



Summerhill Academy

SEND POLICY

Issued January 2024

To be reviewed December 2024

Compliance

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0 – 25 September 2014 3.65 and has been written with reference to the following Guidance and documents:

- Equality Act 2010: advice for schools DfE February 2013
- SEND Code of Practice 0 – 25 September 2014
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

The policy has been written by the Cabot Learning Federation Primary SENDCOs. In liaison with the SEND Governor and Senior Leadership Team, the policy has been adapted to meet the needs of each setting. In addition, each Academy has provided opportunities for stakeholders to collaborate in its co-production.

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1. SENDSCO details

Special Educational Needs Co-ordinator:

Kirstie Coombes Tel: 0117 9030347

Qualifications (in process):

National Award for SEN coordination

(NASENCO)

Kirstie Coombes is also a member of the school's Senior Leadership Team (SLT)

2. Vision

Summerhill Academy is an inclusive school where everyone is made to feel welcome. Our Academy vision sets out to ensure that all students ENJOY high quality LEARNING experiences through which they can ACHIEVE their full potential. Every child at Summerhill Academy is supported through an inclusive and challenging curriculum to enable children with special educational needs or disabilities to achieve their full potential. This involves valuing all pupils and staff equally and reducing barriers to learning and participation.

This policy has been developed with contributions from children, families, staff, and our academy council. It reflects the guidance in the Special Educational Needs and Disability Code of Practice 0 to 25 years (September 2014).

3. Aims

All children are entitled to an education that enables them to make progress so that they:

- Achieve their best.
- Become confident individuals living fulfilling lives.
- Set the foundations for a successful transition into adulthood, whether into employment, further or higher education or training.

At Summerhill Academy, all children with Special Educational Needs and/or Disabilities (SEND) receive **excellent educational experiences**, regardless of need or disability. This is **differentiated and scaffolded** to promote engagement and understanding. We believe it is vital that our pupils are equipped with the tools needed to become **independent, curious learners to maximise their life chances**, and to **prepare them for adulthood**.

Through our focus on academic outcomes, in conjunction with social and emotional development, we support learners to develop their sense of self and place to become **successful members of our Summerhill Community**.

Our school provides a focus on outcomes for children and young people rather than merely hours of provision or support.

Objectives

1. To identify and provide for pupils who have special educational needs and additional needs.
2. To work within the guidance provided in the SEND Code of Practice, 2014.
3. To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs.
4. To provide support and advice for all staff working with special educational needs pupils.

4. Identifying Special Educational Needs

SEND Code of Practice 2014 guidance states, ‘A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age’. The broad areas of need (page 98 of the guidance) are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties

- Sensory and/or physical needs

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action school needs to take, not to fit a pupil into a category.

In our Academy, we identify the needs of pupils by considering the needs of the whole child, which will include other aspects not just the special educational needs of the child or young person. Other factors may impact on progress and attainment such as the following:

- Disability (the Code of Practice outlines the “reasonable adjustment “duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman.

In the 2014 guidance, identifying behaviour as a need is no longer an acceptable way of describing SEND. Any concerns relating to a child’s behaviour should be described as an underlying response to a specific or range of needs. In school, we will be able to recognise and identify this clearly as we will know the child well.

5. A Graduated Approach to SEND Support

The Code of Practice for SEN clearly states that *‘teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff’*.

At Summerhill Academy, every teacher is a teacher of SEND. Inclusion runs through every area of the school, through collaboration between leaders, teachers, support staff, external agencies, parents and most importantly, the child.

Quality First Teaching delivered by class teachers includes differentiation, 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 have a range of inclusive strategies to meet the needs of different types of learners. They will support the learning of children who are at different levels of ability and who work at different rates. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Teachers plan inclusive, high-quality lessons that are differentiated and personalized to meet the individual needs of children with SEND.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. The Senior Leadership Team regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and where necessary, improving teachers’ understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

If there are further concerns for a child, the class teacher will use the ‘Assess, Plan, Do, Review’ model to **meet need** and **monitor progress**. Pupil voice and parent voice is at the core of this process. This model involves the following procedures:

- Collecting further evidence of the child’s needs including any formative data or support agency advice.
- Observations of learning used to identify learning strengths with a focus on what the child can do.
- Meeting with parents to discuss their views and how they are able to support.
- Ascertaining the views of the child.
- Seeking the support of the SENDCO as necessary.
- Planning and setting targets and regularly keeping parents informed of progress.
- Reviewing the plan with parents and setting new targets if progress has been made in line with expectations.

If, after a period of ‘early action’ and where pupils have not made adequate progress

the class teacher with the SENDCO will consider if further or continued support is required. If this is the case, the child will now be identified as receiving SEND Support, the single category of SEN. Parents are informed of this in and that their child will be recorded on our school tracking system as receiving SEND Support and the category of need.

