



## **Summerhill Academy: SEN information report to comply with the 'Special educational needs and disability Code of practice 0-25 years (June 2014)'.**

Summerhill Academy is an inclusive mainstream school which provides for a range of special educational needs including those related to communication and interaction, cognition and learning, social and emotional difficulties, and sensory/physical needs.

### **1. How does Summerhill Academy know if children need extra help and what should I do if I think my child may have special educational needs?**

- There will be an opportunity to discuss if your child has any additional needs prior to your child starting school.
- If your child has needs that have already been identified, then information and assessments will be available from the previous setting; a transition meeting will be arranged for some children to which parents will be invited.
- If additional needs have already been identified, we will liaise with professionals involved to gain further information to offer the most appropriate support.
- Access needs will be established prior to starting the academy.
- Teacher's on-going assessments identify children who are not making progress in line with peers. If we feel that your child has SEND, then we will use a process of assess-plan-do-review to decide if he/she is making the same progress as other children. This will involve identifying needs and using specific strategies to support your child; progress will then be reviewed. From this, we may involve outside professionals for advice. You will be informed and involved in the teacher's assess-plan-do-review process, and any contact with outside agencies.
- If you are concerned that your child may have unidentified special educational needs that are impacting on his/ her progress, then your first point of contact should be the child's class teacher.

### **2. How will the education at Summerhill Academy support my child?**

- The role of the class teacher is fundamental to the planning and delivery of any additional needs. Learning is adapted by the class teacher and individual learning plans are written in collaboration with the SENDCo for children who require them.
- Regular meetings are held between the class teacher and parents to share progress; the SENDCo may be involved in these meetings. Where further specialist advice is required, the SENDCo will contact an appropriate professional, and parents will be invited to meet with them to plan and set targets for their child.
- If your child has specific needs which require staff training, this will be arranged, and specialists will be involved where necessary.



- Progress meetings with staff are held three times a year; progress is monitored regularly through Year Group Core Team Meetings (taking place once a fortnight).
- There is a SEND Academy Council member (Mike Eatwell) who liaises with the SENDCo and reports to the Academy Council annually regarding progress of all children with SEND.

### **3. How will the curriculum be matched to my child's needs?**

- Quality First Teaching includes differentiation/adaptations, target-setting and personalised learning. This involves a range and variety of strategies and resources to enable full access to the curriculum for all children. Class teachers will support the learning of children who are at different levels of ability and who work at different rates.
- Where full access is not possible, a Teaching Assistant may be allocated by the class teacher to work individually or in a group to support the child's learning. Information from parents/carers is welcomed to support this process either during an assess-plan-do-review meeting or termly parents' evening.

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

- Summerhill Academy has an open-door policy; there is an opportunity to speak to your child's class teacher at the end of the school day to ensure the day has gone well and to discuss any learning needs you can support with at home.
- Parents' evenings are held twice a year during terms 1-2 (Autumn) and term 3-4 (Spring); a progress report – either verbal or written – is provided at 3 points during the academic year. In addition to this, parents are welcome to contact the academy to make an appointment to meet with the teacher to discuss their child's needs.
- Some children may have a home/school book where you should write any concerns for your child's class teacher.

### **5. What support will there be for my child's overall wellbeing?**

- The class teacher should be contacted in the first instance for all discussion about your child. The class teacher will decide if further advice is required from the SENDCo or Family Support Worker.
- All the schools in the Cabot Learning Federation actively embrace the THRIVE approach which provides nurture support and develops emotional resilience. Your child may have access to this support and a key worker will be allocated.
- We have a clear behaviour policy (available on our Academy website) and access to behaviour specialists for support and advice when needed. Through the CLF, we can also access the NEST and its outreach provision which supports children who are finding it a challenge in a mainstream environment.



- During unstructured times individual children may have personalised timetables to ensure their appropriate engagement with peers and safe play.
- The Academy has designated first aiders and a procedure for administering medications. We have access to the School Nursing Service, the Mental Health Support Team (MHST) and CAMHS. We can also access Social Care services through First Response should there be an appropriate need.
- In all instances pupil voice is taken into consideration; a member of staff who your child knows well will be available to advocate their contributions.

