



Special Educational Needs and Disability Information Report 2021-2022



At Summerhill School, all pupils are valued equally, regardless of where their abilities lie. We are a fully inclusive school that provides a broad, balanced and relevant curriculum of the highest quality for all students. We do this by taking into account our students' varied life experiences and needs to ensure that all students flourish both academically and socially.

All staff at Summerhill believe that every teacher is a teacher of every child, including students with SEND.

Within its aims, Summerhill School is committed to equal opportunities, with students being encouraged to achieve their full potential, whatever their academic or physical ability, through the provision of a balanced and challenging curriculum in both content and styles of learning. Our educational aims and expectations for students with SEND are the same as those for all students. We recognise that SEND may be experienced throughout, or at any time during a student's school career, and as such we are able to be flexible in our approach.

Students of all ages and all abilities will:

- Be treated as individuals where their individual needs, interests and aptitudes are recognised.
- Be entitled to have an emerging or evident special educational need identified and assessed.
- Be provided with opportunities for continued growth and development so that they can increase their self-esteem and become confident.
- Receive a balanced curriculum in both content and style of delivery, which allow them to make informed choices as they progress.
- Be encouraged to achieve their full potential, whatever their abilities.
- Be encouraged to learn through a range of enjoyable and stimulating experiences in an atmosphere where students feel valued, encouraged and safe.
- Learn to take an increasing responsibility for their own learning and actions so that they will be equipped to deal with life after school.
- Be encouraged to see education as a life-long process to the benefit of all aspects of their life.

This SEND Information Report outlines information regarding the ways in which we provide support for all students with Special Educational Needs and Disabilities (SEND), in order to realise their full potential, make outstanding progress both academically and personally and grow to be equipped for their future lives.

All Dudley Maintained Schools have a similar approach to meeting the needs of students with SEND. We are supported by the Local Authority to ensure that all students with SEND are catered for in a mainstream setting wherever possible and where families want this to happen. However, it is important to remember that provision may change and develop over time.

The information required to be included in this SEND Information Report is stated in **The Special Educational Needs and Disability Regulations 2014 SCHEDULE 1: Information to be included in the SEN information report**. This can be found at: <http://www.legislation.gov.uk/uksi/2014/1530/schedule/1/made>

Key SEN- refers to the Special Educational Needs team
 SEND- refers to a pupil with Special Educational needs and/or Disability

Regulation	Question from/to parents/carers?	School response
<p>1. The kinds of Special Educational Needs and Disability that are provided for.</p>	<p><i>What kinds of SEND do students have in your school?</i></p>	<p>Children are identified as having SEND when they have a significantly greater difficulty in learning than the majority of children the same age or have a disability which prevents or hinders them from making use of education facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority (SEND Regulations 2014).</p> <p>Our school currently provides additional and/or different provision for a range of needs, including:</p> <ul style="list-style-type: none"> • Communication and Interaction, for example, autistic spectrum disorder, Asperger’s Syndrome, speech and language difficulties • Cognition and Learning , for example, dyslexia, dyspraxia • Social, Emotional and Mental Health difficulties, for example, attention deficit hyperactivity disorder • Sensory or Physical needs, for example, visual impairments, hearing impairments, epilepsy <p>Some students have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset.</p>
<p>2. Information, in relation to mainstream schools about the school’s policies for the identification and assessment of pupils with special educational needs and disabilities.</p>	<p><i>How do we know if a pupil needs extra help?</i></p>	<p>We will assess each students current skills and levels of attainment on entry to Summerhill. We use information including:</p> <ul style="list-style-type: none"> • Parent/carer feedback • Primary school teachers • End of Key Stage assessments • Base line testing (CATs, reading and spelling assessments) • Specialist colleagues and external agencies <p>Our subject teachers, tutors, Heads of Department and Heads of House, closely monitor the progress and attainment of all students, including those who have or may have SEND. They will identify those whose progress:</p> <ul style="list-style-type: none"> • Is significantly slower than that of their peers starting from the same baseline • Fails to match or better the child’s previous rate of progress • Widens the attainment gap <p>This may include progress in areas other than attainment, for example, social needs.</p> <p>Slow progress and low attainment will not automatically mean a student is recorded as having SEND. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our universal offer, or whether something different or additional is needed.</p>

