



SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

INFORMATION REPORT

Introduction

The Government's Children and Families Bill (2014) took forward the Government's commitments to improve services for vulnerable children and to support families. It underpins wider reforms to ensure that all children and young people can succeed, no matter what their background. It extended the SEND system from birth to 25, giving children, young people and their parents / carer's greater control and choice in decisions and ensuring needs are properly met.

As part of the reforms, local authorities and schools are required to record what is included in their 'local offer' (or information report) to SEND pupils and their families.

The changes also mean that statements of special educational need are being replaced with a new birth-to-25 Education, Health and Care Plan by April 2018, extending rights and protections to young people in further education and training, and offering families personal budgets so that they have more control over the support they need. They aim to improve cooperation between all the services that support children and their families requiring that local authorities and health authorities work together.

Solihull's Local Offer

Local Authorities are required to provide a '*local offer of all services available to support disabled children and children with SEN and their families.*'

To see Solihull's SEND Local Offer go to: <http://socialsolihull.org.uk/localoffer/>

It is also a requirement that each school or alternative provision (including Pupil Referral Units such as Summerfield Education Centre) sets out its own Information Report regarding its service for pupils with SEND. This is set out below.

Information Report: SEND Provision at Summerfield Education Centre

Summerfield Education is fully inclusive. We ensure that all pupils develop personally, socially, emotionally and academically. This is regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs.

We recognise that not all pupils are able to access learning in the same way and it is committed to providing high quality education for all pupils with Special Educational Needs

and Disabilities (SEND). We welcome and work in partnership with parents and carers, have robust systems to identify and support a range of special educational needs and endeavours to meet the needs of every child. Pupils make good progress and learn that they can succeed in education.

Pupils are identified as having Special Educational Needs (SEN) when their progress has slowed or stopped and the strategies, interventions and resources put in place by their schools do not enable improvement. This can be what has happened when children are referred to Summerfield Education. All the pupils have experienced significant difficulties in school and they may be in danger of being excluded or have been excluded. Most pupils present with additional needs and require further assessment to identify specific learning needs, a small proportion have Education, Health and Care Plans, and some pupils are undergoing assessment these Plans.

Pupils are treated very much as individuals and supported to reach their full potential. Our skills, resources and strategies are continually developed and modified to meet the changing requirements for individual pupils, and we ensure we provide the most appropriate environment for them.

Summerfield Education support pupils with a range of additional needs including SEMH (Social, Emotional and Mental Health Needs), Autism, Dyslexia, ADHD (Attention Deficit Hyperactivity Disorder), Learning Difficulties and Speech, Language and Communication needs.

We are fully accessible to wheelchair users, including appropriate toilet facilities. However, not all the providers we use as part of our alternative provision offer are fully adapted.

The ethos, environment and strategies of Summerfield Education promote good progress. It meets the special needs of pupils in the ways set out below:

1. A universal provision for all our pupils
2. for cognition and learning
3. for Social, Mental and Emotional Development
4. for pupils with Communication and Interaction Needs
5. for pupils with Sensory and Physical Needs
6. for pupils who require support that is 'additional to and different from' the special needs and disabilities already addressed

1. For All the Pupils: Universal Provision

- A nurturing environment and ethos.
- Use of 'pupil friendly' target setting using Summerfield Assessment Levels.

- Close contact with parents/carers.
- Termly reporting to parents.
- Whole school policies evaluated annually to ensure inclusion and progress for SEND pupils.
- Staff and Management Board members undertake continued professional development (CPD) in relation to SEND and are able to offer support and guidance to ensure school improvement.
- We have an effective baseline assessment process which identifies barriers to learning upon entry and provides appropriate action to reduce any negative impact upon pupil success.
- Support and advice is sought and implemented from external agencies to ensure any barriers to success are fully identified and responded to.
- All staff has completed CPD in relation to meeting pupils' needs within the classroom and there is an on-going programme to update these skills.
- All support staff are effectively deployed to ensure pupil progress, independence and value for money.
- Access to teaching and learning is monitored through the school's self-evaluation processes.
- Behaviour and anti-bullying policies are evaluated regularly.

2. For Cognition and Learning

Needs

- Specific learning difficulties (SPLD) e.g. dyslexia, dyscalculia
- At SEC: attainment low / has gaps that may be linked to less access to curriculum
- Moderate Learning Difficulties (MLD)
- Severe Learning Difficulties (SLD)

Meeting Needs:

- Activities are evaluated in terms of their positive impact upon the learning, success and inclusion of all pupils.
- Communication with parents is of paramount importance.
- Teaching resources are routinely evaluated to ensure they are accessible to all pupils.
- ICT is used to reduce barriers to learning where possible.
- One to one and small group targeted intervention programmes are delivered to pupils to improve skills in a variety of areas.
- A range of interventions with individual pupils are used to address cognition and learning needs.

