



SPECIAL NEEDS INFORMATION REPORT

All schools and academies are expected to identify and support pupils with special educational needs to make the best possible progress. Schools are supported to be as inclusive as possible and wherever possible, the needs of pupils with a Special Educational Need are met in a mainstream setting, where families want this to happen.

Summerbank Primary school is an inclusive mainstream school and provides support for pupils with a range of additional needs.

At Summerbank School we are committed to working together with all members of our school community. We welcome your feedback and involvement so please do contact us.

Headteacher - Miss Clare Pearson

Special Educational Needs Coordinator (SENCo) - Mrs Kayla Shortt

SEN Governor - Ms Sarah Oldcorn

Lead Learning and Behaviour Mentor - Mrs Holly Potts

School Office contact number: 01782 233611

School Website - <http://www.summerbank.co.uk/home>

Our policies can be accessed by clicking the link below;

<http://www.summerbank.co.uk/about-summerbank-primary-school/policies>

Introduction

Welcome to our SEN information report. This report is compiled in accordance with section 69 of the Children and Families Act 2014. The report also takes account of the requirements of the Equality Act 2010. (See Equality Policy and Accessibility Policy - <http://www.summerbank.co.uk/about-summerbank-primary-school/policies>).

Under the Children and Families Act 2014 and as part of the SEN code of Practice 2014, Local Authorities and schools are required to publish information about services available to pupils with Special Educational needs and Disabilities.

This report forms part of the Stoke-on-Trent SEND services Local offer. You can visit the Local offer by clicking the link below.

<http://localoffer.stoke.gov.uk/kb5/stoke/directory/home.page>

This school values the abilities and achievements of all its pupils, promoting maximum development of knowledge, skills and understanding, together with personal and social growth for all. All pupils have the same entitlement to a broad and balanced curriculum and to participate in all aspects of school life.

A pupil has Special Educational Needs if they have a learning difficulty or a disability which requires special provision. If a pupil is identified as having SEN, provision is given that is additional to or different from that given to other pupils.

What needs are provided for?

Pupils may have one or more of the following special needs -

❖ **Communication and interaction**

Included in this category are: Speech, language and communication needs - SLCN
Autistic Spectrum Disorder - ASD

❖ **Cognition and learning**

Included in this category are: moderate learning difficulties - MLD
specific learning difficulties - SpLD
severe learning difficulties - SLD
profound and multiple learning difficulties - PMLD

❖ **Social or emotional or mental health difficulties**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming

withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

❖ **Physical disabilities, hearing or visual disabilities.**

Included in this category are: physical disability - PD

vision impairment - VI

hearing impairment - HI

multi-sensory impairment - MSI

How does the school know if pupils need extra help?

The Code of Practice defines SEN as:

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

(a) have a significantly greater difficulty in learning than the majority of others of the same age: or

(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."

At Summerbank we understand the importance of early identification of educational needs and are committed to providing support at the earliest opportunity. We have a continual cycle of assessment that monitors the progress of all children. This enables us to identify when a child is not making expected progress and to plan additional support. Where a pupil's progress is significantly slower than that of their peers, or fails to match their previous rate of progress, despite high quality teaching targeted at specific areas of difficulty, it may be that the child has SEN.

We have adopted the graduated approach of action and intervention as outlined in the SEN code of Practice 2014.

To support early identification we will use:

- Baseline assessments - Pupils skills and attainment are assessed on entry to Reception. This assessment includes prior information from the child's nursery or pre-school setting alongside the school's own assessment data.
- Teachers identify pupils who are having difficulties or are making less than expected progress through their ongoing monitoring and assessment.
- Parents may express their concerns for a child's progress or development. Concerns can be discussed with the class teacher or with the school's SENCo, Mrs K Shortt.
- Pupil progress is tracked by senior leaders, subject leaders, phase leaders and the SENCo.
- When a pupil's progress continues to be less than expected following support being put in place by the class teacher, further more detailed assessments are carried out by the SENCo or class teacher.
- Where it is identified that a child does have a special educational need, parents will be informed and the child will be put on the school's Additional needs register at SEN support. The SENCo will keep a record of the support each child on the register is receiving and this will be discussed at parent consultations.
- Sometimes the school may ask for specialist advice and support from outside agencies with the agreement of parents. Specialist support may come from Speech and Language therapists, ASD services, Health professionals and the Educational Psychology service.