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3a. How the school evaluates the effectiveness of its provision for such pupils	<p><i>How will I know that my child is making progress?</i></p> <p><i>How do you evaluate provision?</i></p>	<p>All students, including those with SEND, are assessed on a regular basis, in accordance with the school's assessment procedures. Teachers formally assess and review progress and attainment 3 times a year which is communicated to parents/carers by a report that is sent home. Additionally, parents evenings are held once a year when there is an opportunity to discuss progress, attainment and next steps. All students with an Education, Health & Care Plan have an Annual Review.</p> <p>Additionally, progress and attainment data for students is analysed for impact and to inform future planning.</p>
3b. The school's arrangements for assessing and reviewing the progress of pupils with special educational needs and disabilities	<p><i>How do you check and review the progress of my child and how will I be involved?</i></p>	<p>The school will send home 3 reports each year which will show your child's current levels, as well as reporting on their attitude to learning. Heads of House, subject teachers and Heads of Department will monitor and review your child's levels and pick up on any area where your child is not making the right amount of progress. We give reports to the governors who check and review the work of all departments, including Inclusion.</p> <p>We welcome the involvement of parents/carers and want to keep you up to date and involved with your child's progress. We do this through parents' evenings; email; telephone calls; appointments made with individual teachers and Annual Reviews, (for those with an EHCP).</p> <p>The school provides information for parents through newsletters; information on the website; twitter Open/Information days; Parents Evenings and letters home.</p>
3c. The school's approach to teaching pupils with special educational needs and disabilities	<p><i>How do teachers help pupils with SEND?</i></p>	<p>Our teachers have high expectations of all students, including those with SEND. All teachers will be told about your child's individual needs and will adapt their lessons to meet these requirements. This may involve using different strategies, more practical/adaptation of resources and activities. This means your child can access the lessons fully.</p> <p>A student may be identified as needing additional help or intervention, in which case you would be informed. There are a range of interventions and additional subject support which are available and should your child need this, it would be discussed with you.</p> <p>When your child is approaching the start of Key Stage 4, if we think it is needed, we will assess and apply for exam Access Arrangements according to the Joint Council for Qualifications for exam regulations.</p>

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<p>3d. How the school adapts the curriculum and learning environment for pupils with special educational needs</p>	<p><i>How will the curriculum be matched to my child's needs?</i></p> <p><i>How accessible is the school environment?</i></p>	<p>Most of our students follow a traditional curriculum, however a small number of learners have a more personalised curriculum to match their individual needs, interests and abilities. This may include; additional literacy; nurture group; intervention groups and the number of qualifications studied.</p> <p>Our school is a safe and accessible building and it is welcoming to the whole community. All safeguarding procedures and risk assessments are in place and adhered to by all staff. We have a range of different facilities to help SEND students throughout our school including a lift to access all areas; disabled toilets; wide corridors and equipment to help with reading and writing.</p> <p>An Accessibility Plan is in place and available from our website.</p>
<p>3e. Additional support for learning that is available to pupils with special educational needs</p>	<p><i>Is there additional support available to help pupils with SEND with their learning?</i></p> <p><i>How are the school's resources allocated and matched to children's special educational needs?</i></p> <p><i>How is the decision made about how much/what support my child will receive?</i></p>	<p>We have a selection of staff to support students to address additional needs, including those with SEND. This includes the SENCO, SEN Manager, Teaching Assistants, Primary trained nurture teacher and HLTA literacy skills.</p> <p>Resources are allocated based on evidence of need and effectiveness. Students with an EHCP have resources allocated as outlined in their plan. Teaching Assistants are allocated, where resources allow, to support students in and outside of the lessons depending on their area of need.</p> <p>Students with an EHCP will have targets and strategies set by the SENCO. Annual Reviews involving the student, parents/carers, subject staff, form tutor and other professionals evaluate those targets and strategies. The decision is based on evidence of need and impact</p>
<p>3f. How the school enables pupils with special educational needs and disabilities to engage in the activities of the school (including physical activities) together with children who do not have special educational needs and disabilities</p>	<p><i>What social, before and after school, and other activities are available for pupils with SEND?</i></p> <p><i>How can my child and I find out about these activities?</i></p> <p><i>How will my child be included in activities outside the classroom, including school trips?</i></p>	<p>A large range of academic and hobby/interest clubs are available at Summerhill. They are open to all students, including students with SEND. Details of these clubs are available on the school's website.</p> <p>Additionally, we run a wide range of activities to support SEND students including Homework Club, Lunch and Break Time club.</p> <p>The Extra-Curricular timetable is available on the school's website.</p> <p>Day and residential trips are open to all children and your child's specific needs can be discussed if they wish to join such a trip.</p>

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3g. Support that is available for improving the emotional, mental and social development of pupils with special educational needs and disabilities	<i>What support will there be for my child's overall well-being?</i>	<p>At Summerhill, we take our pastoral responsibilities seriously. We pride ourselves on providing a high level of student support and guidance. One way we support our students is by assigning them to a form tutor who will usually remain with them from year 7 to year 11 as they progress through the school. This provides continuity and builds a strong relationship between tutor and students.</p> <p>There are additional members of staff who are able to provide pastoral support, these include: the Heads of House, House Officers, Family Support Officer, attendance team and school counsellor. We also have excellent relationships with a number of external agencies, for example: Cherry Tree Learning Centre; CAMHS and the Educational Psychology Team.</p>
4. In relation to mainstream schools, the name and contact details of the SEND coordinator	<p><i>Who should I contact if I want to find out more about how Summerhill supports pupils with SEND?</i></p> <p><i>What should I do if I think my child may have a special educational need or disability?</i></p>	<p>SENCo – Mrs Sarah Jane Sprouting Email – ssprouting@summerhill.dudley.sch.uk Telephone – 01384 816165</p> <p>If you think your child may have a special educational need or disability please contact the SENCo using the details above.</p> <p>We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:</p> <ul style="list-style-type: none"> • Everyone develops a good understanding of the pupil's areas of strength and difficulty • We take into account the parents' concerns • Everyone understands the agreed outcomes sought for the child • Everyone is clear on what the next steps are
5. Information about the expertise and training of staff in relation to children and young people with special educational needs and disabilities and about how specialist expertise will be secured	<i>What training have the staff supporting children and young people with SEND had or are having?</i>	<p>We have a Learning Support department which is made up of the SENCO and a number of teaching assistants. Within this team we have staff who have a range of experience and training covering various SEN needs including: the National SENCO Qualification; Supporting students with ASD; Attachment Issues and Dyslexia.</p> <p>Training is provided to all staff, including teachers and Teaching Assistants, as the need arises and there is ongoing training for all staff as well as opportunities to further develop skills.</p> <p>We can call on support from specialist organisations from within the Local Authority as well as Health and Social Care Services.</p>

