



Summerfield School – SEND Information Report 2016 - 2017

<p>The kind of special educational needs that are provided for.</p>	<p>Summerfield is a mainstream primary school. It is an inclusive setting, which takes children from Early Years through to Year 6. We fully comply with the requirements outlined in the Special Educational Needs Code of Practice (2014).</p> <p>The four main broad areas of SEND are as detailed below:</p> <ul style="list-style-type: none">• Communication and Interaction• Cognition and Learning• Social, Emotional and Mental Health Difficulties• Sensory and / or Physical Needs <p>We make reasonable adjustments to our practices to comply with the Equality Act (2010).</p>
<p>Policies for identifying children and young people with SEND and assessing their needs, including the name and contact details of the SENCO</p>	<p>The school has a SEND policy which can be found on the school website. http://www.summerfieldschool.org/SEN%20Policy%202015.pdf</p> <p>The SENCO is Mrs Kate Mott and she can be contacted via the school office on 01908 662585 or via email at kmott@summerfieldschool.org</p> <p>Mrs Mott is a full time SENCO but if she is not available then please leave a message with the office and she will contact you as soon as possible.</p> <p>At Summerfield, children are identified as having Special Educational Needs (SEN) through a variety of ways including:</p> <ul style="list-style-type: none">• Liaison with your child’s previous school /early years setting• Concerns raised by parents/carers• Concerns raised by your child’s class teacher or school SENCO• Concerns raised due to behavioural difficulties or poor self-esteem which is affecting performance• Liaison with external professionals (e.g. speech and language therapist)• A medical diagnosis

	<p>Children entering Early Years with special needs are closely monitored and targets are set as appropriate to the needs of the child. The school liaises closely with the pre-school setting to ensure that the school is fully informed of a child's needs.</p> <p>Class teachers set realistic and achievable targets for children. A wide range of intervention programmes are used to support a child's area of need. Both teaching and support staff receive regular training and updates about new programmes. There are members of staff who are highly trained in specific interventions. Programmes of work vary in length according to the type of need that is being addressed.</p> <p>Interventions and the impact they have had on children's learning and progress are monitored by teaching staff on a half termly or termly basis and revised accordingly. The SENCO meets with class teachers on a termly basis to review progress made by children who have a special need and to set new targets. Class teachers can approach the SENCO if they have concerns about a child in the meantime.</p> <p>The school operates an 'Assess, Plan, Do and Review' cycle, whereby each term class teachers first assess the child's needs then plan and map out the additional support and interventions to be carried out with the child. Clear targets are set and these interventions are then reviewed on a half termly or termly basis to check the impact they are having on the child's progress.</p>
<p>Arrangements for consulting parents of children with SEND and involving them in their child's education</p>	<p>The school has a regular reporting cycle for all children in the school, where parents are informed of their child's progress.</p> <p>This cycle takes the form of two parents' evenings; one in the Autumn term and one in the Spring term. At these meetings, class teachers will discuss a child's provision, the interventions they are accessing and the outcomes they are working on. They will also inform parents of the progress their child is making both in class and within the additional interventions they are receiving. At these parents' meetings, teachers will also share ideas with parents about how they can further support the targets the child is working on at home.</p> <p>In the Summer term, parents will receive a formal written report, detailing their child's progress in all areas of the curriculum as well as information about their child's general progress. At this time parents will also receive a copy of their child's individual Provision Map showing a written evaluation of the child's recent intervention targets/outcomes and outlining new targets for the remainder of the year. These targets will go up with the child in the Autumn term to their new class teacher.</p> <p>Following the Summer reports there is an open evening, where parents are invited to come in and have a look at their children's work as well as coming to share any concerns with their child's teacher.</p> <p>At the beginning of each term the SENCO will send out a letter to all parents of children involved in interventions to inform them of the programme their child will be undertaking.</p> <p>We have an open door policy where parents are invited to come in and speak to either the class teacher or the SENCO should they have concerns about the overall progress of their child.</p>

