

SEN Information Report and School Offer 2025-2026

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

Special Educational Needs and Disabilities Coordinator: Carly Wicks

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 needs. 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.

The ‘Graduated Approach’ describes the process by which we identify and support children with SEND. There are three levels of support and provision offered by our school:

1. Universal provision – all children in our school receive this first wave of provision
2. Additional, targeted support and provision – some children who are not making expected progress may access some of this second wave of provision
3. Specialist, individualised support and provision – specific individuals with more significant needs may access additional provision through this third wave of provision.

Link to SEN Policy

[Policy](#)

Link to our school’s Equality
Objectives

[Equality Objectives](#)

Link to our school’s Accessibility
Plan/Policy

[Accessibility Plan](#)

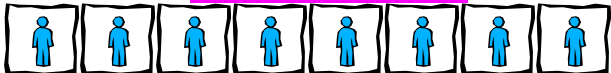
1. Listening to and responding to children and young people

The Universal Offer	Additional Targeted Support and Provision	Specialist Individualised Support and Provision
 - Views and opinions of all pupils are valued by all members of the school community. - Staff are skilled in listening to and supporting children in sharing their ideas and opinions. - Termly Parent's evenings for all children and parents/carers. - Safeguarding and SEND concerns are discussed at staff meetings and briefings whenever required. - Termly monitoring visits focus on school improvement including SEND. - Termly monitoring involving HT, SENDCo and Hub Councillor, to look at ways to improve learning for all. - School Council and Eco Warriors represent the views of pupils in their class. - Weekly PSHE sessions include class discussions. - Whole School Assemblies focus on key values. - Talk partner/ group work during lessons. - Pupils' self-assess their learning daily. - Mental Health Support Team (MHST), School Nurse, Family Support Workers (FSW), Supporting Change in Partnership (SCIP) workers, Social Workers and CAFcass meet pupils in school to gather their views.	 - Pupils with SEND are included in all pupil voice/pupil conferencing/consultation groups. - Tailored interventions based on need. 'Time To Think' sheets and discussions encourage pupils to reflect on their behaviour. - Pupils' views are incorporated into Individual Provision Maps (IPMs) which are shared with parents and pupils and reviewed in progress meetings termly. IPMs are completed for pupils who are at SEN Support. - Pupil Passports enable pupils to share what makes them happy and how they like to be supported. - TIS therapy and DESTY sessions enable pupils, who are having difficulties, to express their feelings. - Small group intervention to develop pupils ability to understand the links between their thoughts, feeling and behaviours (Protective Behaviours). - Speech and Language therapists and Occupational therapists gather pupils' views when delivering bespoke pieces of 1:1 work with pupils.	 - All documentation is presented in a format that is accessible to all pupils. - IPMs are completed for children with an Education Health and Care (EHC) plan. - Pupils' views are an integral part of Team Around the Child) TAC meetings, Children in Need (CHIN) meetings and SEN reviews. - TIS therapy and DESTY sessions enable pupils, who are having difficulties, to express their feelings. - Mental Health Support Team (MHST), School Nurse, Family Support Workers (FSW), Supporting Change in Partnership (SCIP) workers, Social Workers and CAFcass meet pupils in school to gather their views. - Aspire Trust's Educational Psychologist meets pupils to gather their views as part of bespoke pieces of work.

2.Partnership with parents and carers

The Universal Offer	Additional Targeted Support and Provision	Specialist Individualised Support and Provision
 • The school works in partnership with all parents and carers. • Welcome meetings take place at key transition times. • 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 and carers are able to contact school about concerns at any time to speak to the class teacher. • Online parent courses (Early Help Hub/ Mental Health Support Team) advertised with all parents/carers.	 • Meet the SENDCo opportunity in the Autumn term for new parents, if required. • Parent and carers are involved in decisions to place their child on the SEND register and are consulted on the additional support their child will receive. • Parents and carers are invited to comment on their child's progress and set targets on IPMs. • Parents and carers are informed of their child's targets on IPMs. • 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 relating to SEND. Information posted on the school website, newsletter and social media. • Support from outside agencies include: SALT (Speech and Language Therapy), DCD team (Developmental Coordination Difficulty), CAMHS, ASD Team, Neurodevelopmental team, School Nurse, Cognition and Learning, OT (Occupational Therapy), Social Care, Early Help Hub, Family Support Workers, SCIP workers, Penhaligon's Friends, Aspire Inclusion Team.	 • Support from outside agencies include: SALT (Speech and Language Therapy), Educational Psychologist, DCD team (Developmental Coordination Difficulty), CAMHS, ASD Team, Neurodevelopmental team, School Nurse, Cognition and Learning, OT (Occupational Therapy), Social Care, Early Help Hub, Family Support Workers, SCIP workers, Penhaligon's Friends, Aspire Inclusion Team. • Parents and carers are supported in attending, and are actively involved in, all multi-agency meetings and EHC reviews where their views are an integral part. • All documentation can be presented in a format that is accessible to parents, where appropriate.

