



Summerhill Academy: SEN information report to comply with the 'Special educational needs and 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 difficulties.

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. Some children may also have a home visit.
- 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 in order 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 both 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 or SENCo.

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 personalised by the class teacher and individual provision maps are written in collaboration with the SENCo for children who require them.
- Regular meetings are held between the class teacher and parents to share progress; the SENCo may be involved in these meetings. Where further specialist advice is required, the SENCo 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 and progress is monitored at least termly.
- There is a SEND Academy Council member who liaises with the SENCo 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, 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 a 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 and term 3; a progress report is given to parents in terms 1, 3 and 6. 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 SENCo or Parent 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 and CAMHS. We can also access Social Care services through First Response should there be an appropriate need.
- In all instances Pupils' views are 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 eg Physiotherapy, Speech and Language, Behaviour, Educational Psychologist, Sensory Impairment and Health.
- There are four licensed Thrive Practitioners who carry out THRIVE assessments with class teachers to produce an action plan for individual children. There is further support from a CLF THRIVE trainer.
- Our Welfare First Aider has been trained in the Administration of Medicines and to support specific health care needs eg epilepsy, diabetes.
- The Academy has access to a range of Universal (eg school nurse, speech and language therapy, CAMHS) and specialist (eg Educational Psychology, ASD outreach team, Behaviour) support services.
- There is a Parent Support Worker who 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, Down syndrome, ADHD and attachment disorder. This is provided and updated depending on the needs of the child with whom they are working.
- The SENCo has an MA in Education, studies included the Role of The SENCo and Teaching Behaviour for Learning. The SENCo regularly collaborates with other SENCos in the CLF to discuss and inform best practice.
- Staff who have children with specific SEND will access training towards the beginning of the academic year where possible eg 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 SENCo and Family Support Worker have attended recent Child Protection Training.

8. 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 via a ramp 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. We have a Polish speaking teacher who is also fluent in other Eastern European languages.

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 new 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 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 SENCo 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 a Taster 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 Evening' 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 SENCos from both the primary and secondary schools will liaise and if the child has SEND, additional meetings will be arranged. The SENCo 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 TAs 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. The transition plan is devised depending on individual need.
- Some children may find transition between year groups a challenge and we will provide extra support as appropriate.
- 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 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 a top up application if the cost of meeting an individual child's needs exceeds £10 000 a year.

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 or not 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 remove barriers to 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 eg 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 in writing 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 replaces the current Statement of SEN); this process will take 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 SENCo 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. 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 as a result 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 a Statement of SEN or 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 regularly to enable your child to repeat and practice prior year groups learning objectives. Your support in this is actively encouraged.
- As a parent you are invited to attend our Community Group which is facilitated by our Family Support Worker. Or you might like to volunteer for reading help within your child's class.

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?

- Triff Rees: SENCo, Inclusion Leader, Designated Teacher for LAC
Tryphena.Rees@sa.cabot.ac.uk 0117 9033047
- Rachel Scammell: Acting Principal Rachel.scammell@sa.cabot.ac.uk 0117 9033047
- Louise Dunbar: Family Support Worker Louise.Dunbar@sa.cabot.ac.uk 0117 9033047
- Supportive Parents www.supportiveparents.org.uk 0117 989 7725
- Ebrima Bojang: Academy Councillor for SEND info@sa.cabot.ac.uk
- Mandy Milsom: Executive Principal Mandy.Milsom@sa.cabot.ac.uk 0117 9033047

- You can find a copy of Bristol's Local Offer at www.findabilitybristol.org.uk This is a jointly co-produced and dedicated website for disability services.