6. Managing pupils' needs on the SEN register.

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. Educational Psychology. The impact of this advice will be monitored and reviewed. We have access to a range of specialist services and expertise including:

- Our team of experienced and caring Teaching Assistants who 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 Practitioners.
- Licensed Thrive Practitioners, who carry out THRIVE assessments with the class teacher to produce an action plan for individual children. There is further support from a CLF THRIVE trainer.
- Key staff who are trained to support specific health care needs e.g. severe allergies.
- Access to a range of Universal (e.g. school nurse, speech and language therapy, Mental Health Team, CAMHS) and specialist (e.g. Educational Psychology, ASD outreach team, Behaviour) support services who can provide specialised assessments.
- A Designated Safeguarding Lead who has expertise in Family Support.

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 can take around 20 weeks.

Once an EHCP is in place, it will be reviewed annually. Parents will be involved throughout all processes involving their child and will be invited to meetings with the class teacher, specialist support staff and SENDCO as appropriate. Pupils are involved in target setting and their views sought. An open- door policy allows parents to speak to staff regularly and more formal meetings are held twice a year to monitor overall progress.

7. Criteria for exiting the SEND register.

The role of the class teacher is fundamental to the planning and delivery of any additional needs. Learning is personalised by the class teacher and individual

provision maps (using EDUKEY) 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. Progress meetings with staff are held three times a year and progress is monitored at least termly. 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 a pupil has specific needs which require staff training, this will be arranged, and specialists will be involved where necessary.

Progress of SEND Support pupils is monitored and discussed with parents. When children have made progress in line with their peers and are at age related expectations, we will consider taking them off SEND Support. The performance of these children will continue to be monitored to ensure progress has been sustained.

8. Supporting pupils and families

Schools have a statutory requirement to provide a SEN Information Report, and this can be found on our school website. A copy of Bristol's Local Offer can be found 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 special educational needs and disability (SEND), health and social care for 0–25-year-olds.

The Academy's team of Teaching Assistants are supported through a range of specialised support services eg Physiotherapy, Speech and Language, Behaviour, Educational Psychologist, Sensory Impairment and Health. There are several licensed Thrive Practitioners who carry out THRIVE assessments with the class teacher to produce an action plan for individual children.

Staff have been trained in the Administration of Medicines and key staff are trained to support specific health care needs e.g. epilepsy, diabetes. The Academy has access to a range of Universal (e.g. school nurse, mental health, speech and language therapy) and specialist (e.g. Educational Psychology, ASD outreach team, Behaviour) support services.

Our Designated Safeguarding Lead has expertise in Family Support. Our intake of pupils into each year group is 60. Bristol City Council allocates our school places and more information regarding primary school admissions can be found at using the following link: <https://www.bristol.gov.uk/residents/schools-learning-and-early-years/school-admissions>

The Code of Practice 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 be invited to tour 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. Parents 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 and parents will be invited to a 'Welcome Evening'. 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 the pupil for secondary school. If a child has particularly high needs, a transition package will be put in place and will be personalised to meet individual requirements.

Some children may find transition between year groups a challenge and extra support will be provided. All SEND information is passed onto the following class teacher and shared with settings your child transfers to. Parents will be fully involved in the transition process and invited to make contributions.

9. Supporting pupils at school with medical conditions

The Children and Families Act 2014 includes a duty for schools to support children with medical conditions. Where children have a disability, the requirements of the Equality Act 2010 will also apply. Where children have an identified special need, the SEN Code of Practice will also apply. All children have a right to access the full curriculum, adapted to their medical needs and to receive the on-going support, medicines or care that they require at school to help them manage their condition and keep them well.

The Academy recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some pupils may have an Education, Health and Care Plan (EHCP), which brings together health, and social care needs with their special educational provision. Please refer to our policy: Supporting pupils at school with medical conditions for further information.

10. Monitoring and evaluation of SEND.

The Academy regularly monitors and evaluates the quality of provision offered to all pupils. SEND learning walks enable the SENCO and SLT to audit the quality of provision for children with additional needs in the classroom setting. All teachers use

inclusive teaching strategies for example ensuring different coloured paper is available for dyslexic learners. The SENDCO meets informally with class teachers to discuss the needs of individual children and to adapt provision as required. Core Team Meetings (CTMs) are held fortnightly for every year group where progress of all pupils across a year group is discussed, including pupils with SEND. Further allocation of resources and training needs may be identified to meet the needs of pupils with SEND.

SMART (Specific, Measurable, Achievable, Realistic, Time related) targets are set for individual pupils, and these are monitored and reviewed regularly. The quality of Teaching Assistants support is monitored through a rigorous process of professional development and coaching. As part of this process, relevant training needs are identified.

It is the Academy's aim to involve parents in the co-production of this policy. Parent views are gathered, and these will directly influence our policy for pupils with SEND.