There may be other reasons behind a child 'falling behind'. These may include lateness and absences, movement between numerous schools causing inconsistent learning, learning English as an additional language and worries that distract children from learning. Children who experience barriers to learning may require extra support to enable them to 'catch up'. These children may be placed on the additional needs register at Class concern. They will then be carefully tracked through the schools ongoing assessment and monitoring systems.

(For further details on what constitutes a Special Educational Need see the SEN Policy - available on the school's website - <http://www.summerbank.co.uk/about-summerbank-primary-school/policies>).

What should I do if I think my child may have additional needs?

- If you have concerns about your child's progress you should speak to your child's class teacher initially
- If the class teacher requires additional advice or support, they will contact the SENCo
- You may also wish to discuss your concerns with the SENCo

All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

How will school staff support my child?

At Summerbank Primary School we are committed to ensuring equal opportunities, inclusion and freedom from discrimination for all our pupils. We value all children in our school equally and strive to ensure that they enjoy equality of opportunity in all areas through a broad and balanced curriculum which is differentiated to meet individual needs and abilities.

The Special Educational Needs Coordinator (SENCo) - Mrs K Shortt

Responsible for:

- *Meeting with class teachers to discuss and plan support for your child.*
- *Advising on strategies teachers and support staff can use to help your child's learning.*
- *Ensuring that staff are trained to deliver any support or intervention that your child needs.*
- *Meeting with parents to discuss any concerns and support that is needed.*
- *Arranging further specialist help and support if this is thought necessary.*
- *Carrying out more detailed assessments to identify specific needs.*
- *Keeping the school's SEN register updated and making sure that records of your child's progress are kept.*
- *Recording what support each child is having on a school Provision Map.*

- *Drawing up a plan of provision and support for any child with an Education and Health Care Plan after meeting with parents and other professionals, including health professionals.*
- *Reviewing Education and health care plans and statements of educational needs annually with parents and other professionals.*

Class teacher

Responsible for:

- *Teachers plan high quality lessons which are differentiated to the needs of all children in their class.*
- *They carry out regular assessments of learning and identify children who may have gaps in their learning.*
- *Teachers identify children who may need additional support through their regular assessments.*
- *Teachers meet regularly with the SENCo to look at support needs and plan support on an Individual provision map. Where possible this is discussed with the child. Together they monitor the support given and assess its effectiveness.*
- *They plan extra support to meet the needs of the child. This may be in class in a small group or 1 to 1 with either the teacher or teaching assistant. Additionally a child may be withdrawn from class for a focused intervention.*
- *Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.*
- *The teacher meets with parents and their child to discuss their child's targets and the provision they are receiving. Meetings may also take place with the SENCo if requested.*
- *Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.*

Headteacher - Miss C Pearson

Responsible for:

The Head Teacher has responsibility for management of all areas of the school, including the provision of support for children with SEN. He will ensure that the class teachers and SENCo are meeting the needs of children with SEN and those with an Education and Health Care Plan or Statement of educational needs. The Head Teacher will make sure that the Governing Body is kept up to date about issues relating to SEN.

SEN Governor - Miss S Oldcorn

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.

In a support and challenge role the Governors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review the accessibility plan and all other statutory policies as defined by the DfE.

Each pupil's education programme will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant in class.

Interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning. These interventions will be recorded on the class provision map (this is a record of the interventions, timings and impact of the intervention). If you have any queries related to the interventions please do not hesitate to contact the class teacher or SENCo.

Pupil Progress Meetings are held each term. This is a meeting where the class teacher meets with the Senior Leadership Team to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned. Occasionally a pupil may need more expert support from an outside agency such as the Children's Therapy Team, Paediatrician etc. A referral will be made, with your consent and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.

Children on the SEN register have their support detailed on an Individual Provision Map. This document explains the interventions and support the child is receiving and the child's targets. Targets are discussed with the child and, where appropriate, they have input into choosing appropriate outcomes. There is also a date for those targets to be reviewed. The SENCo oversees the delivery of support programmes through regular monitoring, assessment and evaluation. The planned programme of support will be explained by the class teacher as part of regular meetings with parents. There may also be planned meetings with the SENCo.

The progress of children receiving additional support will be monitored termly to ensure that the programme of support is having the impact we are expecting. We use our own school assessments and standardised tests. The results of these assessments are shown on the child's provision map. Following the termly review between the teacher and SENCo the following terms provision is planned.

