

SEN Information Report and School Offer 2020-2021. Review date July 2021

Our academy is an inclusive one where we encourage children to ‘Aim High Smile and Shine.’

Special Educational Needs and Disabilities Coordinator: Charlotte Livingstone

Summercourt Academy is a vibrant, happy and exciting primary school which aims to develop each individual in a caring, family atmosphere. The children, staff and parents are extremely proud of our school and we aim to be inclusive of all children whatever needs they may have. The facilities we have and the education we provide are tailored to meet individual needs both inside and outside of the classroom environment. Staff at Summercourt Academy are trained to cater for the needs of the children in their care and many staff have had additional training specific to individual children. We are committed to narrowing the gap between SEND and non-SEND pupils. We do this through a variety of different provisions which may include short-term specific interventions, 1:1 sessions, home-school interventions, other learning interventions developed on an individual need basis as well as support from external agencies where appropriate. Every child at Summercourt Academy has the opportunity to follow all subjects in the Primary Curriculum and / or access all areas of learning in the Early Years Foundation Stage, the planning and delivery of which is differentiated by our talented team of teachers and their assistants.

Link to SEN Policy

[Policy](#)

Link to our school’s Equality Objectives

[Equality Objectives](#)

Link to our school’s Accessibility Plan/Policy

[Accessibility Plan](#)

1. Listening to and responding to children and young people

The Universal Offer	Additional Targeted Support and Provision	Specialist Individualised Support and Provision
 <p>Views and opinions of all pupils are valued by all members of the school community.</p> <p>Termly Parent's evenings for all children and parents/carers.</p> <p>Safeguarding and SEND concerns are discussed at staff meetings and briefings whenever required.</p> <p>Termly monitoring visits from other senior leaders including Executive Heads, Counsellor which focuses on school improvement which covers SEND.</p> <p>Termly learning environment working party comprising HT, SENCo and Hub Counsellor, who walk through the school looking at ways to improve learning for all.</p> <p>We listen and respond to children via the School Council and through class discussions.</p>	 <p>SEND pupils are included in all pupil voice/pupil conferencing groups.</p> <p>SEND pupils are included in all consultation groups.</p> <p>Tailored interventions based on need.</p> <p>Staff are skilled in listening to and supporting children in their sharing their ideas and opinions.</p>	 <p>Termly meetings of children, parents, class teacher/SENCo/ Teaching assistant and child.</p> <p>Pupils' views are incorporated into Individual Education Plans (IEPs) which are shared with parents and children and reviewed in Progress meetings termly. IEPs are completed for children with an Education Health Care (EHC) plan and all children who are at SEN Support.</p> <p>All documentation is presented in a format that is accessible to the pupil.</p> <p>Pupils views are an integral part of Team Around the Child) TAC meetings, Children in Need (CHIN) meetings and SEN reviews as described above.</p>

2. Partnership with parents and carers

The Universal Offer	Additional Targeted Support and Provision	Specialist Individualised
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The school works in partnership with all parents and carers through school events, welcome meetings at key transition times and arrange times to meet that suit them.

Parents and carers are invited to attend termly Parent's evenings and all parents receive notification of their child's achievement in relation to national expectations.

Pupils reports are sent home each academic year.

Where necessary, parents are given support to access multi-agency support.

A varied way of contacting parents from school: weekly newsletters, texts, phone calls, social media and face to face discussions.

Families are invited to attend information sessions: re supporting their children at home.

Parents are able to contact school about concerns at any time to speak to the class teacher.



Meet the SENCo opportunity in the Autumn term for new parents.

Information on SEND sent out to new parents to raise any concerns before their child starts school. We encourage parents to come and discuss their concerns in person afterwards.

Opportunities for parents to attend groups. Workshops if relevant relating to SEN. Information posted on the school website, newsletter and social media.

Support and Provision



Termly progress meeting with Parents, Class teacher and SENCo to discuss the child's learning needs.

Specific out of school agencies including:

- CAMHS
- SALT
- OT
- Cornwall Cognition and Learning
- Educational Psychologist
- Early Support workers
- Penhaligon's Friends
- ASD team
- Aspire Inclusion Team

Parents and carers are supported in attending, and are actively involved in, all multi-agency meetings and annual reviews where their views are an integral part.

