

# **Summerlea CP School**

## **SEN Information Report**

### **2022-2023**

#### **1. What kinds of SEN do we make provision for?**

Summerlea CP School is a large mainstream community primary school for ages 4-11. Inclusion is one of the fundamental beliefs of the school and all needs are provided for. The school ensures that best endeavours are always made to make sure that a child with SEN gets the support they need.

At Summerlea CP School, our whole school inclusive aims are:

- To provide a rich and varied range of experiences that will encourage all pupils to become enthusiastic learners, and active participants in all aspects of school life.
- To enable pupils to develop lively and enquiring minds, the ability to question and argue rationally and the skill of becoming independent learners.
- To assist in the acquisition of knowledge, skills and attitudes that will enable all pupils, irrespective of their ability, to achieve their potential and play a full part in subsequent phases of education and adult life.
- To celebrate children's strengths and interests and to ensure that all children feel that school is a place where they can thrive.

We recognise that:

- All pupils are entitled to access a broad and balanced curriculum, which should be adapted to their individual needs.
- Each pupil is unique, and an individual in their own right, and will be given the opportunity to develop at their own rate and in their preferred learning style.
- Pupils will succeed in their learning when they feel confident and their self-esteem is high.
- Additional and/or different support may need to be provided for pupils experiencing difficulties whether academic, emotional, social or physical, through our SEND provision.

#### **2. Identification and assessment of pupils with SEN**

At the heart of the work of every class in Summerlea is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special needs.

The school is committed to early identification of SEN. A range of evidence is collected through the usual assessment and monitoring arrangements e.g. Early Years Foundation Stage Profile, National Curriculum objectives, standardised tests. Pupil Progress Meetings are held every half-term from which we identify and track children who are not making expected progress or who are working significantly below the level of their peers. When a teacher is concerned about a child because they are not making satisfactory progress, despite Quality First Teaching being in place, they raise the issue with the Inclusion

Team who offers advice. Short term targets may be put in place through a PLP (Personalised Learning Plan) and progress will be monitored through the assess, plan, do and review cycle. The SENDCo may decide that the child needs to be placed on the SEN register and have an ILP (Individual Learning Plan).

If a child on the SEN register does not make satisfactory progress after receiving appropriate intervention, advice from outside agencies may be sought and further intervention may be put into place. If satisfactory progress is not made at this stage, a request for an Education, Health and Care Needs Assessment may be made. The register is reviewed on a termly basis in line with school assessment arrangements. Children come off the register once they have made sufficient progress.

### **3. Provision for pupils with SEN**

#### **a) How we evaluate the effectiveness of provision**

At Summerlea we use the assess, plan, do and review cycle to monitor the effectiveness of provision. At the beginning of an intervention, targets are set for each child; these targets are then reviewed at the end of the intervention in order to assess how successful it has been. Information about each intervention is kept by the Inclusion Team.

#### **b) How we assess and review progress towards outcomes**

Progress is reviewed through half termly Pupil Progress Meetings and termly data analysis and through termly review meetings (Parent Consultations). In addition, provision for children EHCPs is reviewed at Annual Review Meetings.

#### **c) Our approach to teaching pupils with SEN**

We are a fully inclusive school that uses a range of approaches to meet the needs of pupils with SEN. Some of the approaches we use include adaptation of the curriculum, scaffolding e.g. through the use of visual support, small group work, 1:1 support or pre-teaching. Approaches are reviewed on a termly basis and adapted to ensure that each child is receiving the most appropriate support.

#### **d) How we adapt the curriculum and learning environment for pupils with SEN**

Teaching and the curriculum is adapted to meet the needs of individual pupils. The school takes all reasonable steps to modify and adapt the learning environment to meet the individual needs of the pupils e.g. through the provision of specific equipment. Children with SEN are enabled to engage in activities available with children in the school who do not have SEN; this is facilitated through additional adult support, use of appropriate equipment or by adapting the activity.

#### **e) Additional support available for pupils with SEN**

The school provides various interventions and types of support in order to meet the individual needs of the children. Specific interventions may be delivered in small groups or

on an individual basis by a Class Teacher or Learning Support Assistant. Interventions may take place inside or outside of the classroom.

Children requiring a higher level of support may have access to an Individual Needs Assistant (INA) who may support the child in class or outside of the classroom on an individual, paired or group basis.

**f) Support available to pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs;**

We operate an inclusive curriculum which includes all educational visits. Education visits are planned and risk assessed using the West Sussex EVOLVE system. Pre-visits are made by staff taking in consideration the needs of the children. Additional adults will be provided as support for children who require it e.g. for mobility reasons. Our school policy requires at least one member of staff on every visit to be a first aider. Specific individuals receive a programme of support prior to school visits. Alternative transport arrangements may be made when required.

**g) Support available for improving the emotional and social development of pupils with SEN**

The school train key staff in identifying and supporting children experiencing difficulties with their mental health or wellbeing. Children identified as needing support with their emotional and social development may be given extra support by the class teacher or LSA or may be referred to the Inclusion Team.

The Inclusion Team offer support in and out of class. This may include support to develop friendships, to manage anger or to improve their confidence and may take the form of small group work, 1:1 work or a specific intervention e.g. Lego Therapy. In some cases play therapy may be offered to support children with their emotional wellbeing.

**4. Name and contact details of the SEN contact:**

The named SENDCo is  
Mrs H Morris  
Summerlea C P School  
Windsor Drive  
Rustington  
West Sussex  
BN16 3SW

Tel: 01903 856783

Email: [office@summerleaschool.co.uk](mailto:office@summerleaschool.co.uk)

Other members of the Inclusion Team are Mrs K Viney (Pupil Premium Leader & Family Support) and Mrs A Callaway (Pupil Premium Teacher).

