



Isle of Wight EY Setting/School/College SEND OFFER



Summerfields Primary School Atkinson Drive Newport, Isle of Wight, PO30 2LJ Telephone: 01983 525085	
Specialist provision on site N/A	www.summerfieldsprimary.co.uk email: office@summerfields.iow.sch.uk

All Isle of Wight providers will use their best endeavours and adopt a similar approach to meeting the needs of pupils with Special Educational Needs. Schools are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as proactive and inclusive as possible, with the needs of pupils with a Special Educational Need/s being met in a mainstream setting wherever possible, where families want this to happen

Admissions

Children and young people, with SEND are allocated places in two separate & distinct ways:

Those children and young people with Statements/Education Health and Care Plans have a separate admissions procedure overseen by the IW SEND Assessment and Review team.

Those children and young people who have SEND but do not have an Education, Health and Care Plan are admitted via the normal school admissions criteria.

Detailed information and guidance of how to apply for a place at an Isle of Wight School both if your child/young person has statement of special educational needs/Education Health Care Plan, or if he/she has special needs but does not have a statement Educational Health Care Plan, can be found on the following links:

**PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ DIFFICULTIES WITH LEARNING
IN THIS SCHOOL:**

School Based Information	Staff	Summary of Responsibilities
<p>Who are the best people to talk to in the school about my child's/young person's difficulties with learning/ Special Educational Needs/Disabilities (SEND)?</p>	<p>Class Teacher- Your child's teacher is the first person you should contact if you have concerns or questions relating to your child's progress.</p> <p>SENCo– Sarah Luke</p> <p>Head Teacher – Mrs Melanie Gartell</p>	<p>He/She is responsible for:</p> <ul style="list-style-type: none"> • Ensuring the learning and social needs of all pupils in class are met. • Communicating effectively with parents with regard to pupils' achievements, pupils' well-being, parent or carer queries, and how parents and carers can help to support their child's learning at home • Knowing when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively • Having a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these. <p>She is responsible for:</p> <ul style="list-style-type: none"> • Overseeing the day-to-day operation of the SEN policy • Co-ordinating the provision for pupils with SEN • Liaising with and advising teachers and support staff • Managing TAs with regards to their interventions • Overseeing records of pupils with SEN • Liaising with parents of pupils with SEN • Making a contribution to INSET • Maintaining records/ provision map for pupils with SEN • Liaising with external agencies, LA support services, health, social services and voluntary bodies <p>She is responsible for:</p>

	SEN Governor – Mrs Kelly Goring	<ul style="list-style-type: none"> • The overall general leadership and management of provision for children with SEND as it relates to the overall work of the school • Ensuring the appropriate support for children with SEN is in place and effective • Delegates responsibility to the SENCo, ensuring that students with Additional Educational needs are appropriately facilitated within the school • Works closely with the governor responsible for SEN, keeping them up to date regarding issues within the school relating to Additional Educational Needs • Ensuring that the SEND specific training needs of all staff are met • Planning a well-designed curriculum that is accessible for all pupils <p>She is responsible for:</p> <ul style="list-style-type: none"> • Ensuring that pupils with SEND get the help they need to access the curriculum and to participate fully in the life of the school. • Ensuring a dedicated link between the governing body and the school in relation to pupils with SEND, and raising awareness of SEND issues at governing body meetings • Meeting regularly with the SENCo and monitoring the support that is given for any student with Additional Educational Needs that attends the school.
--	---------------------------------	--

HOW COULD MY CHILD GET HELP IN THE SCHOOL?

Children in Summerfields Primary School will get support that is specific to their individual needs. This may be all provided by one or a number of people/agencies the class teacher or may involve:

- **Other staff in the school**
- **Staff who will visit school from the Local Authority eg: Educational Psychology service**
- **Staff who visit from outside agencies such as the Speech and Language therapy (SALT) Service**

	Types of support provided also showing the stage of the SEN	What would this mean for your child?	Who can get this kind of support?
--	---	--------------------------------------	-----------------------------------