All documentation can be presented in a format that is accessible to parents where appropriate.

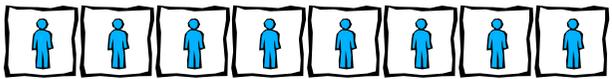
<p>Opportunities for parents to attend groups when applicable.</p>		
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3.The Curriculum

<p>The Universal Offer</p>	<p>Additional Targeted Support and Provision</p>	<p>Specialist Individualised Support and Provision</p>
 <p>The curriculum is designed to ensure the inclusion of all pupils and our Immersive Learning approach provides exciting opportunities which appeals to the needs of all learners.</p> <p>All pupils, regardless of their ability and/or additional needs, have full access to the curriculum.</p> <p>Assessments (including dyslexia screening) are used to identify pupils who need specific interventions.</p> <p>Parent evenings through the year and yearly reports to discuss pupils' work.</p> <p>Meet the teacher opportunities at the beginning of the school year.</p>	 <p>Interventions are individual and needs led.</p> <p>The progress of pupils taking part in intervention groups are assessed on a regular basis.</p> <p>The interventions are adapted in light of student progress.</p> <p>Small group intervention includes:</p> <ul style="list-style-type: none"> - Literacy – RWI, reading, Toe by Toe programme - Numeracy - Speech and Language - Trauma Informed Schools:UK - Fun Fit – gross motor control sessions - Precision Teaching - Time to Talk 	 <p>Pupils with special needs and/or disabilities can access the curriculum with adult support as appropriate.</p> <p>Personalised timetable if necessary with targeted support for those children who need it most. This may include pre-teaching of new topics, personalised resources and targeting children's independent skills.</p> <p>Regular contact with parents.</p> <p>Support from outside professionals include:</p> <ul style="list-style-type: none"> ✓ Educational Psychologist, ✓ Speech and Language ✓ Occupational Therapist ✓ CAMHS ✓ School Nurse

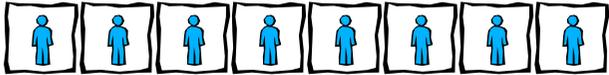
<p>Termly assessments on pupils' progress and attainment. This is assessed through 'pre-key stage standards, working towards expectations, meeting expectation or exceeding expectations.' The Engagement Model is used for pupils where attainment is not yet subject specific.</p> <p>Pupils are supported in following their interests, regardless of their SEN and/or disabilities.</p>		<ul style="list-style-type: none"> ✓ Aspire Inclusion Team ✓ ASD Team ✓ Cornwall ~Cognition and Learning ✓ Autism Champion ✓ Social Care ✓ Early Support Team
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4. Teaching and Learning

<p style="text-align: center;">The Universal Offer</p>  <p>The whole school uses a 'Dyslexia Friendly' approach to teaching and learning, where differentiated teaching and outcomes are used to ensure the progress of all pupils.</p> <p>The lessons are carefully planned to include clear stages, regular progress checks and different learning styles.</p> <p>Learning Objectives are displayed and discussed using 'We are learning to...' (WALT)</p> <p>Alternative ways of recording are used such as using iPad software.</p>	<p style="text-align: center;">Additional Targeted Support and Provision</p>  <p>Class teachers and teaching assistants share information and lesson plans to ensure that pupils with SEND have targeted support and provision.</p> <p>Teaching assistants/class teachers work with small groups to:</p> <ul style="list-style-type: none"> ✓ ensure understanding ✓ facilitate learning ✓ foster independence ✓ keep pupils on task. <p>If the class teacher is working with a small group, the teaching assistant supports the class with tasks already set by the teacher.</p>	<p style="text-align: center;">Specialist Individualised Support and Provision</p>  <p>Personalised and highly differentiated work is provided enabling independent learning.</p> <p>Personalised timetable if necessary.</p> <p>One-to-one support is in place for pupils who need more intensive support, e.g. for those with physical disabilities, sensory difficulties, Speech and Language difficulties, Autism, severe literacy difficulties/Dyslexia and they have a statement or EHC plan.</p> <p>IEPs for pupils with Educational Health Plans and SEN Support. These are reviewed termly with parents and pupils.</p>
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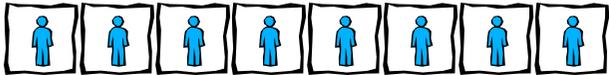
<p>Visual timetables used in all classrooms.</p> <p>Good quality training and CPD for all staff.</p> <p>Teachers and Teaching Assistants are given extra opportunities to further their qualifications: Dyslexia champion, Autism champion, Health and Well-being champion.</p>	<p>Independent student learning is supported by the use of technology, for example:</p> <ul style="list-style-type: none"> - iPads <p>Special examination arrangements are put in place for internal and external tests and examinations (reader, scribes etc)</p>	<p>'Now and Next' boards are used for pupils with specific timetable – to include interventions.</p>
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5. Self Help Skills and Independence