3.The Curriculum

 The Universal Offer	 Additional Targeted Support and Provision	 Specialist Individualised Support and Provision
• The curriculum is designed to ensure the inclusion of all pupils and our curriculum approach provides exciting opportunities which appeals to the needs of all learners. • All pupils, regardless of their ability and/or additional needs, have full access to the curriculum. • Termly parent evenings to discuss pupils' learning. • Meet the teacher opportunities at the beginning of the school year. • Termly assessments on pupils' progress and attainment. This is assessed through 'pre-key stage standards, working towards expectations, meeting expectation or exceeding expectations.' • Pupils are supported in following their interests, regardless of their SEND. • Equipment accessible to all, e.g. writing slopes, pencil grips, fidget aids, wobble cushions, therabands, ear defenders, coloured overlays, reading rulers, sand timers, etc.	• Pupils with SEND can access the curriculum with adult support, as appropriate. • Interventions are individual and needs led. • The progress of pupils taking part in intervention groups are assessed on a regular basis. • Interventions are adapted in light of pupil progress. • Small group interventions include: Literacy (RWI, reading, handwriting), Numeracy, Speech and Language, Fun Fit (fine and gross motor control), Time to Talk. • 1:1 interventions include: Literacy (reading, Precision Teach, handwriting), Numeracy, Speech and Language, TIS (Trauma Informed Schools:UK) therapy, and DESTY. • Assessments (including dyslexia screenings) are used to identify pupils' needs. • Standardised tests are used to measure reading and spelling ages termly. • Support from outside agencies include: SALT (Speech and Language Therapy), DCD team (Developmental Coordination Difficulty), CAMHS, ASD Team, Neurodevelopmental team, School Nurse, OT (Occupational Therapy), Early Help Hub, Penhaligon's Friends, Aspire Inclusion Team.	• Personalised timetable if necessary with targeted support for pupils with high need. This may include pre-teaching of new topics, personalised resources and targeting children's independent skills. • Regular contact with parents and carers. • 1:1 interventions include: Literacy (reading, Precision Teach, handwriting), Numeracy, Speech and Language, Trauma Informed Schools:UK therapy, and DESTY. • Support from outside agencies include: SALT (Speech and Language Therapy), Educational Psychologist, DCD team (Developmental Coordination Difficulty), CAMHS, ASD Team, Neurodevelopmental team, School Nurse, Cognition and Learning, OT (Occupational Therapy), Social Care, Early Help Hub, Family Support Workers, SCIP workers, Penhaligon's Friends, Aspire Inclusion Team. • In exceptional circumstances, pupils can be disapplied from some subjects.

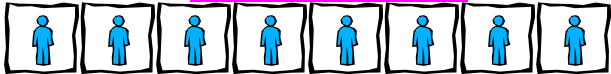
4. Teaching and Learning

The Universal Offer 	Additional Targeted Support and Provision 	Specialist Individualised Support and Provision 
• All pupils have access to Quality First Teaching from a qualified teacher. • 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. • Lessons are carefully planned to include clear stages, regular progress checks and different learning styles. • Learning Objectives are displayed and discussed using 'I can...' statements. • Alternative ways of recording available using Assistive Technology. • Visual timetables used in all classrooms. • Good quality training and CPD for all staff. • Teachers and Teaching Assistants are given extra opportunities to further their qualifications: Dyslexia champion, Autism champion, Health and Well-being champion.	• Class teachers and teaching assistants share information and lesson plans to ensure that pupils with SEND have targeted support and provision. • Class teachers and teaching assistants work with small groups to: • ensure understanding • facilitate learning • foster independence • keep pupils on task • raise self-esteem and confidence • If the class teacher is working with a small group, the teaching assistant supports the class with tasks already set by the teacher. • Independent learning is supported by the use of technology, e.g. iPads, talking tins, laptops, immersive reader, etc. • Coloured acetates and coloured paper is available. • IPMs for pupils on the Register of Need. These are reviewed termly with parents and pupils. • Additional visual aids available, e.g. visual timetable. 'Now and Next' board, spot timer, etc.	• Personalised and highly differentiated work is provided enabling independent learning. • Personalised timetable, if necessary. • 1:1 support for pupils with complex, high needs, e.g. physical disabilities, sensory difficulties, Speech and Language difficulties, Autism, ADHD, Dyslexia, etc. • IPMs for pupils on the Register of Need. • EHCP for pupils with high needs. • Special examination arrangements are put in place for internal and external tests and examinations (reader, scribes etc).

