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Summerhill Academy

SEN Information Report (January 2026)

This SEND Information Report explains how Summerhill Academy identifies, supports and reviews the needs of pupils with special educational needs and/or disabilities (SEND). It is published on our website and updated at least annually, in line with the Children and Families Act 2014, the SEND Regulations 2014, and the SEND Code of Practice (0–25).

What is SEND?

SEND stands for **Special Educational Needs and Disabilities**.

It means that some children may need **extra help** with learning or daily school life because they find certain things harder than others. This could include examples from one of the four areas of need:

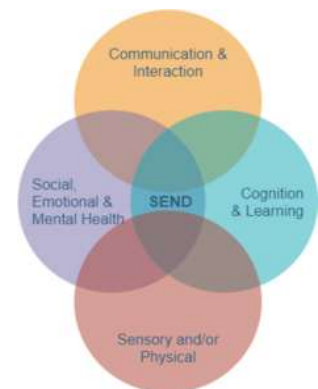
Communication and Interaction (e.g., speech, language and social communication, including autism).

Cognition and Learning (e.g., dyslexia, dyscalculia, general learning difficulties).

Social, Emotional, and Mental Health (e.g., anxiety, attachment, ADHD).

Sensory/Physical needs (e.g., hearing impairment, visual impairment, fine/gross motor).

Every child is unique, and having SEND does **not** mean they can't succeed—it just means they might need **different support to shine**.





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Who can help?

Your child's **class teacher is always your first point of contact** if you have any concerns or questions. They know your child best and can talk through their learning and wellbeing. If more support is needed, the class teacher will involve the **SENDCo (Special Educational Needs Coordinator)** and other staff as appropriate.

You can also contact the SENDCo – **Miss Coombes** (NASENCO qualification) - directly for advice or to arrange a meeting.

Info@sa.clf.uk or 0117 903 0347.



How are children with additional needs identified?

Before your child starts at Summerhill Academy, you'll have the chance to talk to us about any additional needs they may have. If your child already has identified needs, we'll gather information and assessments from their previous setting. For some children, we'll arrange a transition meeting and invite you to join.

We'll also work closely with any professionals already involved to make sure we understand your child's needs and can provide the right support. If your child has access needs (for example, physical or sensory needs), we'll make sure these are understood before they start school.

Teachers regularly check how children are progressing. If we notice your child isn't making progress like their peers, we'll follow an **Assess-Plan-Do-Review** approach (classroom assessments to identify emerging needs; strategies are planned and implemented; progress is reviewed and adapted). Where appropriate and with consent, we seek advice from external professionals (e.g., Educational Psychology, Speech & Language Therapy).

If you're worried your child may have special educational needs that haven't been identified yet, your first point of contact should be their class teacher. We're here to listen and work together.



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How children with SEND are supported in school:

- Quality First Teaching (QFT) is our foundation: **clear instructions, scaffolding, chunked tasks, visuals and vocabulary support.**
- **Targeted interventions are used where necessary;** teaching assistants may support in class or deliver small group/1:1 sessions.
- **Adaptations** may include differentiated materials, assistive technology, sensory breaks, seating/lighting adjustments and alternative recording methods.
- **Training is provided to teachers and support staff** to help them to meet the needs of individual pupils.
- The SENDCo may refer your child for **additional support** from **health, speech and language or educational psychology services.** This will always be done with your permission, and in partnership with you.
- If school identifies that additional funding and support are needed for a child at the early stage (after completing 2 cycles of 'assess, plan, do, review'), an **Early Intervention Fund, fund that provides additional support for mainstream primary and secondary schools,** can be applied for. The EIF is based on inclusion principles and requires evidence of a graduated response, reasonable adjustments, and evidence-based intervention.
- The Academy **may apply for an Educational Health and Care Needs Assessment (EHCNA) if we feel that children will need on-going and intensive support.** This assessment may lead to an Educational Health Care Plan (EHCP). These applications will be done in partnership with parents/carers.
- Where a pupil has an **Education, Health and Care Plan (EHCP),** provision is delivered as specified and reviewed at least annually.

Assessing and reviewing progress

Progress is monitored through class assessments, year group Core Team Meetings (CTMs) and Edukey provision maps.

Parents/carers are invited to termly reviews (often aligned with parents' evenings); we encourage pupils to contribute to plans and targets. For pupils with EHCPs, a statutory annual review is held with families and professionals. SEND outcomes are reported to senior leaders and the Academy Council.

Learning Plans & Provision Maps
Provision Map





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Support and Wellbeing

At Summerhill Academy, we understand that supporting children with special educational needs is about more than just learning—it's about their overall wellbeing and happiness.