#### **6. What specialist services and expertise are available at or accessed by the Summerhill Academy?**

- Our team of experienced and caring Teaching Assistants are supported through a range of specialised support services e.g. Physiotherapy, Speech and Language Therapy, Behaviour Consultancy, Educational Psychology, Sensory Impairment Team and Health Care Providers.
- There are several licensed Thrive Practitioners who carry out THRIVE assessments to produce an action plan for individual children. There is further support from a CLF THRIVE trainer.
- Some members of staff are trained with 'Administration of Medicines' and to support specific health care needs e.g. epilepsy, diabetes.
- The Academy has access to a range of universal (e.g. school health nurse, speech and language therapy, CAMHS) and specialist (e.g. Educational Psychology, ASD outreach team (BAT), Behaviour) support services.
- Our Designated Safeguarding Lead has expertise in Play Therapy and Family Support.

#### **7. What training are the staff supporting children and young people with SEND had or are having?**

- Teaching Assistants have regular training in areas such as speech and language therapy provision, Autism Spectrum Disorder, ADHD and attachment disorder. This is provided and updated depending on the needs of the child with whom they are working.
- The SENDCo has completed their NASENCO course and will be receiving their certification shortly.
- Staff who have children with specific SEND will access training towards the beginning of the academic year where possible e.g. ASD support strategies.
- The Academy uses a whole school THRIVE approach and all staff have received relevant training.
- Staff training regarding behaviour strategies occurs regularly to ensure consistency in approach.
- Both the SENDCo and Designated Safeguarding Lead attend regular Safeguarding training.

#### **7. How will my child be included in activities outside the classroom including school trips?**



- All children have access to school trips and visits around the local area, where necessary reasonable adjustments will be made. We choose visits that are accessible to all, and parents/ carers are invited to join their child's class.
- Year 6 take part in a residential visit and all children are encouraged to attend. Parents are welcome to discuss individual needs and access requirements with a member of staff.
- The Academy will complete a risk assessment for individual children where necessary.
- Clubs and after school activities are open and accessible to all children.

#### **9. How accessible is the education setting?**

- Summerhill Academy is set in a large Victorian building on three floors. There is access to the reception and the first floor is easily accessible.
- The Equality Act 2010 prohibits schools from discriminating against disabled children and young people in respect of admissions for a reason related to their disability. At Summerhill Academy, we work with parents and children to prevent treating any individual 'less favourably' and are committed to improving our access progressively over time. (please refer to our Academy Access Plan for further information).
- If you require an interpreter, we will arrange this with the interpreting services.

#### **10. How will the education setting prepare and support my child to join the setting, transfer to a new setting or the next stage of education and life?**

- The Code of Practice 2014 covers young people from 0 – 25 years and it is our responsibility to ensure safe and successful transition from one setting to the next.
- Most children starting Summerhill Academy in Year 3 transfer from Summerhill Infants School. During the Summer term in Year 2, they will meet their new teacher and have a tour of their new school. Academy staff will meet with infant teachers to discuss the needs of their new class. There will be a Year 2 information evening when parents will have the opportunity to meet their child's new class teacher and discuss individual needs. You can make an appointment to meet with the SENDCo to discuss individual needs.
- For children transferring within the school year parents/ carers and child will be invited to visit the school for a guided tour. This will be an opportunity to discuss any SEND concerns. Information from the previous school is referred to as soon as possible.
- For children moving on to Secondary school, there will be opportunities to visit their new school: There will be an induction day in term 6 before they start Year 7 where they will experience for example assemblies, lunch and lessons. There will also be a welcome event, where students will meet some key staff and parents have a chance to ask questions, have a tour and sort out practicalities such as school uniform and bus timetables. The SENDCos from both the primary and secondary schools will liaise and if the child has SEND, additional meetings will be arranged. The SENDCo from the secondary school will be invited to a transition meeting to prepare your child for secondary school. If a child has particularly high needs a transition



package will be put in place, which may involve key members of staff from the secondary school spending time in the primary school, extra visits, sample lessons with Year 7s, photo tours and even trialling the school bus.

Transition plans are based on the needs of individual pupils.

- Some children may find transition between year groups a challenge and we will provide extra support as appropriate.
- All SEND information is shared with the following class teacher and any setting your child transfers to.
- Parents will be fully involved in the transition process and your views and advice are welcomed.

### **11. How are the education setting's resources allocated and matched to children's special educational needs?**

- Schools receive funding for all children including those with Special Educational Needs and Disabilities and additional needs are met from this, including equipment.
- The Local Authority may contribute more funding as the result of an 'Early Intervention Funding' application if the cost of meeting an individual child's needs exceeds £6,000 a year (SEN notional budget).