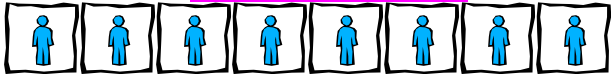
5. Self Help Skills and Independence

The Universal Offer	Additional Targeted Support and Provision	Specialist Individualised Support and Provision
 • All staff are committed to promoting independent learning. • Adults model learning tasks clearly so pupils can work independently. • Tasks are well differentiated so that pupils can complete them independently. • Clearly labelled and laid out classrooms. • Resources available in classrooms containing overlays, highlighters, dictionaries etc which promote independence. • Classroom monitors with specific responsibilities. • Consistent routines and behaviour expectations. • Pupils have the opportunity to choose from a variety of after school clubs. • PSHE lessons and assemblies promote self-help and independence. • All children have the opportunities to attend school trips and residential. • Equipment available to foster independence, e.g. talking tins, overlays, timers, my task sheet, ear defenders, visual timetable, Now and Next boards. • Use of assistive technology to foster independence, e.g. iPads, laptops, immersive reader, speech to text, etc.	 • Where teaching assistants are in the classroom supporting small groups or individual pupils, they facilitate independence. • Equipment available to foster independence, e.g. talking tins, overlays, timers, my task sheet, ear defenders, visual timetable, Now and Next boards, etc. • Use of assistive technology to foster independence, e.g. iPads, laptops, immersive reader, speech to text, etc. • TIS therapy and DESTY intervention encourage pupils to recognise and address their own emotional needs and encourages positive social interactions and self-esteem. • Visual timetables available to support independence.	 • Teaching assistants working 1:1 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. ask peers, check books, etc. • Additional support is shared to build resilience in the young person, so that they have self-coping strategies if the teaching assistant is absent. • Visual cues are used for specific tasks e.g. toileting, dressing, etc. • Communication aids, e.g. PECS, photo prompts, personalised visual timetables. • Intimate Care Plans and Risk Assessments, following advice from partner professionals, aim to develop pupils' independence.

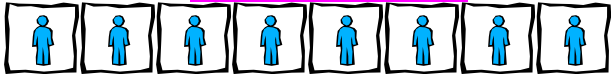
6. Health, Wellbeing & Emotional Support

The Universal Offer 	Additional Targeted Support and Provision 	Specialist Individualised Support and Provision 
• PSHE lessons promote good health and wellbeing. • Character Education is instilled through lessons and assemblies. • Pupil issues are dealt with by trained staff, as they arise. • All staff are first aid trained to ensure the safety of pupils. • Pupils have access to a school nurse on a referral basis. • Wide variety of after school clubs promote good health and wellbeing. • Resilience is promoted through sports events, school plays, school trips and other team activities. • All children belong to a house team. • All children have the opportunity to run for school councillor. • TIS:UK whole school approach embedded. • Boxall screening of all pupils carried out termly to identify pupils in need of additional SEMH support. • Protective Behaviours programme helps pupils understand the links between their thoughts, feelings and behaviours to keep themselves safe. • Buddies are trained to support peers.	• Small group work focuses on... - self-esteem - social skills - life skills - anger management - regulating emotions • Emotional support interventions enables pupils, who are having difficulties, to express their emotions. • Social stories used to help pupils understand specific social situations. • Monitoring and guidance at playtimes. • Vulnerable pupils are able to take time out in a quiet space at break and lunchtimes. • Parenting support for families that require support in ensuring their children's emotional needs are met. • Sensory audit and sensory support plan for individual pupils. • TIS:UK 1:1 therapy and DESTY 1:1 sessions for social and emotional support.	• TACs, Early Support meetings and SEND reviews are supported by a range of agencies including the school nurse. • Additional support for pupils can be requested from: EHH, MHST, CAMHS, Social Care, SALT, Young People Cornwall, Bloom, Hearing support, Penhaligon's Friends. • Pupils with specific medical conditions have individual health care plans. • Sensory diet designed for individual pupils' needs. • 1:1 support at playtimes. • TIS:UK 1:1 therapy and DESTY 1:1 sessions for social and emotional support.

