

What kinds of special needs are provided for at Summerside?

The four broad 'areas of need' are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and Physical Needs

We have a particular specialism in providing education for children who are Deaf through our Provision for Deaf Children (PDC) Unit.

Which staff are the best people to talk to regarding my child's Special Educational Needs/Disability?

The Class teacher

Class teachers are responsible for:

- Assessing the progress of your child and identifying, planning and delivering any additional support your child may need (this could be targeted work or adapted work) and working alongside the Special Education Needs/Disabilities Co-ordinator (SENCo)/other specialist members of staff.
- Writing targets/SEN Support Plans with the SENCo and other members of staff and sharing and reviewing these with parents at least once each term.
- Having a clear understanding of the school's additional interventions that your child is receiving.
- Personalising teaching and learning for your child to best suit their specific needs using an Assess, Plan, Do, Review method.
- Ensuring that the school's SEN Policy is followed in their classroom and for all the pupils they teach with any SEND.

The SENCo: Miss Francesca Phillips is responsible for:

- Developing and reviewing the school's SEND policy.
- Co-ordinating all the support for children with special educational needs or disabilities (SEND).
- Ensuring that you are:
 - involved in supporting your child's learning.
 - kept informed about the support your child is getting.
 - involved in reviewing their progress.
- Liaising with all the other professionals who may be coming into school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology.
- Updating the school's SEN Profile (a register to ensure that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible
- Working closely with the Head Teacher and Governing Body

The Head Teacher: Mrs Charlotte Trew is responsible for:

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- The Head teacher will give responsibility to the SENCo and class teachers, but is still responsible for ensuring that your child's needs are met.
- Ensuring that the Governing Body is kept up to date about issues relating to SEND.

The SEN Governor (Jane Franklin) is responsible for:

- Ensuring that the necessary support is given for any child with SEND who attends the school.

School contact telephone number: 0208 445 1192

What are the different ways a child with SEND will be supported?

Class teacher input, via excellent targeted classroom teaching (Quality First Teaching).

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class as we teach a mastery curriculum.
- That all teaching is built on what your child already knows, can do and can understand.
- That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve using more practical learning, making teaching more visual or the use of special resources and equipment.
- That specific strategies (which may be suggested by the SENCo/other specialist members of staff and outside professionals) are in place to support your child to learn.
- Your child's teacher, along with the Senior Leadership Team, will constantly assess your child's progress and will provide extra support to help them make the best possible progress.

Specific group work

Intervention which may be:

- Run in the classroom or another area in the school e.g. the Provision for Deaf Children, Summerside House or the Groups Room.
- Run by a Nursery Nurse, teacher (including those on the Senior Leadership Team), specialist teacher (such as a Teacher of the Deaf), a Communication Support Worker or a SEN Support Assistant.

Specialist support from outside agencies, e.g. Speech and Language therapy (SEN Code of Practice 2014: School Support (SS))

This means a pupil has been identified by the SENCo as needing some extra specialist support in school from a professional from outside the school. This usually happens when a child has made less than expected progress despite evidence-based interventions and has an identified special educational need. This specialist support may be from:

- Local Authority central services, such as the Autistic Spectrum Condition (ASC)
- Outreach Team or Sensory Service (for students with a hearing or visual need).
- Outside agencies such as the Education Psychology Service (EPS).
- Child and Adolescent Mental Health Services (CAHMS), Primary mental Health Team (PMHT) and Grief Encounter
- Speech and Language Therapy services
- Occupational Therapy and Physiotherapy

Specified Individual support

For some children it is appropriate to apply for an Educational Health Care Plan if, after evidenced based intervention over time and advice from outside agencies, it is decided that their learning needs are severe, complex and lifelong.

The school (or you) can request that Local Authority Services carry out an EHCP assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.

It will also have long- and short-term goals for your child.

What do I do if I have concerns about my child?

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If you have concerns about your child's progress, you should speak to your child's class teacher initially.

If you continue to be concerned that your child is not making progress, you may speak to Miss Phillips, (SENCo). The school SEN Governor can also be contacted for support.

How will the school communicate with me if they have a concern about my child?

We are constantly reviewing and assessing your child's progress, including their mental health and wellbeing. If your child is identified as not making enough progress in an area, the school will set up a meeting to discuss this with you in more detail.

We will:

- Listen to any concerns you may have.
- Plan any additional support your child may need.
- Discuss with you any referrals to outside professionals to support your child.

How is extra support provided at Summerside?

The school budget, received from DFE / Reach 2 Academy Trust, includes money for supporting children with SEN.

The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school.

Who are the people who may be working with my child who has a SEND?

School provision:

- Teacher (including the Head Teacher or Deputy Head)
- Specialist teachers e.g. Teacher of the Deaf
- Higher Level Teaching Assistant
- Support Assistant
- Communicator of the Deaf

Local Authority Provision delivered in school:

- Autism Outreach Service
- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- Parent Partnership Service
- SALT (Speech and Language Therapy)

Health Provision delivered in school:

- Additional Speech and Language Therapy input to provide a higher level of service to the school
- School Nurse
- Occupational Therapy
- Physiotherapy
- CAMHS

How are teachers and other members of staff trained and support to provide the best support for children with SEND at Summerside?

Part of Miss Phillip's role (SENCo) is to support the teachers and staff in planning, teaching and assessing children with SEN. This support will involve modelling strategies, planning together and team teaching.

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The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues, such as Autism Spectrum Condition (ASC) and speech and language difficulties.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class, e.g. from the Autism advisory service.

Specialist teachers of the deaf (TODs) within the school plan and teach alongside teachers and support staff.

