



Southglade Primary and Nursery School

Parent/ Carer SEND and Inclusion Handbook

2025/2026

Contents

- Overview of SEND at Southglade Primary School
- Southglade's Graduated Response and Identification Pathway
- Provision at Southglade Primary School
- Outside Agencies
- Useful Websites

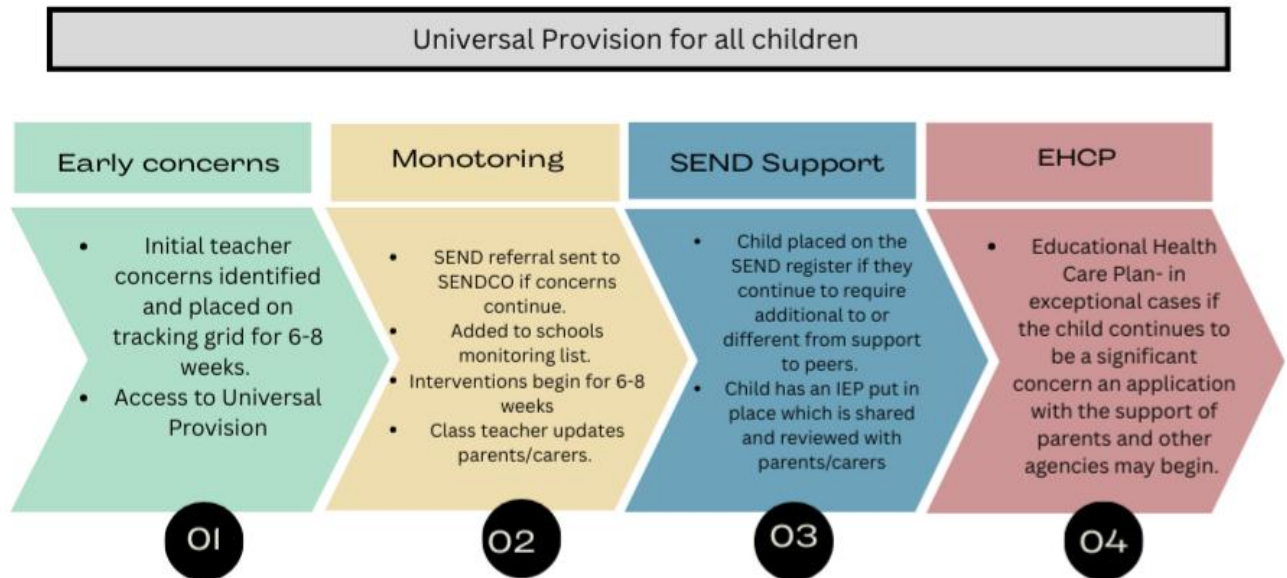
Overview of SEND and Inclusion at Southglade

<p>What are Special Educational Needs and Disabilities?</p>	<p>A child has a special educational need or disability (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for them.</p> <p>A child of compulsory school age or a young person has a learning difficulty or disability if they:</p> <p style="padding-left: 40px;"><i>a) have a significantly greater difficulty in learning than the majority of others of the same age;</i></p> <p style="padding-left: 40px;"><i>b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions</i></p>
<p>What are the 4 main area of needs for Special Educational Needs</p>	<p>Cognition and Learning</p> <p>Communication and Interaction</p> <p>Social, Emotional and Mental Health</p> <p>Sensory and Physical</p>
<p>Who is the Special Educational Needs Co-ordinator (SENDCo) at Southglade?</p>	<p>Mrs Fern Griffiths</p>
<p>How do I contact the SENDCo</p>	<p>Ring or email the school office and request to speak to the SENDCo</p> <p>T: 0115 9155763</p> <p>E: admin@southglade.nottingham.sch.uk</p>
<p>What should I do if I am concerned that my child might have a special Educational Need?</p>	<p>The first step is to speak to your child's class teacher about your concerns. It may be that the class teacher shares your concerns – the class teacher may fill out an initial concerns form to share with the SENCO. In addition to this you can contact the SENDCo by ringing the school office.</p>
<p>What is Southglades SEND policy?</p>	<p>The SEND policy contains information relating to how we identify pupils with SEND and what provision we offer for children with SEND. It can be found on the schools website.</p>
<p>What is the Local offer?</p>	<p>The Local Offer provides information for children and young people with SEND and their parents or carers in a single place. It shows families what they can expect from a range of local agencies including education, health and social care.</p> <p>More information can be found here: Nottingham City SEND Local Offer</p>