<p style="text-align: center;">The Universal Offer</p>  <p>Clearly labelled and laid out classrooms</p> <p>Resources available in class-rooms containing overlays, highlighters, dictionaries etc which promote independence.</p> <p>Classroom monitors with specific responsibilities.</p>	<p style="text-align: center;">Additional Targeted Support and Provision</p>  <p>Where teaching assistants are in the classroom they facilitate independence.</p> <p>Pupils have personalised equipment to help them to learn, such as talking tins, overlays, and timers.</p> <p>Pupils can have access to:</p> <ul style="list-style-type: none"> - visual timetables/Now and Next boards - Individual Pupil Profile Traffic Light System 	<p style="text-align: center;">Specialist Individualised Support and Provision</p>  <p>Teaching assistants working one-to-one with pupils encourage them to be specific about what they need help with, along with asking them what they have done already to find the help for themselves, e.g. asked peers, checked books, etc.</p> <p>Additional support is shared to build resilience in the young person, so that they have self-coping strategies when</p>
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<p>Consistent routines and behaviour expectations.</p> <p>Pupils have the opportunity to choose from many after school clubs.</p> <p>PSHE lessons and assemblies to promote Social and Emotional well-being.</p> <p>All children have the opportunities to attend school trips and residential.</p>		<p>and if the teaching assistant is absent.</p> <p>Visual cues are used for specific tasks eg toileting, dressing etc</p> <p>Timetables are in place to support independence.</p>
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6. Health, Wellbeing & Emotional Support

<p style="text-align: center;">The Universal Offer</p>  <p>PSHE lessons include all pupils.</p> <p>Character Curriculum is instilled through lessons and assemblies.</p> <p>Pupil issues are dealt with by trained staff, as they arise.</p> <p>All staff are first aid trained to ensure the safety of pupils.</p>	<p style="text-align: center;">Additional Targeted Support and Provision</p>  <p>Small group work focuses on...</p> <ul style="list-style-type: none"> - self-esteem - social skills - life skills - anger management <p>Support at playtimes where needed.</p>	<p style="text-align: center;">Specialist Individualised Support and Provision</p>  <p>TACs, Early Support meetings and reviews are supported by a range of agencies including the school nurse.</p> <p>Additional support for Pupils can be requested from</p> <ul style="list-style-type: none"> ✓ CAMHS ✓ Social Care ✓ Dreadnought ✓ SALT
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<p>Pupils have access to a school nurse on a referral basis.</p> <p>After School clubs e.g. performing arts, football, Lego club, multi-sports.</p> <p>All pupils belong to a class/group.</p> <p>Resilience is promoted through sports events, school plays, school trips and other team activities.</p> <p>All children belong to a house.</p> <p>All children have the opportunity to run for school councillor.</p> <p>TIS:UK whole school approach embedded</p>		<ul style="list-style-type: none"> ✓ Young People Cornwall ✓ Bloom ✓ Hearing support <p>Pupils with specific medical conditions have individual health care plans.</p> <p>Sensory Diet designed for individual pupils needs.</p> <p>Draw and Talk for social and emotional support.</p> <p>TISUK one to one sessions for Social and Emotional Support.</p>
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7 Social Interaction opportunities