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

- Quality First Teaching provided by the class teacher is the first step in responding to all pupils whether they have been identified to have a Special Educational Need or Disability.
- There is an ongoing cycle of assess-plan-do-review. Targets will be set, and appropriate outcomes identified. From this the teacher will use strategies to support the classroom teaching. Targets to support learning will be reviewed termly.
- If progress is still not as expected, despite a suitable period of appropriate and effective support and intervention, then further specialist advice may be sought e.g. our Educational Psychologist. The impact of this advice will be monitored and reviewed. At this stage pupils will be identified as receiving 'SEN Support' and parents will be notified, and a record made on the school's data system.
- If expected progress is not evident, despite 'relevant and purposeful action', then we will consider requesting an Education, Health and Care assessment. This may lead to an Education, Health and Care Plan. This process should take approximately 20 weeks. Once an EHCP is in place, it will be reviewed annually.
- Parents will be involved throughout this process and will be invited to meetings with the class teacher, specialist support staff and SENDCo as appropriate.

### **13. What are the arrangements for supporting children and young people who are looked after by the local authority and have SEN?**

- Summerhill Academy has a Designated Teacher for looked after children and previously looked after children (LAC and PLAC). The Designated Teacher



ensures that the implications of a child being both looked after and having SEN are fully understood by the relevant staff. Identifying SEN needs may, in addition to the above, occur because of assessments made through the Personal Education Plan and Health Plan both of which are statutory requirements.

#### **14. How are parents involved in the education setting? How can I be involved?**

- Summerhill Academy is a child and family centred school, so you can be involved in the decision making about your child's support. In the first instance you should arrange to talk to your child's teacher to discuss any concerns. The class teacher will discuss with you whether your child's understanding and behaviour are the same at school and at home and will take this into account when determining how to help your child make progress.
- Review meetings are held for children with SEND and if your child has an EHCP there is a formal annual review where you are invited to attend and give your views. Teachers and parents are encouraged to hold as many informal meetings as necessary to help support your child's learning.
- Homework is set to enable your child to repeat and practice prior and current year group learning objectives. Your support in this is actively encouraged.
- As a parent you are invited to attend our community events, such as our School Health Nurse Coffee Mornings.

#### **15. How does Summerhill Academy foster good relationships and reduce bullying for children with SEND?**

- Our aim is to work together to stop bullying and create safe environments in which children and young people can live, grow, play and learn. Bullying and harassment is behaviour that makes someone feel intimidated or offended. Harassment is unlawful under the Equality Act 2010. Our ethos at Summerhill Academy is aimed at reducing the incidence and impact of bullying of all individuals including those with SEND. Please refer to our anti-bullying policy for further information.

#### **16. What do I do if I am not satisfied with a decision or what is happening?**

- Your first point of contact is the person with whom you had the discussion. Explain your concerns to them first.
- If you are not satisfied that your concerns have been addressed, then ask for the contact information for their line manager or Academy Principal. This will give you the opportunity to outline your concerns again in a more neutral environment. It may be that issues can be resolved here, and the original person can become involved in the resolution.
- If you continue to feel that your issues have not been addressed, the Principal will arrange a meeting with the Executive Principal or Chair of the Academy Council. Please contact the school for this to be arranged.
- Please refer to our complaints policy for further guidance.
- If your concern is with the local authority our Family Support Worker may be able to help or will signpost you to Supportive Parents.

#### **16. Who can I contact for further information?**



- Kirstie Coombes: SENDCO and Assistant [info@sa.clf.uk](mailto:info@sa.clf.uk) 0117 9030347
- Kirsty McLeod: Vice Principal, Designated Teacher for LAC and PLAC [info@sa.clf.uk](mailto:info@sa.clf.uk) 0117 9030347
- Kate Richardson: Executive Principal [Kate.Richardson@clf.uk](mailto:Kate.Richardson@clf.uk) 0117 9030347
- Louise Dunbar: Designated Safeguarding Lead [info@sa.clf.uk](mailto:info@sa.clf.uk) 0117 9030347
- Supportive Parents [www.supportiveparents.org.uk](http://www.supportiveparents.org.uk) 0117 989 7725
- You can find a copy of Bristol's Local Offer for SEND at <https://www.bristol.gov.uk/web/bristol-local-offer> . This is a jointly co-produced and dedicated website for information, advice and guidance on SEND, health and social care for 0–25-year-olds.

Commented [TS1]: Telephone numbers updated