Education, Health and Care Plans

Parents may be asked for permission to refer a pupil for assessment by the Educational Psychologist, who may then recommend a referral for Statutory Assessment by the Local Authority. The Local Authority will then decide if a full assessment is needed and they may decide that the child needs an Education and Health Care Plan (this was previously called a Statement of Special Educational Needs). This will ensure that the child is given sufficient support to meet their long term needs. The EHC plan will give details of the support that must be put in place by the school and what strategies should be used.

How will we both know if my child's support is working? How will I know how to support my child?

The teacher continually gathers and monitors evidence about how each child is doing and what progress they are making against age related expectations. Each year a report is sent home to parents giving feedback on your child's progress.

Senior Leadership also monitor the progress of children across the school and hold regular pupil progress meetings with teachers to discuss the progress of individual children.

The SENCo monitors the progress of children who are receiving additional support or interventions and evaluates how effective the support or intervention is in helping the child to close the gap between them and other children of the same age.

Parents are welcome to make an appointment at any time to discuss how a child is doing, with either the class teacher or the SENCo.

Parents are informed about their child's progress at regular parent meetings with the class teacher. More frequent meetings are held if there are particular concerns about a child's progress.

A home/school diary may be put in place to keep parents informed on a regular basis or a teacher may arrange to tell parents how a child is doing on a weekly or daily basis, depending on concerns about the child.

The school will be running a number of Family Learning courses throughout the year where parents will be able to come into school to work alongside their child.

How will the curriculum be matched to my child's needs?

All teachers need to adapt the curriculum to meet the learning needs of all the children in their class.

Teachers use various strategies to adapt the curriculum to a child's needs.

These might include:-

- Word mats to support the child with spelling.
- Pictures or other visual clues to help with understanding.

- Using support staff to help with understanding and reinforcement of learning.
- Tasks differentiated to the child's ability.

The effectiveness of techniques and strategies used in the classroom is monitored through regular classroom observations and book looks by the senior management team.

When children move to their new classes in September each year, information is shared from the previous class teacher so that their new teacher can plan any support that child may need. Pupil passports provide teachers and support staff with a personal view of the child. The passport details things like their likes and dislikes, what makes them happy and how they like to be supported in class. The views of the child will be sought where practical, taking into account age, maturity and capability. Passports will be reviewed annually with the child and updated where necessary.

What support will there be for my child's overall wellbeing?

The school has a full time Learning Mentor, Mrs Holly Potts, who is able to give emotional and social support. She is supported by other members of the inclusion team.

A child with emotional or social difficulties may also have behavioural issues and the Learning Mentor is also able to help to ensure that the child is still able to access full time learning.

The school runs an early morning Study Support Group, where children are given breakfast and provided with additional social and learning opportunities. The Group also aims to ensure more consistent attendance. Some children may attend this session to support them with being ready to learn through accessing time to talk with key adults.

Medical advice and support is provided by the school nurses. They provide training for staff on medical issues and provide personal care. A Health Care Plan is drawn up for any child who needs personal medical support in school.

The school nurse is also able to advise on referral to other support agencies such as CAMHS or is able to work with the school to provide support to a family through an Early Help Plan if there is a medical need.

Good attendance is crucial to a child's progress. Attendance is monitored by Mrs J Cartwright and the Education Welfare Officer. The SENCo also monitors the attendance of children on the SEN register. Poor attendance can significantly disrupt learning and can be the cause of gaps within a child's learning. Lateness also causes considerable disruption to a class.

There are a number of staff who are First aid trained in school and there is a policy for the safe administration of medicines which is available from the office.

Summerbank also has a School Council who meet regularly to discuss ideas for fundraising and plans for the future. Every class has a representative who will put any ideas forward from their class.

What specialist services and expertise are available at, or accessed by the school?

The school works closely with a number of specialist services to ensure appropriate provision is given to a child.

These services include:-

Health- school nurses/health visitors

Speech and Language Therapy Service- SALT

Occupational Therapy

Special Educational Needs Information, advice and support service - SENDIASS

Social Care and Family support

Special Educational Needs and Disability service -SEND services

Hearing Impairment team, Visual Impairment team, Autistic Spectrum Disorder team, Speech, Language and Communication team.

Educational Psychology team

The school is also able to make referrals for more specific support or assessment from the specialist Autistic Spectrum Disorder Team or CAMHS.

What training have the staff supporting children had?

The school ensures that all staff, including Learning Support Assistants, have training to improve the teaching and learning of children, including those with SEN. This is part of an ongoing programme of professional development of all teachers and LSAs. Staff have received training on the teaching of phonics, the teaching of reading, the use of IT packages to support children with SEN, such as Clicker 6 and the use of maths interventions such as Numicon and Power of 2.

