children from Private Voluntary and Independent Childcare settings (PVI) or Nurseries to Foundation Stage This involves a home visit to see the child, before visiting them in their current setting. A discussion is held with the child's keyworker regarding attainment, Kerry Hughes (or Rachael Hall currently) regarding SEND or any other concerns. Transition days are organised in school for children to visit Foundation Stage prior to starting in September.

Other Year Groups

Responsibility of children transitioning to Southey Green, from a previous school, falls with the Inclusion Team/Phase Leads. An initial meeting is held with parents, the child, and any other professionals prior to the start date. On the day the child starts school, they will be greeted by a member of the Inclusion Team or Phase Lead and taken to meet their class teacher. The class teacher will then arrange a 'buddy' for the day.

If children allocated a place at Southey Green are already on their previous school's SEND Register, the Phase SENCO in school will make contact with the SENCO or Class Teacher at the previous setting to gather information about the child. All relevant paperwork is passed on from the previous school to the SEND Team.

As soon a child with an identified SEND starts at Southey Green, a white SEND File is created for them, alongside this, most relevant information is shared with the class teacher and stored in the online, Class Inclusion File. During 2025-2026 – we will be moving this information onto Provision Map.

7. What is the approach to teaching children with SEND, and how are adaptations made to the curriculum and learning environment?

The Phase SENCOs and Assistant Headteacher for SEND and Behaviour, along with the Head of School and Senior Leaders are responsible for overseeing the teaching adaptations, provision and interventions for SEND learners.

Class teachers are responsible for Quality First Teaching and planning lessons and adaptations which cater for all learners in their class. Children have access to an adapted, broad and balanced curriculum with a focus on their needs and on removing barriers to learning. This is supported by four Learning Mentors and Teaching Assistants, including two highly trained in Speech and Language interventions.

The school also supports children by providing;

- specialist equipment, such as ear defenders and writing aids
- visual resources including word mats, Communicate in Print and Shape-Coding resources
- individual work-stations for learners, where they find this beneficial
- small group and 1:1 opportunity for learning
- social/emotional based interventions
- sessions with support staff trained in nurture-based principles
- access to counselling and therapy services from outside providers.
- School laptops with Clicker to support children's independent learning in reading, writing and across the curriculum.

We have two fully functioning sensory rooms based in nursery and KS1 for our children with most significant need.

It is at the school's discretion to change the routine for SEND learners. With parent agreement, children may access a partial timetable if this is felt to be beneficial. This is always seen as a short-term measure. For some children who find the mainstream environment too overwhelming, we offer a small HUB-type base for up to 10 children. This is initially a short-term provision while we deliver intensive intervention. From here, children may transition back into their mainstream classroom or onto specialist provision, such as an IR if necessary. We also offer sessions for several children with SEMH needs based on nurture principles in 'The Orchard'.

8. What is the expertise of staff and what training have they had?

At Southey Green, we feel it is important to source and find the best possible training available for all staff. Training is ongoing to maintain and update skills and keep abreast of new initiatives. All Phase SENCOs Kerry Hughes, Rachel Hall and Jess Green, hold the Post Graduate Qualification for Special Educational Needs Co-ordination.

If a specific need arises that we do not have staff trained for, we will work with other services to source appropriate training.

Currently, we have staff trained to deliver a wide range of interventions including:

Speech and language interventions – The programmes are recommended by the Speech and Language Service following assessment and include

LEAP (Language Enrichment Activity Programme)

VIP (Vocabulary Improvement Programme)

NIP (Narrative Improvement Programme)

Specialised 1:1 intervention advised by the Speech and Language Service and run by Communication Teaching Assistants in school.

Precision Teaching – 1:1 daily, short intensive teaching sessions

Mighty Minds – Intervention based on cognitive behavioural therapy.

Zones of Regulation - to support the development of self-regulation in children.

Talking Partners - to encourage social skills and turn taking

Gross and Fine motor skills – including the delivery of an individual package set by a Physiotherapist, handwriting practise, manipulation of small objects and exercises to improve strength and coordination, scissor skills.

Social and Emotional interventions -such as Friendship Groups, Lego Therapy, Anger management, Five-Pont Scale, Rainbows / Bereavement support and sessions based on Nurture principles,

Booster groups - Maths, Literacy, Phonics, Times tables focus also take place across the school at certain times of the year.

Flower 125 – Aimed at Y6 children to support them with independence and well-being skills such as healthy eating

Emotional Literacy - supporting pupils who need support with strategies to regulate and understand theirs and others' emotions.

