

Summerswood Primary School's Offer

Special Education Needs and/or Disability (SEND) Information Report

2025-2026

What is the SEND information report?

This Special Education Needs and/or Disability (SEND) report informs parents/carers what the school has in place to support children with additional needs.

What is the Code of Practice?

The Code of Practice is the government legislation that schools and local authorities have to follow to ensure that children/young adults (0-25 years) with SEND are provided for appropriately. It states that making higher quality teaching available to all pupils, leads to fewer pupils requiring support. Schools must make every effort to help children achieve the best possible educational outcomes, preparing them for adulthood.

The Code of Practice (2014) is centred on the child and parents'/carers' views, wishes and feelings emphasising a strong collaboration with the education, health and social care services. Children with SEND and their parents/carers will be actively involved in any decisions and choices regarding the special educational provision.

What is Special Educational Provision?

Special Educational Needs and Disabilities Code of Practice 2014 (Government Legislation) states:
'A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.'

Special educational provision is additional to or different from the already scaffolded and personalised Quality First Teaching that meets the needs of the majority of children of the same age.

Where could I find more information?

- [Children and Families Act 2014](#)
- [Special Educational needs and Disability Code of Practice 0-25 years](#)
- [Equality Act 2010](#)
- [The Equality Act in Schools 2014](#)
- [Supporting Pupils at school with Medical Conditions September 2014.](#)
- [Special Educational Needs and Disability Regulations 2014](#)
- [Herts Direct Website](#)

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Frequently Asked Questions.

What would be considered as SEND?

The four broad areas that are used within the Code of Practice 2014 are:

- *Communication and Interaction*
Children with speech, language and communication needs have difficulties in communication with others this may include children with Autistic Spectrum Disorder.
- *Cognition and Learning*
Children learn with a slower pace than their peers, even with appropriate differentiation this may include; dyslexia, dyscalculia and ~~dyspraxia~~ Developmental Coordination Disorder.
- *Social Emotional and Mental Health difficulties*
These difficulties may reflect anxiety or depression, attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.
- *Sensory and/or physical needs*
These may include vision impairment, physical disability, hearing impairment or multi-sensory impairment.

How does the school know if children need extra help?

Individual children's needs are identified by the school in different ways. We know when pupils need help if:

- Concerns are raised by parents/carers, teachers or the child
- Limited progress is being made compared to their peers
- There is a change in the child's behaviour or progress
- Concerns are raised by external agencies (e.g. GP, school nurse)
- Information is provided from a previous setting (e.g. private nursery school or play group)

What should I do if I think my child may have special educational needs?

- First speak to your child's teacher regarding your concerns
- If further advice is needed ask the school office to arrange a meeting with Mrs Crabtree (SENCo)

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How will the school support my child who has SEND?

Summerswood Primary school is an inclusive school and strives to ensure that all children, including those with special educational needs, have access to a broad and balanced curriculum with work scaffolded to meet individual needs, so that all children may reach their potential.

Summerswood Primary School takes reasonable steps to modify and adapt the learning environment to meet the needs of the individual. The learning activities in the classroom are scaffolded and/or differentiated to help children access the curriculum and make progress. This may include additional general support from the teacher or teaching assistants in class. If a child has a specific need, such as writing, reading comprehension or maths, then they may have one-to-one or small group targeted intervention. These are led by SEND Champions and Teaching Assistants and the length of time of the intervention varies according to need. Specific support is provided for children following up advice from external specialists. If a child has an Education Health Care Plan (EHCP) there may be additional teacher assistant support. Plans are written every term for children on the SEN register and short term targets focussed on at school and home; these are shared with parents and the child and their views sought. The individual class provision maps show the range of interventions in place. All support is regularly monitored by the SENCo.

How will I know how my child is doing?

We support and involve parents/carers in their child's learning every step of the way. Parents/carers are very important to the decision making process and they know their child/children better than anyone.