Staff also attend training provided by outside agencies such as SEND services. SEND services staff may also come into school to train staff if a child has a particular need, for example if a child has a Visual Impairment or Hearing Impairment a member of the team will come into school to train or advise staff on how best to meet the child's needs.

Staff at Summerbank Primary academy have completed training to support children through a wide range of interventions including:

Multi-sensory phonics approaches (Support staff)

Quality First teaching for SEN children (Teachers)

Catch up Numeracy training (Support staff)

Talking maths (SENCo and EAL Lead)

Early talk training (Nursery)

Switch on Literacy (Support staff/SENCo)

In addition to this the SENCo has completed the National Award in SEN Coordination.

All staff also receive regular Child protection training.

How will my child be included in activities outside of the classroom, including school trips?

Every child is entitled to be included in all parts of the school curriculum and we aim for all pupils to be included on school trips. We provide the necessary support and adjustments to make sure that this is successful.

A risk assessment is carried out before any school trip to make sure that any risks are identified and planned for to ensure safety.

Any particular needs are discussed with parents and appropriate adjustments made to make sure that the child can still be included.

How accessible is the school environment?

Equipment is provided to make sure that all children are able to access activities, for example IT equipment, special pencils, scissors, use of dyslexia friendly texts and multi-sensory resources.

Support staff are deployed according to individual pupil's needs.

Training is given to teachers and teaching assistants to teach and support pupils with a disability.

The school has a sensory room which provides a quiet, stimulating yet calm environment for any child who needs this at certain times.

Handouts, information given in class, are enlarged to meet the needs of pupils with visual impairment.

ICT is used to display written information in different formats and with different colour backgrounds and fonts.

A website designer has been employed to ensure that fonts used on the school website, are clear and appropriate background colours are used.

The school is committed to providing an environment that enables full access and participation in the school community for all pupils, staff and visitors with a disability, regardless of their physical, sensory, social, spiritual, emotional and cultural needs.

Summerbank School was substantially remodelled in 2005 and now comprises of a Key Stage Two 'wing', housed in the original Edwardian building, and a purpose built Foundation/ Key Stage One section. The design of the building interweaves the two sections seamlessly and includes disabled toilet facilities.

A new extension to the Foundation Stage/KS1 building was completed in September 2013 and the design has taken account of access, facilities and fittings to improve accessibility.

New outdoor play areas were also installed with the provision of artificial turf to improve access.

There are some steps to the higher-level outdoor play area but a ramp is also provided.

Within the school buildings there are wide corridors providing good disabled access to all areas. The entrance is approached by a ramp or steps with automatic electric doors into the reception area. There is a low window in reception for visitors in wheelchairs. The car park has a ramp access to the school, with disabled spaces marked out nearest to the school.

How will the school prepare and support my child when joining the school, transferring school or the next stage of education and life?

All parents are offered a home visit when a child joins Foundation Stage 1. Staff from school will also visit nurseries and pre-school settings to meet the children and staff who have been working with them. There are also links with the Child Development Centre, Early Years Forum, Health Visitor and School Nursing Service. Children are invited to *Play and Stay* sessions in the summer

term before they join the school. Information meetings are also held for parents during the summer term.

When a child is due to transfer to high school, transition visits are arranged, after discussion with the new school and parents. Transition plans consider the needs of the child as an individual during the transition phase.

For any child transferring to high school or another school, the SENCo passes on SEN assessments and information to the new school. A meeting may also be held with the SENCo and the parents/children to discuss any particular needs.

How are the school's resources allocated and matched to a child's needs?

The Head Teacher, in consultation with the school governors, allocates funding and resources matched to the needs of the children.

The Head Teacher and Deputy Head Teacher, discuss with the SENCo, children identified as needing extra support and children not making expected progress and then decide what support and resources are needed.

The school identifies the support/interventions given to pupils with SEN on a provision map, which is reviewed regularly.

This ensures that the needs of children across the school are met and that resources, including Learning Support Staff, are deployed effectively.

We match support, interventions and physical resources to the level of each child's need. This may increase or decrease over time as needs change. Pupil Premium funding, which is allocated for pupils entitled to free school meals, may also be used to support pupils with special educational needs.

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

Support is planned to meet individual pupil's needs. Different pupils need different levels of support in order to reach age expected attainment levels.