<p style="text-align: center;">The Universal Offer</p>  <p>All children belong to a 'team'.</p> <p>All children from Years 1 to 6 are given the opportunity to run for School Councillor each year.</p>	<p style="text-align: center;">Additional Targeted Support and Provision</p>  <p>Socially Speaking intervention.</p> <p>Time to Talk intervention.</p> <p>TISUK intervention.</p>	<p style="text-align: center;">Specialist Individualised Support and Provision</p>  <p>Advice/Care Plans from SALT.</p> <p>Buddy system, particularly for new children to the school.</p>
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<p>All children have the opportunity to join a club.</p> <p>Class performances and productions where everyone has a part.</p> <p>Collaborative working in class.</p> <p>Buddy's support the younger children and provide a role model for them.</p> <p>Home visits are arranged for children entering Reception.</p> <p>There is a robust secondary transition and partnership with our main local feeder school.</p>	<p>Adult support at playtimes to encourage friendships and modelling of games.</p>	<p>Meetings with Early Years providers to discuss individual needs of pupils who will join Reception.</p>
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8. The Physical Environment (safety, accessibility, positive learning)

<p style="text-align: center;">The Universal Offer</p>  <p>All areas of the school are accessible to everyone including those Pupils with SEND.</p> <p>All classes have wheel chair access and the school is wheelchair accessible.</p>	<p style="text-align: center;">Additional Targeted Support and Provision</p>  <p>Non-slip, non-breakable equipment available in practical lessons.</p> <p>Some toilets adapted by height.</p> <p>There are named adults who are 'Team Teach' trained.</p>	<p style="text-align: center;">Specialist Individualised Support and Provision</p>  <p>Specialist equipment in practical lessons enables disabled Pupils to be independent.</p> <p>Classrooms/halls/corridors are made accessible for young people with sensory needs.</p>
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<p>Pupils feel safe and in an environment where bullying is absolutely minimal and dealt with effectively.</p> <p>There is a named Designated Safeguarding Lead and a named Designated Teacher for Children in Care and Previously Looked After Children.</p> <p>All areas of the school are uplifting, positive and support learning.</p> <p>Teachers focus on rewarding good behaviour to promote a positive learning environment.</p> <p>The rewards and sanctions system is robust and displayed around the school.</p>	<p>Quiet areas are available.</p> <p>The use of a 'Quiet room' is used for sensory time.</p>	
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9. Transition from year to year and setting to setting

<p style="text-align: center;">The Universal Offer</p>  <p>The EYFS class forms one of the four classes we have at Summercourt.</p>	<p style="text-align: center;">Additional Targeted Support and Provision</p>  <p>Class 1 teachers liaise with parents (home visits) and pre-school to ensure all information is shared before the new intake transition. SENCO will liaise with Secondary School to ensure all information is shared before</p>	<p style="text-align: center;">Specialist Individualised Support and Provision</p>  <p>Where necessary, individualised transition programmes are put in place.</p>
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<p>EYFS transition is well planned and takes place regularly.</p> <p>EYFS Learning Together sessions in the Summer Term prior to the children attending, which incorporates a lunchtime.</p> <p>There are strong links with the receiving secondary schools. Children are identified who may need extra support and new school is worked with to ensure a successful transition.</p> <p>Taster sessions happen throughout the year and in a variety of curriculum areas.</p> <p>Children have a morning in their new class the term before they move into their new class.</p>	<p>transition. Extra visits can be arranged if required.</p>	
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10 The SEND qualifications of, and SEND training attended by, our staff

<p style="text-align: center;">The Universal Offer</p>  <p>SENCo trained in the National Award for SEN.</p> <p>SENCo network meetings attended by the SENCo termly.</p>	<p style="text-align: center;">Additional Targeted Support and Provision</p>  <p>TA meetings for those who work with specific children termly or half termly.</p> <p>Groups of staff are trained in a specific intervention e.g Precision teaching, Toe by Toe, Draw and Talk, TISUK.</p>	<p style="text-align: center;">Specialist Individualised Support and Provision</p>  <p>Individualised training attended that will benefit specific children. E.g Effective questioning for children with ASD.</p> <p>The Trust has a named person as Dyslexia Champion.</p>
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<p>Staff INSET days throughout the year.</p> <p>CPD available for all staff.</p> <p>Weekly staff meetings.</p> <p>Support staff have their NVQ level 2 or 3 or equivalent relevant qualification.</p>		<p>The school has access to staff who are trained in how to use the Dyslexia Screening Test.</p> <p>Two members of staff will be TISUK trained practitioners which is a diploma level qualification.</p>
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11. Services and organisations that we work with (a few of the main ones):