This will be done by:

- Opportunities for face to face discussions
- Contact by phone or email
- Termly review meetings to discuss progress towards specific targets
- Annual reports
- Annual review meetings for children with Education, Health and Care Plans
- Support/meetings with SENCo at Parents' Evenings or as needed

Additional appointments can be made with the class teacher or the SENCo via the school office.

How will the provision made to help my child be matched to their needs?

All teaching staff work towards Quality First Teaching to ensure that provision is made to meet the needs of all learners. This may include specific seating, scaffolded resources or additional support. Each child's progress is carefully monitored and evaluated regularly. Children's progress is tracked every term and if children are not making expected progress additional support may be put in place or external support sought.

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What support will there be for my child's overall well-being?

A child's well-being is core to their development and learning and needs to be nurtured. This may be shown through behaviour, anxiety, lack of communication and other mental health conditions. This is done through a number of ways, see the Appendix below.

What specialist services and expertise are available at or accessed by the school?

The school works closely with a variety of outside agencies (i.e. Speech and Language Therapist, Child and Adolescent Mental Health - CAMHs etc.) to support the needs of children. Please speak with the SENCo if you think your child needs to be assessed or seen by an outside professional.

What training have the staff, supporting children with SEND had or are having?

The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. Training is available to all staff from outside specialist agencies that are relevant to the needs of specific children. The SENCo regularly attends SEND cluster groups, and passes on any new information and guidelines/training to all members of staff back at school.

How will you help me to support my child in their learning?

Different ways to support your child will be explored in discussion with:

- First the class teacher
- Then the SENCo Mrs Crabtree
- Then Head Teacher Miss Kneller
- And if necessary outside professionals.

How will my child and I be involved in the planning and the making of decisions about my child's education?

At Summerswood School we believe in a child-centred approach their thoughts and feelings together with the views of their parents, school staff and relevant professionals, are all taken into account.

How will my child be included in activities outside the classroom, including school trips?

All reasonable adjustments are made in order that all children are given the opportunity to participate in activities outside the classroom. Final decisions are made by the Head teacher with due regard to the health and safety of all concerned.

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How accessible is the school environment?

All Hertfordshire schools comply with Equality Act 2010.

Summerswood Primary School is predominately single story and is mostly designed for wheelchair access. Some classes are upstairs and are accessible by lift. Disabled toilets are available. There are yellow paint markers and glass doors are marked with red triangles for those with a visual impairment.

How will the school prepare and support my child to join the school, transfer to a new school or move on to the next stage of education and life?

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 will undertake a pre-visit where appropriate.
- If necessary, a transition book (with photos) may be used.
- Your child will be able to visit our school and stay for taster sessions, if this is appropriate.

When moving classes in school:

- Information will be passed on to the new class teacher in advance during a handover meeting.
- There will be opportunities to make additional visits to the new class, if this is appropriate. If needed a transition photo book will be made with the child and a copy given to you to share at home...especially for younger pupils.
- Pupils may be offered the opportunity to play some games with their new teacher or teaching assistant to get to know them before moving up to the class.

If your child is moving to another school, primary or secondary:

- We will contact the new school's SENCo and ensure they know about any special arrangements or support.
- The SENCo will accompany you to the new school for a pre-visit if needed.
- We will make sure that all records about your child are passed on.

How are the school's resources allocated and matched to children's special educational needs?

- The school budget, received from Hertfordshire Local Authority, includes money for supporting children with SEND.
- The money is used to provide additional support or resources dependent on the individual needs of all children with SEND within school.

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- Children with EHCPs are allocated funding when an EHCP is allocated, this is reviewed annually.
- ‘Local High Needs Funding’, where appropriate, may be applied for, in order to support the more exceptional needs of individuals and/or groups of children.

How is the decision made about how much support my child will receive?

Decisions are made through consultation with the child, their parents/carers, teaching and support staff, and relevant external agencies. The level of support will be reviewed regularly to ensure it is appropriate.

How can I find information on the local authority’s Local Offer of services and provision for children and young people with special educational needs and disability?