Evidence, because of monitoring, is used to inform best practice; a strategic plan for SEN is developed through a cycle of provision planning, implementation, and review. The SEND strategic plan links directly to the Academy Improvement Plan. Through robust evaluation and monitoring arrangements the Academy can promote an active process of continual review and improvement of provision for all pupils.

SEND provision and support for vulnerable learners is a focus of academy council meetings. An annual SEND report is shared with the Academy Councillor who monitors and evaluates the progress of SEND across the academy.

11. Funding of SEND support.

Schools receive funding for all children, including those with Special Educational Needs and Disabilities, and additional needs are met from this, including equipment. Funding allocated to schools enables early intervention and appropriate provision for all pupils with SEND. Most children will have their needs met from the core education budget, which includes additional support for pupils with higher levels of need up to a notional amount of £6,000.

If following the review of a pupil's progress and evaluation or provision further, additional support is needed the Academy may consider applying for further funding directly from the local authority.

Through the process of school-based reviews, the Academy will provide evidence to show that the provision made through the school-based funding will have been evaluated, pupil progress monitored, and impact demonstrated. The evidence will indicate the additional provision which may be required for these pupils to access a broad and balanced curriculum. In these very limited circumstances, the Academy may apply for High Needs Band Funding, to provide the additional support required. Where the local authority agrees, the cost is provided from funding held by the local

authority in their high needs block. This funding is provided by the local authority for an individual pupil who has a high level of needs, and the Academy will use this funding to make provision for that individual pupil.

12. Training and resources

To maintain and develop the quality of teaching and provision in response to the strengths and needs of all pupils, Academy staff undertake regular and appropriate training and development.

Teaching Assistants have regular training in speech and language therapy provision, autism spectrum disorder (ASD), attention deficit disorder/ Hyperactivity Disorder (ADD/ADHD) and attachment disorder. This is provided and updated depending on the needs of the child with whom they are working.

Staff who have pupils 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. Many key staff members received mental health training. Staff training regarding behaviour strategies occurs regularly to ensure consistency in approach. Members of the Senior Leadership Team (SLT) meet regularly to discuss any safeguarding concerns and receive regular Safeguarding training.

All teachers and support staff undertake induction when first in post at our Academy and this includes a meeting with the SENCO to explain the procedures in place around the school's SEND provision and to discuss the needs of individual pupils. The Academy's SENCO regularly attends the CLF SENCO network meetings, and Local Authority briefings, in order to keep up to date with local and national updates in SEND.

13. Roles and responsibilities

Kirstie Coombes – Assistant Principal and SENDCO

The SENCO updates information about pupils on SEND register twice a year when whole school pupil data is discussed and in line with the School Census.

The SEND link Academy Councillor liaises with the SENDCO to monitor the Academy's work for pupils with SEND; supports the SENCO in monitoring appropriate staffing and funding arrangements and in deciding the general policy and approach to meeting children's SEND.

14. Storing and managing information

SEND paperwork is kept in a locked filing cabinet; online documents are stored securely in OneDrive. Relevant SEND information is forwarded to the

pupil's next school. The Academy does not keep copies of paperwork. Information at the Academy is stored in line with CLF policies on Management of Information and Freedom of Information.

All staff are aware of sharing information on a 'need to know' basis. Class teachers have access to relevant documents shared on OneDrive. Any sensitive information is stored in locked filing cabinets in the Safeguarding Lead's office.

Medical care plans are shared with staff via OneDrive for relevant pupils and copies are securely stored in the First Aid area in case of emergency.

Reviewing the policy

The Academy's SEND policy will be reviewed annually in line with the SEND Code of Practice and shared with the school governors, all school staff and placed on the school web site.

15. Accessibility

The Disability Discrimination Act, as amended by the SEN and Disability Act 2001, placed a duty on all schools and Local Authorities to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.

Schools are required to produce accessibility plans for their individual school and LAs are under a duty to prepare accessibility strategies covering the maintained schools in their area.

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. The Academy works with parents and children to prevent treating any individual 'less favourably' and is committed to improving access progressively over time.

All pupils have access to school trips and visits around the local area, where necessary reasonable adjustments will be made. Visits are chosen 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 pupils are encouraged to attend. Parents are invited to discuss individual needs and access requirements with a member of staff.

In addition, interpreters are regularly used, and we have a Polish speaking Teacher who is also fluent in other Eastern European languages.

16. Bullying

The Academy is committed to taking steps to ensure and mitigate the risk of bullying of vulnerable learners at our school. 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. The ethos at our Academy is aimed at reducing the incidence and impact of bullying of all.

individuals including those with SEND. For further information please refer to our anti-bullying policy.

17. Dealing with complaints

If there are any complaints relating to the provision for pupils with SEND which have not been resolved these will be dealt with by the SENDCO and then the principal. If issues have not been resolved, the principal will arrange a meeting with the Executive Principal or Chair of the Academy Council. Please refer to the school's Complaints Policy available on the school's website.