Service/organisation	What they do in brief
Speech and Language therapist	Assess children on their language skills, receptive language and expressive language. Provide support on how to deliver speech and language based activities to promote improved speech or comprehension.
Educational Psychologist	They can provide assessments such as cognitive ability, provide support on behaviour and access to learning.
Occupational therapists	Provide programmes associated with sensory issues or movement and co-ordination issues.

Early Help Hub	Central advice and guidance for SEND and safeguarding. Provides support for schools and families and direct them to other relevant services.
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Cornwall's Local Offer can be found on The Cornwall Family Information Services (FIS) website.

Pupil progress.

Parents converse with the class teacher termly to discuss concerns and set targets for the following term using an Individual Education Plan (IEP). IEPs are completed for all children on the Record of Need. The concerns are discussed and actions are noted. An annual review is held to update progress and provision for those with an EHCP. An open door policy is used for parents to access the SENDCo and class teacher as and when is needed at an appropriate time.

Pupils progress is tracked and if they are working below Year 1 level, their progress will be recorded using Pre-key stage standards. Progress is formally updated termly by the class teacher and fed back to the SENDCo.

How we know how good our SEN provision is.

We are always looking at ways to improve our knowledge and delivery of support to children with SEND. Staff are individually trained in areas that are of benefit to the children they work with regularly and we are developing roles across the school for individuals to be specialists in certain areas..

As a small school, we are a friendly and approachable team with regular contact with parents and outside agencies. We see good practice as high quality first teaching. We are inclusive and we cater for a range of needs across the school. We are widely known for being a school that is a community based village school that includes all children regardless of their needs. Close relationships with outside agencies provide us with specialist support that is tailored to the individual child. This provision is reviewed, updated and amended as needs change and staff are trained in a range of skills to allow for this individual provision to take place.

We are a TISUK school with 2 qualified practitioners and whole school training to ensure consistent approach.

If you wish to complain.

If you wish to complain, contact the Head of School Louise Savage. Appointments or contact details can be obtained from the school office.

Frequently asked questions:

1. What should I do if I think my child may have special educational needs?
Discuss this with the child's class teacher and the SENDCo. They can help you pin point any concerns and share experiences in school.
2. Who is responsible for the progress and success of my child in school?
The class teacher is responsible for the progress and this is overseen by senior leaders and the SENDCo where necessary.
3. How is the curriculum matched to my child's needs?
Each child is taught according to their age. This corresponds to the National Curriculum. E.g a Year 5 child works at the Year 5 standard in the Curriculum. For children working below their age expectation, the Curriculum is tailored to suit their needs. This might be at a lower age level or at Pre-Key stage level. For children who are exceeding their age expectation, they deepen their knowledge and understanding of that standard to ensure mastery has been reached.
4. How do school staff support me/my child?
The school will do whatever possible to support parents and children and will respond to questions or concerns with a positive approach.
5. How will I, and my child, know how well they are doing?
Termly meetings will be held for children who require a lot of extra support or if they have an IEP orEHCP.
6. How can you help me to support my child's learning?
We can give you suggestions based on evidence from our professional experience, recommendations from outside agencies and other professionals, sign post you to parent support groups or parent training sessions and help you to understand your child's next steps.

7. How is my child included in activities outside the classroom including school trips?

Careful planning goes into school trips. Each child is encouraged to participate in at least some of the activities to provide them with experiences outside of the classroom.

8. How accessible is the school environment?

The school is wheelchair user friendly. Accessibility Plan in place.

8. How will school prepare and support me/my child through the transition from key stage to key stage and beyond?

Your child will have planned transition days with their peers and they have the opportunity to chat with all staff members on a regular basis through playground duty, meeting and greeting in the morning, breakfast and after school clubs and assemblies.

10. Who can I contact for further information?

Your child's class teacher is the first point of call followed by the SENDCo and then the Head of School.