Here's how we help:

- **Emotional Support:** We provide a safe and caring environment where every child feels valued. Our staff are trained to support children who may feel anxious or need help managing emotions, through using the Thrive approach.
- **Pastoral Care:** Each child has access to trusted adults in school who they can talk to if they are worried or upset.
- **Wellbeing Activities:** We use strategies such as nurture groups, social skills sessions, and mindfulness activities to help children feel calm and confident.
- **Working Together:** We work closely with parents and carers to make sure your child's emotional and social needs are met alongside their learning needs.
- **Extra Help When Needed:** If your child needs more specialist support for their wellbeing, we can involve external professionals (such as the **School Health Nurses, Mental Health Support Team or CAMHs** – Child and Adolescent Mental Health Service) with your consent.



We follow our **Behaviour and Anti-Bullying policies** and take proactive steps to prevent bullying of pupils, including those with SEND.

Our aim is to make sure every child feels safe, supported, and ready to learn.



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Transitions

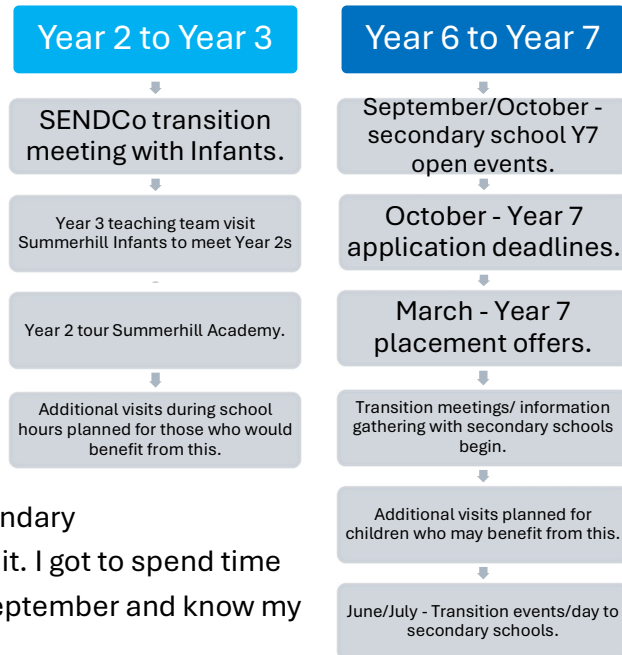
We gather information from previous settings and, if needed, hold a transition meeting with you and professionals.

Teachers share key details so your child's new teacher is prepared.

Children meet their new teacher and classroom.

We work with the new school to make the move smooth.

Pupil voice: "The extra visits to my secondary school helped me to feel excited about it. I got to spend time with adults that will be helping me in September and know my way around the building."



Accessibility

We make reasonable adjustments under the Equality Act 2010 and implement our Accessibility Plan to improve access over time.

- Our building is a large Victorian site with multiple floors; we work with families to identify individual access needs and solutions.
- We can arrange interpreters for meetings and provide information in accessible formats on request.

More information can be found on Summerhill Academy's Accessibility Plan (see website).



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How will children with SEND be included in trips and/or clubs?

Clubs are open to children of all abilities and teachers may specifically target children for certain clubs. Some children with SEND may need adult support to attend clubs - please speak to your child's teacher in the first instance.

Our inclusive ethos means that all children are included on all trips as an entitlement, and we will provide additional staff to ensure this. Sometimes, this may mean that we will ask parents to support us on some trips, either in planning or in joining us on the trip.

Local Offer and independent SEND advice

- Bristol Local Offer: <https://www.bristol.gov.uk/web/bristol-local-offer>
- SENDIAS (Supportive Parents): www.supportiveparents.org.uk | Tel: 0117 989 7725

Complaints about SEND provision

We want every family to feel listened to and supported. If something isn't working for your child, please tell us – we're here to help.

- **Step 1:** Talk to your child's class teacher first. Most concerns can be resolved quickly when we work together.
- **Step 2:** If you still have worries, contact our SENDCo (Kirstie Coombes) or a member of the leadership team. We'll arrange a meeting to understand your concerns and agree next steps.
- **Step 3:** If you feel the issue hasn't been resolved, you can follow our school **Complaints Policy** (available on our website). This sets out a clear, fair process for everyone.

We will listen carefully, keep you informed, and involve you in finding solutions. Our aim is always to work in partnership for your child's best interests.

- **Independent advice:** If your concern relates to the local authority or you'd like impartial guidance, we can signpost you to **Supportive Parents (SENDIAS)** – www.supportiveparents.org.uk | Tel: 0117 989 7725.