3. For Social, Mental and Emotional Development

Needs:

- Attention Deficit Hyperactivity Disorder (ADHD)
- Anxiety Disorders
- Eating Disorders
- Mental Health Issues
- Depression
- Social Disorders

Meeting Needs

- We value all pupils and their diverse abilities.
- Behaviour management is predominantly based on a positive approach.
- The Restorative policy identifies reasonable adjustments to ensure the need for exclusion is minimised.
- Individual Support Plans including Positive Handling Plans inform planning and progress.
- Risk assessments effectively ensure that action is taken to increase the safety and inclusion of all pupils in activities.
- Support is offered and signposted to families in order to reduce the impact of any disadvantage.
- Behaviour management systems in school are based upon encouraging pupils to make positive decisions about behavioural choices.
- We provide effective pastoral care for all pupils and are judged to be supportive of their needs by the pupils themselves. All pupils have access to Academic and Restorative Mentors who they can see as and when required.
- Access to information and support is provided within school for emotional, mental and social needs.
- External support is sought and any advice implemented to support individual pupils' needs.
- Pupil voice mechanisms lead to changes in school practices and procedures and encourage a greater level of involvement.
- Social, Moral, Spiritual and Cultural (SMSC) development is central to all activities.
- We use systems to try our best to ensure that peer friendships are maintained and no pupil feels isolated.
- Small group targeted programmes are delivered to pupils to improve social skills and emotional resilience.
- Outdoor learning offers a different approach to the curriculum, which supports children with social, emotional and behavioural needs.
- A high staff ratio supports vulnerable pupils.
- A range of interventions with individual pupils are used to address social, mental and emotional needs. These vary from helping them cope with feelings of anxiety, to strategies to manage themselves socially.

4. For Communication and Interaction Needs

Needs:

- Speech, Language and Communication (SLCN) needs.
- Autism (including Asperger's)

Meeting Needs:

- Close links with Specialist Inclusion Support Service (SISS).
- Staff receive training to ensure understanding of the impact of a sensory need upon teaching and learning.
- Small group working environment.
- Staff speak clearly to pupils and aware that instructions may need repeating to allow processing time.
- Visual timetables and support.
- A range of interventions with individual pupils are used to address communication and interaction needs.
- All pupils diagnosed with ASD receive one to one support on autism awareness.
- One to one interventions can support pupil's speech, language and communication needs and these are identified in individual needs based plans.

5. For Sensory and Physical Needs

Needs:

- Hearing Impairment
- Visual Impairment
- Multi-Sensory Impairment
- Physical Disability

Meeting Needs:

- Advice and guidance is sought and implemented from the local authority's Specialist Inclusion Support Service to ensure that barriers to learning are reduced or removed.
- ICT is used to increase access to the curriculum where appropriate.
- Additional adults are deployed to increase pupil success and independence.
- Advice and guidance is sought and implemented of the impact of a sensory need upon teaching and learning e.g. autism awareness.
- Staff understand and implement the medicine administration policy.
- Staff complete any necessary training.
- The school works hard to ensure that parents/carers are able to work in partnership with them to support their children.
- All entrances to Summerfield Education enable wheelchair access. However, not all providers we use as part of our alternative provision offer are fully adapted.

- A range of interventions with individual pupils are used to address sensory and physical needs.

6. For pupils who require support that ‘additional to and different from’ the special needs and disabilities already addressed

- Pupils with English as an additional language (EAL): As for the universal provision (number 1) plus involvement of EAL team.
- Children in care: As for universal provision (number 1) plus involvement of social work team / LACES (Looked After Children Education Service) team.
- Refugee and asylum seekers: As for universal provision (number 1) plus involvement of LACES.
- Pupils with medical needs: As for universal provision (number 1) plus involvement with Health services.
- Pupils from families under stress: As for universal provision (number 1) plus involvement of SOLAR (Solihull’s Emotional Wellbeing and Mental Health Service for children and young people), Engage and Children’s Services.



Further Information

Useful information is available from:

- *The Special Educational Needs and Disability Code of Practice: 0 – 25 Years*, by the Department for Education / Department of Health (January 2015).
- Solihull’s Local Offer for SEND, available at: <http://socialsolihull.org.uk/localoffer/>
- Solihull SENDIAS (Special Educational Needs and Disability Information Advice and Support) at: <http://socialsolihull.org.uk/localoffer/education/solihull-sendpartnershipservice/>

If you would like any further information about what we offer, then please do not hesitate to contact the Mrs J Duffy the Special Educational Needs Co-ordinator (SENCO)

April 2019

SENCo		Mrs J Duffy
Signed (governing body):		Ms Y Obaidy
Date:	April 2020	
Next Review Due:	April 2021	