	<p>The SENCO holds meetings with parents and often outside agencies to discuss progress and to identify the best ways to address a child's needs. The school holds regular training for parents such as maths evenings and reading evenings to inform parents of how these subjects are taught and to model strategies such as calculation methods.</p> <p>Parents are welcome to volunteer to come in regularly to hear readers. All regular volunteers require a DBS (Disclosure and Barring Service) check, this will be arranged by the school's Business Manager.</p> <p>The parent teacher association is open to all parents. We also have parent governors who can take an active role in the overall running of the school including financial management, curriculum development and whole school improvement.</p> <p>Parents with particular skills sometimes come in to share those with a class, if their skills are relevant to the topic being studied.</p>
<p>Arrangements for consulting young people with SEND and involving them in their education.</p>	<p>The school holds termly pupil progress meetings for every class in the school. When there are concerns about progress for a child, the SENCO, class teacher and senior leadership team liaise with each other. Following the sharing of information, decisions are made about the most appropriate support to put in for the child.</p> <p>At this stage the child is then spoken to about the additional support they will be receiving. One page profiles are completed for all SEND children across the school as a way of teachers getting to know them. The one page profile is important for giving staff a clear overview of the whole child. We feel it is important to have the views of the child so that they feel involved in their own learning.</p> <p>At the end of each term when interventions are fully evaluated, children are involved (where appropriate) in discussing the effectiveness of the interventions they have received. We generally find our children are able to recognise what has worked well for them and what has supported them in their learning, as well as being able to say what they need to continue to work on.</p>
<p>Arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review</p>	<p>We follow clear guidance for age related expectation and targets as set out by the Department For Education. Ultimately we are striving for children to achieve their full potential.</p> <p>During our assess, plan, do and review cycle we will look at the actions needed to support a child towards their outcomes and highlight what each stakeholder can do in order to make a positive contribution. Tracking data along with observations/discussions by staff help to inform how well a child is doing.</p> <p>Children's targets are discussed with parents at parents' evenings in the Autumn and Spring terms. Depending on the needs of the child, there may also be more regular updates with parents. At Parents' Evening teachers will discuss the</p>

	<p>targets a child is currently working towards and explain how the learning/interventions are planned to support these targets.</p> <p>Each child's annual school report identifies how the child's attainment compares to National Curriculum age related expectations.</p> <p>Termly curriculum newsletters are sent out to parents to inform them of the curriculum for that term for each year group. Annual Parents' Information evenings / afternoons help to update parents and advise them how best to support their child's learning.</p> <p>If a child is involved in additional interventions and is on the Special Needs Register, parents will receive termly details of the targets they are working on. These targets will often include a target that can be worked on at home. Initial teacher meetings at the start of each academic year ensure that parents are aware of the expectations for that particular year group.</p>
<p>Arrangements for supporting young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society.</p>	<p>Our Early Years class teachers go out to each child's home setting to meet with parents and children. This is an opportunity to discuss any concerns the parent may have and it provides staff with an opportunity to meet the child in a setting they are comfortable and familiar with. Records for each Early Years child are shared by preschools and nurseries. Children are encouraged to do a pre visit whilst at playgroup. There are also weekly Stay and Play sessions at school from Summer Half Term, where parents can bring their children to familiarise them with the surroundings before they start in September. Our Early Years teachers go and visit most children in their pre-school setting and often they are accompanied by the teaching assistants who will be working in Early Years too. Additional visits can be arranged if needed.</p> <p>Our Early Years children start school in the first week of the Autumn term in a staggered approach, with all children attending by the beginning of the second week.</p> <p>Parents can meet the class teacher/SENCO to discuss the child's needs. We are fortunate to have strong links with our local secondary schools. Each year we hold meetings with staff from both schools. Year 6 teachers and the SENCO meet with SENCOs from the secondary schools to share an overview of each child with SEND. Good practice is shared so that transition to the next phase is made easier.</p> <p>Some secondary schools also offer a transition programme which runs during the summer term. This provides an opportunity for children to familiarise themselves with their new school setting, in a relaxed and informal manner. Visits to the secondary schools are encouraged and all children are encouraged to attend the induction day for their chosen secondary school. Where we know there are likely to be high levels of anxiety we can send staff along for parts of the</p>