Click [here](#) for the Herts Local Offer

Who can I contact for further information?

The class teacher is the first point of contact for parents. Meetings can be arranged with the SENCo or Head teacher. Parents who wish to complain are encouraged to speak to the Head teacher regarding their complaint. If the issue cannot be resolved the parent would be directed to the complaints procedure which is in the prospectus on the school website.

Support Services for parents can be contacted at: SENDIASS (Special Educational Needs and Disability Information Advice and Support Services (previously known as Parent Partnership Service)

Email: sendiass@hertfordshire.gov.uk

Phone: 01992 555847

Key Contacts

Head Teacher – Miss Kneller

Deputy Head Teacher –Miss Kathryn Mitchell

SENCo – Mrs Crabtree

Chair of Governors –Mr Dean Docherty

SEND Governor- Mrs Paula Gregory

All contacts can be reached through the school on either 020 8953 3139 or via our email address: admin@summerswood.herts.sch.uk

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APPENDIX

Summerswood School is an inclusive school and offers the following range of provision to support children with SEND

Intervention
<p>Social Skills Programmes/support including strategies to enhance self esteem</p> <ul style="list-style-type: none">• TalkAbout Social Skills programme with small groups• Protective Behaviour programme for whole class or individuals• Social Emotional Aspects of Learning programme used for Personal Social and Health Education• Playground support for individual children• Specific support from the Specialist Advisory Service• Nurture club at break and lunchtimes open to all• ELSA sessions for pupils assessed as needing support• 5-point scale• Mental Health Support Team (MHST)
<p>Access to a supportive environment – IT facilities/equipment/resources (inc. preparation)</p> <ul style="list-style-type: none">• Pre-teaching of vocabulary• Over-teaching new strategies• Prompt and reminder cards for strategies, organisational purposes and scaffolding tasks• Widgit supports written tasks for individual children• Use of digital voice recorder to record ideas/ some written tasks for individual children• Autism Lead to support and promote an autism friendly environment across the school.
<p>Strategies/programmes to support speech and language</p> <ul style="list-style-type: none">• Specific support from Speech and Language Therapy for named children with speech and language difficulties• Delivery of planned Speech and Language programmes for individual children from teaching assistants• Widgit to support language development
<p>Mentoring Activities</p> <ul style="list-style-type: none">• Use of Talk partners• Circle of Friends programme for individuals
<p>Access to strategies/programmes to support Occupational Therapy/Physiotherapy needs</p> <ul style="list-style-type: none">• Occupational Therapist (OT)/Physiotherapist referrals are via the GP or the School Nurse• Specific support from OT for named children with physical needs.• 'Write from the Start' programme for developing fine motor skills• All classes have access to sloping boards, wobble cushions for seating and grips for pens/pencils.
<p>Strategies to reduce anxiety/promote emotional well-being (including communicating with parents/carers)</p> <ul style="list-style-type: none">• Protective Behaviour programme for whole class or individuals• Use of the Hertfordshire's Therapeutic Thinking programme.

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- Close communication with parents/carers of vulnerable children
- Referral to CAMHS (if appropriate)
- Links with Family Support Workers

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Strategies to support/develop literacy inc. reading

- Small group support in class through Guided Reading
- Daily additional individual reading for targeted children.
- Structured reading scheme
- Secure Start – small group phonics intervention for Year 1 and Early Years
- Word Families – 1:1 phonics intervention for KS1 and KS2 pupils
- Skate Park Spelling – small group spelling intervention for Upper KS2
- 5 Minute English Box
- Phonological Awareness Programme
- ELS Phonological Programme
- Parkside phonics assessment
- Benchmark reading assessment
- YARC reading assessment

Strategies to support modify behaviour

- Clear school and class rules
- Use of the school's behaviour policy
- Reward schemes for individuals
- Assertive Discipline policy
- Behaviour support plans and shared with all staff to ensure consistent approach
- Use of the Hertfordshire's Therapeutic Thinking programme.
- Links with Family Support Workers
- Referral to Educational Psychology Services for individual children if appropriate