	Code of Practice children will be at when receiving this input		
What are the different types of support available for children with SEND in this school?	All children - High Quality Inclusive Teaching	<ul style="list-style-type: none"> Your child will have their learning needs met through high quality first teaching, using differentiated activities that are aimed at your child's individual level. 	All children
	All children - Evidence based interventions	<ul style="list-style-type: none"> Any child who is highlighted as falling behind during our pupil progress meetings will be put forward for one of the many evidence based interventions that we run in school. This decision will be made by the class teacher with support from the SENCo and Head Teacher. Interventions include: <ul style="list-style-type: none"> Speech and Language support Colourful Semantics Phonics, Maths, Reading and Writing Catch up Maths and Literacy Social Skills groups Rapid Phonics Rapid reading Social and Emotional skills Lego Therapy Therapeutic Story Writing Lego Therapy 	Any child who is highlighted as falling behind or who is on the SEN register.
	TA support in class	<ul style="list-style-type: none"> Pupils are supported as a group by a teaching assistant to help them access work that has been differentiated further by a qualified teacher. 	All children

	All children – Social and Emotional Well-being	<ul style="list-style-type: none"> • We do offer support for children’s emotional well-being and mental health through various interventions that we either run ourselves or can access. Children who need this type of support will be discussed with the SENCo, Family Liaison Officer and Head Teacher and the appropriate support will be put in place. • Support within school can be but is not exclusive to or limited to: • SENCO/Family Liaison Officer/ELSA (Emotional Literacy Support Assistant) • When appropriate referrals can be made to external agencies for emotional support. 	All children who have been highlighted as having an emotional, social need or mental health need
What support is there for behaviour, avoiding exclusion and increasing attendance?	<p>The following support packages are on offer on an individual basis, depending on the pupil’s needs. Below outlines what is offered after consultation with a team of professionals including staff in school and outside agencies:</p> <ul style="list-style-type: none"> • At Summerfields we will try to support any child with a behavioural need by trying to identify the underlying cause for that behaviour and supporting the child and family in ways to help improve their situation. (Please see Behaviour Policy.) • At Summerfields we could offer (after consultation with SENCo, Head Teacher and Class Teacher and parents) (if criteria met) ELSA support CAF (Common Assessment Framework) Family Liaison Officer • Attachment and Trauma – staff have been trained in awareness of this. Emotion Coaching is used as a method to support pupils if identified as a need. • Specific staff have been MAYBO 		
How can I let the school know I am concerned about the progress of my child in school?	<ul style="list-style-type: none"> • The first point of contact should always be your child’s current class teacher. All of our teachers are happy to speak to parents at the end of the school day, either informally or by prior arrangement. Also we have 2 parent’s evenings a year and 1 interim and 1 full school report issued at the end of the year. 		

	<ul style="list-style-type: none"> • If you are still unhappy after having spoken to the Class Teacher then you can contact the SENCo/Inclusion Leader.
How will the school let me know if they have any concerns about my child?	<ul style="list-style-type: none"> • Class Teachers will keep parents informed if they have concerns about your child. As soon as they feel there are concerns about your child they will inform you. They will usually arrange to have a meeting with you or they will ask the SENCO to set up a meeting with them.
How is extra support allocated to children to help them reach their full potential?	<ul style="list-style-type: none"> • Extra support is identified in half termly pupil progress meetings with the Class Teacher, SENCo and Head Teacher. They will identify which groups of pupils or individuals need what type of extra support and staff will be allocated around the school accordingly. Additional assessments including observations may be carried out at this time to ensure the correct type of help is put in place. • Any child needing extra support through an intervention will be carefully monitored in terms of their levels of progress to ensure that they exceed expected progress in order for them to catch up.

Any of the services listed below will only be accessed for a child after consultation with the Class Teacher, SENCo, Head Teacher and child and parents.

Who are the other people providing services to children with a SEN in this school?	A. Directly funded by the school	<ul style="list-style-type: none"> • Educational Psychology Service • Medina House Outreach Services • Teaching Assistants (TAs) • Higher Level Teaching Assistants (HLTA) • ELSA training and support • CAF co-ordinator – Family Liaison Officer Mrs Blanchflower
	B. Paid for centrally by the Local Authority but delivered in school	<ul style="list-style-type: none"> • Youth Offending Team (YOT) • Targeted Youth Service (TYS) • Common Assessment Framework Team (CAF) • Speech and Language
	C. Provided and paid for by the Health Service but delivered in school	<ul style="list-style-type: none"> • Access to School Nurse