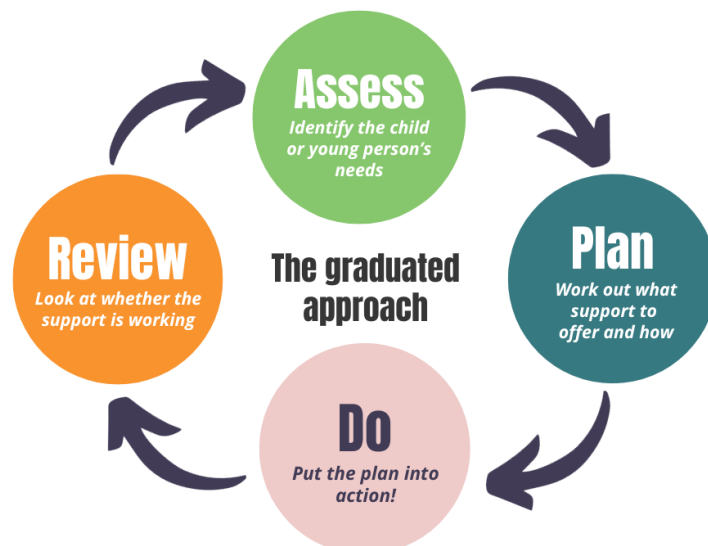
Southglade's Graduated Response

At Southglade, we adopt a graduated response to supporting children with SEND. Please find more information below:

Southglades Graduated Response



Any initial concerns can be raised with the class teacher at any time. Adaptations will then be put in place to support your child's learning. If after step one and two, there are still significant barriers to learning and they require support that is additional to and different from the majority of their peers they will be placed on SEND support. The graduated response and Plan, Do, Review cycle will be followed.



SEND Identification Pathway

At Southglade we use Routes to Inclusion (R2i) documentation, as part of our identification process and the graduated approach (assess, plan, do, review) to support children with Special Educational Needs and Disabilities (SEND). R2i is used and recognised by Nottingham City Council, as a systematic, graduated response to meeting the needs of children with SEND. The four areas of SEND are: **Communication and Interaction, Social, Emotional and Mental Health, Cognition and Learning and Sensory and Physical**

****In some cases, individual children, will be moved through the pathway more quickly, based on their level of potential need. This will be done in conjunction with the school SENCO and the child's class teacher****

Universal provision will be provided to the child throughout the graduated approach, as part of best practice.

All of our children are provided with universal provision, that is provided through high first quality teaching and additional interventions.

Stage 1 – Early Concerns – Class Teacher

If adults working with a child have concerns that they may potentially have a Special Educational Need or Disability, then the child's name is added to a form called 'SEND tracking grid'. This child will be closely monitored for a period of around 6 weeks by the **class teacher** and they will continue to access universal provision, which includes the use of a range of SEND strategies, created by the Special Educational Needs Coordinator (SENCO). If further informal support is still required at this stage, then this will be put in place based on recommendations from the school's SENCO.

After 6 weeks, (unless discussed with the SENCO directly) if the adults working with this child still have concerns, then a SENDCO referral form will be completed and sent to the school SENCO. At this point, the child would then move onto Stage 2 of the Identification Pathway.

Stage 2 – Monitoring

When the SENCO receives a SEND referral form, the child will then be added to the school's SEND Monitoring List. This is an internal record to help the SENCO and Senior Leadership Team, ensure that the child is getting the appropriate support. Routes to Inclusion documentation will begin which will help identify supporting interventions. This will then be put in place for around 6-8 weeks and parents/carers will be informed. The child's progress is monitored and reviewed by the class teacher and information is fed back to SENCO and the parents/carers. If further investigations are required, then the school SENCO will complete a formal observation and provide the adults working with the child, additional provisions that they will need to implement. The child's views will also be gathered at this point to hear their thoughts on the difficulties they face.

Following the completion of the intervention, if it has been successful and the child no longer has a significantly greater difficulty in their learning, they will be removed from the monitoring list and continue to access universal provision. However, if little to no progress is made the child will be placed onto our SEND register and more provision and intervention will be put in place.

Stage 3 – SEND Support

A pupil is considered to have SEND if they have defined difficulties over and above those generally experienced by the majority of the peers in their chronological age group and require **additional to or different from** support. Once on the SEND register their area of need will be identified and recorded. They will also have one of the following: Individual Education Plan (IEP) or an Individual Health Care Plan (IHCP). The IEPs will be shared with parents/carers and these will be reviewed three times a year.