Key members of staff are training to use Positive Handling Techniques and Restrictive, Physical Intervention (RPI) - Via TEAM TEACH. However, all staff have a duty of care and may need to physically intervene in an emergency. We have several staff trained in Paediatric first aid who are responsible for administering medication to pupils e.g., inhalers, ADHD medication.

There are two fully functioning sensory rooms based in Nursery and KS1 for

9. How do we evaluate the effectiveness of the provision made for children with SEND?

The progress of all pupils is monitored each term and information is shared at Pupil Progress Meetings. These are attended by teachers, phase leads and phase SENCOs. Discussions regarding the progress of all pupils takes place and children not making progress in line with expectations are identified. Next steps for interventions are agreed with interventions having specific entry and exit data and progress is measured against this. The majority of children are assessed against the year group expectations for their year group, but for some children this is not appropriate. For a few of our children who are working significantly outside of their year group, we are using the Birmingham Toolkit to monitor small steps of progress. The Birmingham Toolkit is used in years 2 -6 where all children on the toolkit have been baselined to identify gaps and to monitor small steps of progress. Where progress falls below that expected, we adjust provision accordingly to ensure children have the best possible opportunities to fulfil their potential. For early years, we also use Locke and Beech Profiles to assess and monitor developmental stages.

10. How are children with SEND enabled to join in activities available for children who do not have SEND?

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgemental attitude throughout the school.

We aim to include all learners on school trips, residential visits and after school clubs. Planning for this is done in conjunction with parents with reasonable adjustments made where appropriate for all children to access these opportunities. A trained first aider attends all visits and can administer medication where necessary. Sometimes parents may be invited to accompany their child on a day trip as part of the reasonable adjustment and in line with our Behaviour Policy. If there are any significant concerns regarding a child engaging in an off-site activity, a risk assessment will be carried out. We also have a group of LPPA (Leading Parent Partnership Award) trained volunteers who are available to support visits, all of whom have had DBS checks carried out by school.

11. What support is there for improving social and emotional development?

We have four Learning Mentors working in school. They are highly skilled in delivering specific programmes either as 1-1 or in small groups including, self-esteem, social skills, bereavement, anger management, Lego therapy, friendship difficulties and behaviour management, including Zones of Regulation and the 5-Point Scale. Children are given the opportunity to discuss their feelings, emotions and any issues, with strategies and advice then suggested. Where appropriate, the Phase Lead will work alongside the Phase SENCO and Class Teacher to produce a Behaviour / Positive handling Plan for individual children. This will include strategies for supporting the child in crisis.

We also have skilled staff who run sessions daily for groups of children based on Nurture Principles. This provides support in a safe and specially adapted environment for our more vulnerable pupils who have social, emotional and learning difficulties. There is a strong focus within the groups on social and life skills where children are supported in understanding their feelings and the feelings of others. To measure the effectiveness of this provision and the progress of children, they all have a Boxall Profile which the KS2 SENCO reviews termly.

Sara Waterson, Assistant Head, oversees behaviour and Beth Lemm, Assistant Head, oversees attendance. They work closely with our Learning Mentors, Attendance Officer, Educational Welfare Officer and the wider Inclusion Team in providing support for our vulnerable and at-risk children.

The school continues to work with the organisation, Unravel, which is certified by the British Psychological Service. A member of the team works one day a week in school counselling our vulnerable pupils supporting their social and emotional needs.

12. How do we involve other bodies in meeting children's SEND?

Excellent relationships and close working partnerships have been established with a number of external agencies including 0-5 Early Years Inclusion Team, Learning Support (Fusion), Speech and Language Therapy, the Autism Team (ASCETS), Family Intervention Service (Previously MAST), and the Educational Psychology Service. School receives a high number of additional bought in visits from Speech and Language and Learning support who would usually attend for one day each week. The TRUST also provides additional educational psychology sessions from Step Forward Psychology and additional speech and language support from Let's Verbalise.

Advice will be sought from agencies, with parental consent, where deemed appropriate. These external agencies are used to identify a child's barriers to learning and provide specialist advice for both school staff and parents. The work undertaken by services in school is coordinated by the SENCO Team.

13. How do we support Children Looked After (CLA)?

School staff closely monitor the emotional well-being and presentation of CLA children while in school. Learning and progress is monitored in line with school systems with information shared by the SENCO at CLA and PEP (Personal Education Plan) review meetings. School liaises closely with foster carers, social workers and the Local Authority in making sure children get the best possible outcomes. The views of children are always sought and shared at all meetings and where appropriate the child or child's advocate attend the meetings. The school's Designated Teacher for CLA is Beth Lemm.