<p>How are staff in the school supported to work with children with an SEND?</p> <p>What training have the staff supporting children with SEND had or have available?</p>	<ul style="list-style-type: none"> • The school has a rigorous Continual Professional Development (CPD) for all staff to improve the teaching and learning of children including those with AEN • Depending on the individual needs of teachers and staff, training courses are run internally and externally as and when they are required in meeting pupil's needs. • The SENCo attends the SENCo briefing meetings held half termly across the Isle of Wight where up to date information is shared regarding AEN. • The school uses Edukey to create pupil learning plans for pupils on the SEN register. These learning programmes are reviewed 3 times a year and shared with parents. • The school database, used by all staff within the school, is regularly updated with relevant information regarding individual student needs. • The school employs a SENCO who has completed the National SENCO qualification. • The SENCO has also had training in ELKLAN, ALERT, Attachment and Trauma, Dyslexia and ASD. • All staff have been trained on Attachment and Trauma • Three members of staff are ELKLAN trained (Speech and Language)
<p>How will activities/teaching be adapted for my child with learning needs?</p>	<ul style="list-style-type: none"> • Teaching will be differentiated by the Class Teacher depending upon the needs of your child and what level they are working at. If any specialist equipment is needed then that will be provided by the school in order to support your child. • TAs are timetabled to work within lessons to support individuals and small groups depending on the needs of the class
<p>How will the curriculum be matched to my child's needs?</p>	<ul style="list-style-type: none"> • The curriculum will be matched to suit the needs of your child and make sure that it is fully inclusive for all children to enjoy and achieve.
<p>How will both you and I know how my child is doing and how will you help me to support my child's learning?</p>	<ul style="list-style-type: none"> • The Class Teacher and SENCo will keep detailed records and monitoring information on your child's progress. If the child has a pupil passport you will receive reviewed updates three times a year. • An arrangement as to how and how often you would like feedback on progress can be arranged with the Class Teacher but usually you are informed at 2 parent's evenings throughout the year. However, more frequent updates can be arranged at the discretion of the Class Teacher • If your child needs support at home the Class Teacher will inform you on how best to do that and every child in school receive weekly homework to be completed at home as well as reading on a daily basis.

	<ul style="list-style-type: none"> • If your child is on SEN the SEN register then they will receive a Learning Programme outlining their needs, support strategies and progress made
How will the school measure the progress of my child?	<ul style="list-style-type: none"> • Your child's progress will be reviewed in regular pupil progress meetings with the class teacher, SENCO and Head Teacher. Progress is measured against each year groups expectations. The school also use a variety of other assessments to monitor progress including SATS in Year 6, Reading and Spelling tests (Salford and SWST) and Sandwells maths assessments. • The Dyslexia portfolio can be used to identify whether a pupil needs further investigation for Dyslexia. • In other circumstances where teachers decide that a pupil is not making progress, the SENCo is the first to be consulted. The SENCo and teacher will initiate a review of the approaches adopted. • When progress is below expectations more investigations in to the barriers for learning may be carried out. • All pupils with an EHCP will have an annual review.
What is the pastoral, medical and social support available in the school? What support will there be for my child's overall wellbeing?	<ul style="list-style-type: none"> • Pastoral and social support: <ul style="list-style-type: none"> - A fully trained ELSA offering group and 1:1 support - Access to Family Learning and Behaviour Support Team - School Nurse - Social Skills Groups
What support does the school have for me as a parent of child with a SEND?	<ul style="list-style-type: none"> • We run an open school policy where parents are free to come in and chat to class teachers and the SENCo whenever they feel they need someone to talk to. • The school will endeavour to support any child with a behavioural need by trying to understand the underlying cause for that behaviour and to support the child and their family to find ways to improve the situation. • We also offer CAF's to those families that meet the criteria through these further support networks can be accessed such as parenting support. • We also run family learning sessions and run behaviour support groups for parents.
How does the school manage the administration of medicines?	<ul style="list-style-type: none"> • Please see the school's policy on administering medicines.

<p>How accessible is the school environment? (including after school clubs and school trips)</p>	<ul style="list-style-type: none"> • The school is accessible to all pupils with SEN and will adapt timetables according to a pupil's need if required. • All pupils are welcome to all after school clubs, regardless of ability. • The school offers a Breakfast Club through Bright Sparks Pre-School. • The SENCo delivers briefings regarding pupil needs to all staff. • All pupils are invited on schools trips and adjustment are made regarding a child's individual needs as required.
<p>How will the school support my child when they are leaving? OR moving to another Year?</p>	<ul style="list-style-type: none"> • We run many transitions programmes through key transition points in the year. • We have close links with our onsite Pre-School that run various transition sessions with our current Reception Class and staff. • We have close links with all the secondary schools and often have meetings with them and parents for those more vulnerable children moving up to Year 7. We also take children over on as many visits as we feel necessary for them to complete a smooth transition. • Transition booklets are prepared if necessary for any child transitioning into a new year group.