	<p>induction day. In some cases, particularly for those children with a statement/EHCP, additional visits are arranged to help the child familiarise themselves with their new environment.</p> <p>In cases where a child is moving on to specialist provision, we also liaise closely with the new school. We are able to arrange visits, often with a member of our staff. Children are encouraged to attend the induction day/days for their school. We also make sure we do a thorough handover between the SENCO and the SENCO of the new setting, so that the transition is as smooth as possible. Often a member of staff from the new school will come and visit the child in our setting, so that the child has a familiar face. In some instances the schools provide us with materials such as photos to share with the child prior to the transfer. This can help make the transition as smooth as possible.</p>
<p>The approach to teaching children and young people with SEND</p>	<p>All our teachers are teachers of pupils with SEND. We adopt a graduated approach to meeting needs through quality first teaching. Our staff make adjustments to help include all children not just those with SEND.</p> <p>Children entering Early Years with special needs are closely monitored and targets are set as appropriate to the needs of the child. The school liaises closely with the pre-school setting to ensure that the school is fully informed of a child's needs. In collaboration with the SENCO, class teachers set realistic and achievable targets for children. A wide range of intervention programmes are used to support a child's area of need. Both teaching and support staff receive regular training and updates renew programmes. There are members of staff who are highly trained in specific interventions. Programmes of work vary in length according to the type of need that is being addressed.</p>
<p>How adaptations are made to the curriculum and the learning environment of support children and young people with SEND.</p>	<p>Our staff make reasonable adjustments to include and support all learners. Teachers incorporate differentiation in approaches and resources in all areas of the curriculum to meet the needs of all the children in their class. Learning styles are carefully considered as well as the level of support required by some children.</p> <p>As new topics are taught across the curriculum areas, teachers adapt their planning accordingly for their class, e.g. in maths, planning is often done on a daily basis as teachers assess how children have responded to the concept taught. This means they can plan for the next day based on what may need to be revisited or what may need to be taught to move children on in their learning.</p> <p>Groups are fluid across the subjects and within a subject e.g. a child may be capable in one aspect of maths but struggle with another aspect thus they would not be in the same group or be given the same level of work for each area.</p> <p>Our physical environment has been adapted to ensure wheelchair access. We have a disabled toilet and all classrooms are carpeted and all have blinds to reduce echo.</p> <p>The school is able to access support from the Local Authority to meet the needs of parents who may have English as an additional language to ensure that communication levels are maintained.</p>

	<p>The school regularly liaises with the physical and sensory support team to address the needs of those children with physical, visual or hearing difficulties. Some of our pupils with ASD have individual work stations within a quieter area of the classroom. Some of our pupils with fine motor difficulties may access writing through the use of an Ipad.</p>
<p>The expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured.</p>	<p>The school has access to external support from Specialist Teaching teams for Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties and Sensory/Physical needs. It also has access to Educational Psychologists, Speech and Language Therapy (SALT) and Children and Adolescent Mental Health Services (CAMHS).</p> <p>TAs have been trained in Read Write Inc, a phonics and reading programme and Numicon, a maths intervention programme. We have a Learning Mentor who is able to offer support to children with low self-esteem, provide work on social skills and offer a listening ear to those who may need it. We also employ a counsellor for half a day a week and as from September 2106, an Art Therapist will be working with a small group of SEND children.</p> <p>The SENCO liaises regularly with outside professionals such as the Educational Psychologist, Speech and Language therapists, Specialist Teachers for Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties and Sensory/Physical needs. In some cases the SENCO is able to make individual pupil referrals to these services to secure assessment and/ or advice to help support a child.</p>
<p>Evaluating the effectiveness of the provision for children and young people with SEND.</p>	<p>The school matches its resources to children with special needs according to the level of each child's needs. We review the needs of all children in the school and endeavour to put in place provisions in order to be able to cater for these needs. Some of the funding the school receives may go towards funding staff training, so that staff are more skilled at supporting differing needs.</p> <p>The SENCO and members of the SLT carry out observations of whole class teaching and intervention groups, as well as carrying out learning walks, which include reviewing how provision is delivered and help to maintain standards through rigorous quality assurance.</p> <p>For children with more severe or more specific needs, resources are used to provide additional intervention in order to support a child's progress.</p> <p>In cases where a child has been identified as having a statement/EHCP, which requires a number of hours of support to be given to a child, then resources are provided as set out in the child's plan.</p>