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6. Information about how equipment and facilities to support children and young people with special educational needs and disabilities will be secured	<i>What happens if my child needs specialist equipment or other facilities?</i>	<p>We can access a range of services including Visual and Hearing Impaired Team and the Physical Impairment and Medical Inclusion Service Team.</p> <p>These services are contacted when necessary and appropriate, according to your child's needs. If you believe your child needs specialist equipment or other facilities please contact the SENCO or discuss the issue at the next review/parents evening.</p>
7. The arrangements for consulting parents of children with special educational needs and disabilities about, and involving such parents in, the education of their child	<p><i>How will I be involved in discussions about and planning for my child's education?</i></p> <p><i>How will you help me to support my child's learning?</i></p>	<p>We need you to support us and your child by encouraging them to fully engage with their learning and any interventions offered by:</p> <ul style="list-style-type: none"> • Helping them to be organised for their day (including bringing the right equipment and books) • Full attendance and good punctuality • Completion of homework • Attending parents' meetings • Attending any meetings specifically arranged for your child
8. The arrangements for consulting young people with special educational needs and disabilities about, and involving them in, their education	<i>How will my child be involved in his/her own learning and decisions made about his/her education?</i>	<p>Students are encouraged to:</p> <ul style="list-style-type: none"> • take part in Pupil Voice activities • regularly evaluate their work in lessons • attend review meetings • contribute to target setting • reviewing and reflect on their learning and achievements.
9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs and disabilities concerning the provision made at the school	<p><i>Who can I contact for further information?</i></p> <p><i>Who can I contact if I have a complaint?</i></p>	<p>Please see the School's Complaints Policy. The School's complaints procedure is available on the school's website.</p> <p>In the first instance contact the subject teacher or your child's tutor who may refer your concerns to a more senior member of staff if needed.</p>

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<p>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 special educational needs and disabilities and in supporting the families of such pupils</p>	<p><i>What specialist services and expertise are available at or accessed by the school?</i></p>	<p>We can access a range of services including Child and Adolescent Mental Health Service (CAMHs); Social Care; School Nurse Service; Educational Psychology Service; Connexions; Visually Impaired Team, Hearing Impaired Team, Physiotherapy Service, Speech and Language Service and Autism Outreach.</p> <p>These services are contacted when necessary and appropriate, according to your child's needs. The school works closely with Dudley Local Authority and use the EHA process when appropriate to do so.</p> <p>If you believe your child needs support from a specialist please contact the SENCO to discuss at the next review/parents evening.</p>
<p>11. The contact details of support services for the parents of pupils with special educational needs and disabilities, including those for arrangements made in accordance with section 32</p>	<p><i>Who should I contact to find out about support for parents and families of children with SEND?</i></p>	<p>SEND Information, Advice and Support Service: https://www.dudley.gov.uk/dudleysendiass Opening Hours: Monday – Friday, 9am – 5pm. Telephone: 01384 817373 Email: dudley.sendiass@gov.uk</p>
<p>12. The school's arrangements for supporting pupils with special educational needs and disabilities in a transfer between phases of education or in preparation for adulthood and independent living</p>	<p><i>How will the school prepare and support my child when joining your school or transferring to a new school or post-16 provision?</i></p>	<p>We liaise closely with primary schools and provide additional transition support both before your child starts and afterwards, if it is needed.</p> <p>All children receive advice on careers and are encouraged to visit colleges to explore post-16 courses. If additional support is needed this can be put in place. We work closely with Connexions to ensure relevant paperwork is completed for students with an EHCP.</p>

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13. Information on where the local authority's local offer is published	<i>Where can I find out about other services that might be available for our family and my child?</i>	Dudley Local Offer: https://dudleyci.co.uk/send-local-offer

Key Staff

Headteacher:	Mr Tim Harris
SENCO:	Mrs Sarah Jane Sprouting – Assistant Headteacher
SEN Manager:	Mrs Kay Presdee
Pastoral Officer (Family Support):	Ms Stephanie Gordon
School Governor (SEN):	Mrs Michelle Hammond