Strategies to develop mathematics

- Targeted small group work within class
- Small group targeted on misconceptions
- Assessment using the Sandwell Early Numeracy Assessment to highlight gaps in learning
- 5 Minute Maths box

Provision to facilitate access to the curriculum

- Small group support from classroom teaching assistant
- 1:1 support in classroom from teaching assistant for individual children as appropriate to facilitate access through support/ modified resources
- Use of personalised curriculum
- Pre-teaching of vocabulary
- Use of digital voice recorder to record ideas/ some written tasks for individual children

Strategies to support independent learning

- Use of visual timetables and checklists
- Clearly labelled and easily accessible classroom resources
- Pre-teaching of key vocabulary
- Scaffolding of activities
- Use of individualised success criteria
- Individual targets
- Personalised activities for independent early morning work

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Support and supervision at unstructured times of the day including personal care

- Well trained Lunch Time Leaders fully informed of the individual needs of all children
- Lunch club

Planning and assessment

- Pupil Passports
- Individualised targets for English and Maths
- Common Assessment Framework action plans
- Pupil Progress meetings between Leadership Team and class teachers
- Regular review of targets with child/ parents
- SENCo available at parent/teacher consultations.
- Fortnightly meetings of SEND team and assessments relayed to teaching staff
- TA daily feedback of interventions to teachers

Liaison/communication with professionals/parents attendance at meetings and preparation of reports

- Liaison with a wide range of professionals (e.g. Health Visitors, School Nurse, Social Workers, Educational Psychologists, Occupational Therapists, Communication Disorders team, Children's Centre Outreach Workers)
- Regular updates with linked professionals
- Regular progress meetings with parents
- Explanation of professional reports to parents
- Direct email access to SENCo

Access to medical interventions

- Individual protocols for children with significant medical needs and allergies
- Individual support plans for children with specific medical needs
- Strategies for the use of personal medication
- Access to School Nurse
- Referral to The Education Support Team for Medical Absence for individual children is appropriate.

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Lack of progress identified related to academic progress or emotional and social well-being. (concern can be identified from a range of sources, progress data, assessments, observations and pupil progress meetings.)

Class teacher to begin information gathering and sharing views with pupil and their family.

Feedback from pupils and families indicates that a child is likely to have SEN and will require further assessments.

Feedback from pupil and families indicates that their needs could be addressed through QFT or targeted interventions.

Review of quality first teaching to meet needs and the impact of any targeted interventions already delivered. Teachers to use their own assessment (quantitative and qualitative) to identify both strengths and barriers to learning and gaps in learning and are using this to scaffold planning.

SENCo or member of SEN team to complete an observation and provide advice and next steps
OR

Class teacher to attend an SEN team meeting to present the pupil and discuss next steps.

Time limited, targeted intervention focussing on key areas of concern. These are added to provision map and recorded when delivered.

Despite adjustments to QFT and or interventions there is limited or no progress. Pupil is likely to have SEN and will require further assessments.

Progress made, pupil likely to not have SEN. Monitoring to be continued for another term.

Pupil is given a pupil passport and is monitored termly in accordance with the graduated approach (Assess, Plan, Do, Review). Pupil is included on the SEN register. Parents are informed.

Class teacher to:

- Meet with parents termly at a dedicated SEN meeting.
- Write a pupil passport and review this at least termly.
- Monitor and record progress of any interventions that have taken place.
- Provide quality first teaching which is correctly differentiated for the pupil.
- Keep parents informed of any new interventions or strategies that are put in place for their child.

SENCo to:

- Assess when/if specialist input is required
- Monitor the targets and Assessments on the Pupil Passports
- Provide support to find relevant advice and guidance for class teachers.
- Liaise with parents about the support pupils are receiving
- Attend meetings when needed.
- Monitor progress of all pupils.