	<p>Each year we review the needs of all the children in the school to see if there is a change in the overall makeup of the school. Decisions are then made as to whether to put any additional interventions in place.</p>
<p>How children and young people with SEND are enabled to engage in activities available to children and young people in the school who do not have SEN.</p>	<p>We have a whole school approach to inclusion which supports all children engaging in activities together. All children are encouraged and supported to participate in trips. Special measures are taken to ensure that any child who has a specific need or difficulty has a designated adult with them i.e. a TA or parent. We make reasonable adjustments so that learners can join in with activities regardless of their needs.</p> <p>All children are actively encouraged to participate in a club; staff are made aware of any additional provision they may need to make to accommodate this.</p>
<p>Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying.</p>	<p>We have a highly experienced team of teachers and TAs who nurture our pupils. Children are aware that if they have a concern they can speak to an adult.</p> <p>We have a zero tolerance approach to bullying in the school which addresses the causes of bullying as well as dealing with negative behaviours. Our Anti-bullying Policy can be viewed on the schools website.</p> <p>SMSC is integral to all lessons and this looks to develop emotional and social development.</p> <p>The school has a Learning Mentor who meets regularly with parents and children who have been identified as needing some emotional support. The SENCO liaises regularly with the Learning Mentor to identify and share any concerns and to ensure best support is in place for the child.</p> <p>We have also funded a counsellor who comes in for half a day each week to support individual children in their emotional and social development.</p> <p>The school has a clear medicines policy. For children who are taking long term medication, this can be administered by any of our qualified first aiders once parental permission has been obtained.</p> <p>For those who need it we draw up behaviour plans which allow staff to support them appropriately at playtime as well as in class.</p>

How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND needs and supporting their families.

At Summerfield we are concerned with the overall development of all of our children. At times this may necessitate working with agencies outside the school setting. We regularly hold meetings where professionals outside the school are invited to attend. During these meetings we may discuss individual cases where it is felt support above and beyond what the school is able to offer is necessary. In these cases parents and children will be consulted and consent sought so that agencies are able to work in supporting the overall development of the child. We have strong working relationships with a variety of agencies e.g. Social Services, Social, Emotional and Mental Health Difficulties Specialist team, Communication and Interaction Specialist team, Cognition and Learning Specialist team, Sensory/Physical Specialist team, Educational Psychologists, CAMHS and Speech and Language support. We regularly engage these services to come in and observe some of our children, carry out assessments and offer teachers advice and guidance as to how best support individual children's needs. Many of these services also meet with parents to inform them of assessment findings and share advice and strategies for both school and home.

We have a particular duty to ensure that Looked After Children (LAC) are given the appropriate support and care to help support their progress and engagement with the learning environment. Our designated teacher, Miss Daley and the SENCO, meet with social services and the virtual school to ensure the child's wider needs are being met. A personal education plan (PEP) is produced termly to support the child's development.

Arrangements for handling complaints from parents of children with SEND about the provision made at the school.

The SENCO at the school is Mrs Mott, who can be contacted on 01908 662585.

In the first instance if a parent has a concern they are advised to contact their child's class teacher. If the matter cannot be resolved at this stage then the SENCO and/or Deputy Head / Head Teacher may become involved and a meeting convened to discuss the nature of the complaint and to look for a resolution to the issue. A copy of the school's complaint procedure can be found on the school's website. The complaints procedure will outline the formal steps the school will take in handling each complaint.

Where a resolution between the parent and school cannot be reached then parents will be advised to seek external support through MK SEND Information, Advice and Support Service.

<http://www.milton-keynes.gov.uk/schools-and-lifelong-learning/special-educational-needs-and-disability-information-advice-and-support-service>