In some cases it may be appropriate for the SENDCO to seek further advice, support or intervention from outside agencies and/or apply for Higher Level needs Funding (HLN) from the Local Authority.

Further R2i documentation will also be completed. This will continue to be the ongoing documentation used to demonstrate the graduated approach being used to meet the child's changing needs.

Once placed on the SEND register, if the children makes good progress during their IEP reviews, they can be removed from the SEND register and

Stage 4 – EHCP

Where a child's identified area of need is complex, our school may also require additional expert help, from health, care and other services, through the completion of an Education Health Care Plan (this process takes around 20 weeks). If a child is identified by the Local Authority as requiring an EHCP, then in collaboration with the parents/carers, SENCO and other practitioners working with the child, school then provides the additional support listed. At Southglade, children who have EHCP's are educated in their mainstream classroom ensuring Sections E (Outcomes) are being worked towards and Section F (Provision) is being delivered.

Provision at Southglade

At Southglade, all children have access to universal provision. As part of our graduated response, more targeted support may be implemented to meet individual needs. Any additional interventions follow the assess–plan–do–review cycle to ensure they have a positive impact. Examples of the targeted support and interventions we offer are outlined below.

Universal Provision	<ul style="list-style-type: none"> • Quality first teaching delivers a multi-sensory approach to all curriculum areas for all children through practical approaches, visual aids and hands on activities to support learning. • Quality first teaching ensures appropriate and accurate adaptations to enable all children to access all areas of the curriculum and to move through the lesson’s objectives. • Quality first teaching which provides an appropriate challenge to all pupils to ensure all children are able to make progress and move forwards with their learning. • A positive behaviour system is in place across the whole of school which involves the use of positive praise, emotion coaching, non-confrontational approaches, universal access to calming spaces and restorative conversations. • All teachers use a variety of resources both visual and practical resources to enable all children to demonstrate their knowledge and learning in a variety of ways.
Cognition and Learning	<ul style="list-style-type: none"> • Little Wandle Rapid Catch up • Misconception clinics • Pre and post teaching • Precision teaching • Toe by toe • 1:1 reading
Communication and Interaction	<ul style="list-style-type: none"> • 1:1 SALT • Musical Interaction • Use of widgit communication • Social stories
Social Emotional and Mental Health	<ul style="list-style-type: none"> • ELSA • Learning mentor sessions • Lego Therapy • Brain breaks • Zones of regulation • Personalised behaviour plans • Sports mentor • Academic mentor
Sensory and Physical	<ul style="list-style-type: none"> • Sensory Circuits • Touch typing • Use of IT equipment (laptops, radio aids, magnifiers) • Larger printed work • Seating adjustments

Outside Agencies

As part of the graduated response, we may call on the support of external agencies. Depending on the child's greatest need and barrier, we will select the most appropriate agency. Often the process will begin with an observation or assessment of the child and a parent consultation to ensure there is a full picture of the child's needs in school and at home. We will always ask for your consent before allowing any outside agencies to work with your child.

All outside agencies offer the following support.

- Observations
- Parent consultations
- Assessments
- Identifying barriers
- Support strategies
- Resources
- Training

Some of the outside agencies from the local authority provide link teachers for each school which helps ensure consistency of advice and support.

Southglade's link tutors are:

- Orla Mills – Autism Team
- Michelle Smith – Learning support team
- Vicki Gill – Educational Psychologist

Additional outside agencies include:

- Speech and Language Therapists
- Occupational Therapists
- Physiotherapists
- INclude

Useful Websites

Below are some useful websites that have been shared from outside agencies that support school on a regular basis. The school website also provides additional websites under the Inclusion tab to help support our families.

Autism Team	<ul style="list-style-type: none">• Providing help and support to autistic people... Autism East Midlands• Autism Team (SEND Inclusion Support Services)• Home - Rainbowpcf• https://www.autism-society.org
Learning Support Team	<ul style="list-style-type: none">• Learning Support Team (SEND Inclusion Support Services) - Nottingham City• Inclusion (SEND, EAL, SALT) Teaching Resources - Twinkl• Resources The Thrive Approach• Advice and guidance for parents White Rose Education
Behaviour and Social Emotional Mental Health Team	<ul style="list-style-type: none">• Be U Support Free Mental Health Service for Children and Young People• Social and Emotional Development in Early Childhood• Social and emotional skills at different ages• Understanding trouble with social skills
Educational Psychologist Team	<ul style="list-style-type: none">• Nottingham City Educational Psychology Service• Supporting a child or young person with mental health needs - NHS• Resources for Families Anna Freud• Educational Psychology Reach-Out - YouTube