The SENCo discusses with teachers the needs of the pupils in their class and what level of support is needed. This may be in class support or an additional intervention delivered by a Learning Support Assistant who will provide the child with a specific programme, such as a reading intervention to support their reading skills or a maths intervention if they need to develop these skills.

There are ongoing discussions with parents and their child when additional support is provided.

Interventions used in school are chosen because research evidence has shown them to be effective in helping children to make accelerated progress.

Assessment of the child is carried out before the start of the intervention/support and at the end. The data from these assessments is recorded for each child and it is then analysed by the SENCo to evaluate its effectiveness.

How do you involve parents? How can I get involved?

At Summerbank we work in partnership with parents to support their child's needs. Any decision about assessment or provision for a child is discussed with parents and where applicable the child.

All information from outside professionals will be discussed with parents/carers.

- Parents are welcome to contact their child's teacher to discuss their child's progress outside of regular parents' meetings.
- Parents of children at SEN Support will be invited to termly meetings with the class teacher.
- Parents are invited to many activities through the school year. These include class assemblies, productions, sports days and book fairs.
- The Inclusion team arrange regular coffee mornings where parents can speak to all members of the team.

If parents wish to ask another agency for further advice or information you are able to contact Parent Partnership which is a statutory service that offers help to parents and carers of children with Special Educational Needs. They make

sure that you receive accurate and neutral information to help you to make decisions. They also give practical help on writing letters or filling in forms.

(Contact details for outside support agencies are included at the end of the report)

How are children involved?

Pupils on SEN support have regular opportunities to discuss their progress and their targets.

Pupil passports are used to enable pupils to record their views. The passports enable adults who work with your child to know their likes and dislikes and most importantly it records what support works best from your child's point of view. The passports are updated annually with your child. Parents are also asked to participate in this process and where a child is unable to provide feedback parents will be asked to support writing their passports.

If a child is put forward for an EHC plan, their views will be integral to the process. We will also involve the parents throughout. Where appropriate children are invited to reviews of their plan and their views are sought before the meeting.

Who can I contact for further information?

If a parent/carer has any concerns or questions regarding their child please do not hesitate to talk with their child's class teacher. If you would prefer to talk to the SENCo either call into the office or phone to request an appointment.

At regular intervals throughout the school year we will invite you to join us for informal coffee mornings. These are a chance to talk to the SENCo, the SEN Governor and other members of the support team. These meetings also provide you with a chance to talk about the interventions your child is having and have them demonstrated to you. The support assistants can also help with strategies and additional work to help your child practice their skills at home.

If parents feel that they have a legitimate concern or complaint about the provision made for their child, then they should make an appointment to see the

class teacher who will pass any relevant information to the SENCO and Head Teacher. The school has a Complaints Policy which can be found on the school website (www.summerbank.co.uk) or a paper copy can be requested from the school office.

Other support available

The following links and numbers are for support organisations and websites that can provide advice and support for parents of children with additional needs.

Special Educational Needs and disability information, advice and support service - provide confidential, impartial information from education law on disability, health and social care to help parents/carers, children and young people in making informed choices enabling them to play an active role in relation to educational decisions.

Tel - 01782 234701 / 01782 234847 Website - <http://www.sendiass-stoke.co.uk/>

Parent Engagement group - The PEGiS group is a chance for parents/carers of children with special educational needs to meet together and discuss educational issues and concerns. Contact - Michelle Craggs

Tel No. 07935 557380 pegis.stoke@hotmail.com

Action for Children - Action for Children is the lead provider for the Stoke-on-Trent Aiming High for Disabled Children programme. We are a major national provider of Short Break services, with an excellent reputation of working with children and young people with disabilities and Special Educational Needs.

Website : <http://services.actionforchildren.org.uk/stoke-aiming-high>

North Staffs Asperger/Autism Association - The NSAAA provides support, help and advice to individuals with an Autistic Spectrum Condition, their parents and carers.

Tel: 01782 627002 Website: <http://www.nsaaa.org.uk/>

Afasic - Afasic supports parents with children who have difficulties talking and understanding language.

Tel: 0300 666 9410 Website : <http://www.afasic.org.uk/>

SCOPE about disability provides support through **Face 2 Face** - A free befriending service offering one to one emotional support for parents of disabled children or those with additional needs.

Local Contact - Denise Deakin - Email - denise.deakin@scope.org.uk

SCOPE Tel:0808 0800 3333

Website -<https://www.scope.org.uk/>