## **5. Expertise and training of staff**

Our training needs are under constant review and are planned to meet the needs of the children we care for as well as ensuring we meet statutory requirements.

The school also (as at 01.09.22) employs 25 Learning Support Assistants (LSAs) as follows:

15 x Individual Needs Assistants

2 x EYFS Teaching Assistants supporting learning in EYFS

7 x Teaching Assistants supporting learning across the school and including 2 Intervention Assistants supporting pupils requiring SEN support with specific interventions.

1 x Speech and Language Assistant supporting pupils with speech and language needs across the school, including those with SALT plans

3 x Higher Level Teaching Assistants

Recent training for staff has included:

- Executive functioning
- Pathological Demand Avoidance
- Brain development
- Autism awareness
- Phonics
- Safeguarding
- Team Teach
- Emotional literacy
- Youth Mental Health
- Precision Teaching
- Bespoke medical training in response to individual needs. E.G. use of epi-pens
- Many of our Learning Support Assistants and Individual Needs Assistants have NVQ level 3 and a Diploma in Supporting Teaching and Learning
- First Aid
- Dyslexia and specific learning difficulty training
- Speech and language
- Lego Therapy
- Zones of Regulation
- Adverse Childhood Experiences

## **6. Equipment and facilities to support children with SEN**

The school provides appropriate equipment and facilities for children with SEN following advice from outside agencies or discussion with parents.

## **7. Arrangements for consulting parents of children with SEN and involving parents in the education of their child**

Parents should contact the class teacher, in the first instance, to discuss any concerns they have about the progress their child is making. Progress of children with SEN is also discussed with parents at termly Parent Consultation Meetings. Individual Learning plans (ILPs) will be co-produced and discussed with parents at this meeting.

Parents are encouraged to make an appointment with the SENDCo or Inclusion Team if they have specific concerns about their child's SEN. Parents are invited to contribute to Annual Reviews and Education, Health and Care Plans.

#### **8. Arrangements for consulting young people with SEN and involving them in their education**

All children, including those with SEN, are made aware of their next steps. Staff providing additional support to children with SEN share and discuss targets with children. Children are informed about the purpose of interventions and successes are celebrated when children reach their targets. Children are invited to contribute to Annual Reviews.

#### **9. Arrangements for parents of children with SEN who may wish to complain about the provision**

Parents who wish to complain are first of all encouraged to request an appointment with the class teacher, Phase Leader or SENDCo.

If this does not resolve the issue they should request to speak to the Head Teacher or Deputy Head Teacher regarding their complaint.

If the issue cannot be resolved, or if the complaint is about the Head Teacher, the parent would be directed to the school's complaints procedure which is available on the school website or from the office by request.

#### **10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations in meeting the needs of pupils with SEN and supporting the families of such pupils**

In order to meet the individual needs of a child the school may seek advice from an Educational Psychologist, Occupational Therapist, Speech and Language Therapist, medical professional or Advisory Teacher.

Where a child has an Education, Health and Care Plan, the school liaises with all appropriate agencies, including the named case officer in the Local Authority SEN team.

#### **11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.**

These are two parent support organisations which are available:

- **West Sussex Parent Carer Forum**  
[www.wspcf.cp.uk](http://www.wspcf.cp.uk)  
Tel: 01903 726188
- **SEND Information and Advice Support Network**  
<http://www.iassnetwork.org.uk>  
Tel: 0330 222855

**12. The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.**

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language providing the school can meet the child's needs having made all reasonable adaptations. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (please see the separate Admissions Policy).

The school consults with parents about how best to meet the needs of children transferring between phases. The school liaises with previous schools or settings and with schools that children are moving to.

Support for the pupil coming to terms with moving on will be carefully planned and will include familiarisation visits and a transition booklet containing photographs of key staff and key places in their new school/setting. Pupils will be included in all 'class transition days' to the next phase but may also be offered additional transition visits.

Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve all outside agencies as appropriate to ensure information is comprehensive, but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate and possible.

Where children are moving to a secondary school, a member of staff from the new school is invited to Annual Reviews.

**13. Information on where the local authority's local offer is published.**

The West Sussex County Council 'Local Offer' website is available at <https://westsussex.localoffer.org> and has a wide variety of services that can be accessed.

Summerlea C P School's page can be found at:  
<https://westsussex.local-offer.org/services/227>

This policy was approved by the governing body of Summerlea Community Primary School

on: .....12<sup>th</sup> October 2022.....

Signature of Chair of Governors: .....

Signature of Headteacher: .....  


# Policy Review Form

*Please complete this section when reviewing and updating this document.*

## **Author**

### **Name**

Helen Morris

### **Date**

September 2018

## **Reviews**

### **Name**

Helen Morris  
Anna Ronchetti  
Anna Ronchetti  
Helen Morris

### **Review Period: Annually**

September 2019  
September 2020  
May 2021  
August 2022

## **Information Source**

### **Name**

### **Date**

## **Change Control**

### **Sections Amended**

4 – HM added as named  
SENDCo due to AR being on  
maternity leave  
1, 2, 3, 5 & 12  
2, 3(g), 4 & 5  
5 – numbers of staff updated  
4 – SENDCo changed to HM  
2, 4 & 5

### **Author & Date**

Helen Morris - Feb 2019  
  
Helen Morris – Sept 2019  
Anna Ronchetti – Sept 2020  
Anna Ronchetti – May 2021  
Nicola Moore – September 21  
Helen Morris – August 2022