Outside professionals such as CAHMS provide specific support and advice on how to cater for specific needs in the best possible way.

How will teaching be adapted to support children with SEND at Summerside?

Staff plan lessons according to the specific needs of **all** groups of children in their class and will ensure that your child's needs are met so that they can access the learning. Teaching may involve strategies that are additional to and different from strategies that most other children need but will teach towards one learning outcome. Specific resources, equipment and strategies will be used to support your child individually and in groups.

Planning and teaching will be adapted to meet your child's learning needs so that they can access our broad and balanced curriculum.

How is progress monitored for children who have SEND at Summerside?

Your child's progress will be continually monitored by his/her class teacher, other members of staff who work with the child and the SENCo/Senior Leadership Team. His/her progress will be reviewed formally with the Head Teacher and SENCo at **least every term** in Pupil Progress Meetings and SEN Support Plan reviews.

If your child receives an extra intervention, their progress in this intervention will be received at least half-termly.

At the end of each key stage (i.e. at the end of year 2 and year 6), all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.

The progress of children with an EHCP will be formally reviewed at an Annual Review with all adults involved with the child's education.

Regular book scrutinies and lesson observations will be carried out by the SENCo and other members of the Senior Leadership Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.

Many children with SEND at Summerside are assessed using additional assessments such as the Sandwell Test for maths.

What support does Summerside offer parents and families who have a child with SEND?

Summerside believes it is imperative that school and families work closely together to support all children, especially those with SEND.

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used.

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Miss Phillips is available to meet with you to discuss your child's progress or any concerns/worries you may have. Please contact her via the main school office on 02084451192.
She is often in the playground at the beginning of the day for a more informal discussion.

All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
SEN Support Plans / Individual Behaviour Plans will be reviewed, with your involvement, every term.
Homework will be adjusted as needed to your child's individual requirements.
A home-school contact book may be used to support communication with you when this has been agreed to be useful for you and your child.
Support staff who provide a high level of 1:1 support for your child will be outside at the start and end of the day.
We conduct a parent/families questionnaire on an annual basis to seek your views.
At each termly Parents' Evening, Miss Phillips provides a SEND Drop In service where you can pop in and meet with her to discuss any issues.

How is Summerside School accessible to children with SEND?

The school is fully compliant with the Equality Act requirements.
The school has an Accessibility Plan which is regularly reviewed.
There are disabled toilets, shower area and changing facilities.
We ensure wherever possible that equipment used is accessible to all children regardless of their needs.
After-school provision is accessible to all children, including those with SEND.
Extra-curricular activities are accessible for children with SEND.
Detailed Risk Assessments are created and regularly reviewed for children with a high level of need.

How will Summerside support your child with key transitions e.g. between classes and phases?

We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible.

If your child is joining us from another school:
The SENCo may visit pre-schools with the Early Years Foundation Stage Leader when appropriate.
If your child would be helped by a book/passport/Communication Profile to support them in understanding moving on, then one will be made for them.
Your child will be able to visit our school and stay for a taster session, if this is appropriate.

If your child is moving to another school:
We will contact the school SENCo and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the new school.
We will make sure that all records about your child are passed on as soon as possible.
If your child would be helped by a book/passport to support them to understand moving on, then one will be made for them.

When moving classes in school:
Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. SEN Support plans and other records will be shared with the new teacher.

If your child would be helped by a book/passport to support them to understand moving on, then one will be made for them.

In Year 6:

The SENCo may discuss the specific needs of your child with the SENCo of the child's secondary school. In many cases, a transition review meeting will take place with the SENCo from the new school.

Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.

Where possible, your child will visit their new school and in some cases staff from the new school will visit your child in this school.

If your child would be helped by a book/passport to support them to understand moving on, then one will be made for them.

Our Learning Mentor may provide your child with additional support for transition if necessary.

How will Summerside support your child's mental health, social and emotional wellbeing?

We recognise that some children have extra social, emotional and social needs that need to be developed and nurtured.

All classes follow a structured Personal Social and Health Education (PSHE) curriculum and have Circle Time weekly to support this development.

However, for those children who find aspects of this difficult we offer:

- Lunchtime support through planned activities and groups with our Pastoral Care worker
- A Learning Mentor who supports children with various barriers to learning in a personalised way
- Social skills intervention and support

We use observations and formal assessment to help us target support when a child does not make good progress within an intervention.

Assemblies are also a key way that we support our children's well-being e.g. anti bullying assemblies.

Pupil Voice

We believe that we have created a strong culture and ethos where pupil voice is central.

We take pupils' opinions and concerns seriously in a variety of ways:

- Children have a real say in the running of the school via the School Council. The School Council are responsible for making many changes in the school.
- Pupils can raise concerns through any teacher/member of staff.
- They can use the 'Worry Monster' to request an adult speaks to them about a concern.
- Pupil Voice is sought in an inclusive and accessible way e.g. for SEN Support Plans and at Annual Reviews.
- Pupil Surveys are conducted and analysed annually.

Anti-bullying

Please see our Anti-Bullying Policy for more details.

What if I have a complaint regarding SEND at Summerside?

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Talk to the class teacher, the SENCo, Headteacher or SEN Governor.
Refer to the School Complaints Procedure.
Parent Partnership: Barnet SEND Information, Advice and Support Service
North London Business Park (NLBP), Oakleigh Road South, London N11 1NP
Tel: 020 8359 7637

Information on how to support children Support for parents and Carers of children with SEND at Barnet

As part of Barnet Council, the Barnet Local Offer should be your first point of reference for any further information.

This can be found at:

<https://www.barnet.gov.uk/citizen-home/children-young-people-and-families/the-local-offer-and-special-educational-needs.html>