7. Social Interaction opportunities

The Universal Offer 	Additional Targeted Support and Provision 	Specialist Individualised Support and Provision 
• All children belong to a 'house team'. • All children from Years 1 to 6 are given the opportunity to run for School Councillor each year and to become Eco Warriors. • Year 6 responsibilities are assigned to pupils. • Talk partners and peer support encourage good interaction with peers during lessons. • Collaborative working in class. • Range of resources available at lunchtimes to facilitate play. • Staff encourage participation in activities such as skipping, ball games, imaginary play, etc to facilitate social interaction. • All children have the opportunity to join an after school club. • Class performances and productions where everyone has a part. • PE lessons encourage team work and positive social interactions. • All pupils share enriching experiences of school trips and visitors. • Buddy's support the younger children and provide a role model for them. • Buddy system for new children to the school. • Nursery visits are arranged for children entering Reception. • Robust Secondary School transition.	• Sports teams play in local tournaments against other schools. • More able pupils are encouraged to take part in multi-school sessions at the local secondary schools. • All children, including those with specific talents are encouraged to join clubs held within the community. • Interventions are based on developing self-esteem, social skills, life skills and regulating emotions (e.g. TIS, DESTY). • Social stories are used to develop understanding of social situations. • Adult support at playtimes to encourage friendships and modelling of games. • Additional transition visits arranged for vulnerable pupils. • Neurodiversity Profiling Tool used to assess need. • Neurodiversity Profiling Tool Action plan for specific pupils. • Advice/Care Plans from SALT, OT and school nurse. • Meetings with Early Years providers to discuss individual needs of pupils joining Reception.	• Pupils with social communication difficulties are supported to ensure they have plenty of positive social interaction opportunities. • Meetings with Early Years providers and outside agencies (incl. Early Years Inclusion Team) to discuss individual needs of pupils joining Reception. • Additional support for pupils can be requested from: - Neurodevelopmental team - CAMHS - DCD team - ASD team - SALT team - Communication Support team

8. The Physical Environment (safety, accessibility, positive learning)

The Universal Offer 	Additional Targeted Support and Provision 	Specialist Individualised Support and Provision 
• All areas of the school are accessible to everyone including pupils with SEND. • All classes have wheel chair access and the school is wheelchair accessible. • Pupils feel safe and in an environment where bullying is absolutely minimal and dealt with effectively. • There is a named Designated Safeguarding Lead and a named Designated Teacher for Children in Care and Previously Looked After Children. • All areas of the school are uplifting, positive and support learning. • Teachers focus on rewarding good behaviour to promote a positive learning environment. • The rewards and sanctions system is robust and displayed around the school. • A range of equipment is available to all pupils to aid learning (e.g. pencil grips, wobble cushions, therabands, fidget aids, headphones, etc). • Whole class movements breaks during lessons to aid focus, concentration and learning.	• Non-slip, non-breakable equipment available in practical lessons. • Some toilets adapted by height. • There are named adults who are 'PRICE' trained. • Quiet areas are available. • The use of a 'quiet room' is available for sensory activities. • A range of specialist equipment is available for pupils with SEND to aid their fine motor skills (e.g. writing slope, pencil grips), attention and concentration levels (e.g. wobble cushion, therabands, fidget aids), and sensory needs (e.g. headphones, coloured overlays, dark den, sensory toys). • Small group movements breaks available. • Sensory audit and sensory support plan for some pupils. • Fun Fit develops all aspects of pupils physical development as well as supporting positive learning.	• Specialist equipment for pupils with physical disabilities ensures their independence. • Classrooms/halls/corridors are made accessible for young people with sensory needs. • Risk Assessment and Support Plans for pupils with challenging behaviours.

9. Transition from year to year and setting to setting

The Universal Offer



- The EYFS class forms one of the four classes we have at Summercourt.
- EYFS transition is well planned and takes place regularly.
- EYFS 'Come and Play' sessions in the Summer Term prior to the children joining the school.
- EYFS welcome meetings for parents of new reception children.
- 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.
- Taster sessions happen throughout the year and in a variety of curriculum areas.
- Children have a morning in their new class the term before they move into their new class.
- Transition meetings between staff to share invaluable pastoral and attainment information about pupils.
- In year admissions are invited for a tour of the school and half day visit in their new class.
- YR/Y5 Buddy System (meet and greet and lunchtime support).
- Robust Secondary School transition.

Additional Targeted Support and Provision



- Class 1 teacher liaises with parents (home visits) and pre-school to ensure all information is shared before the new intake transition.
- SENDCo and Year 6 teacher liaise with Secondary School to ensure all information is shared before transition. Extra visits can be arranged, if required.

Specialist Individualised Support and Provision



- The SENDCo attends EHCP reviews of pupils transitioning to the school.
- Pupils have a structured and gradual transition package from setting to setting. This ensures that they are very familiar with routines, key members of staff, running of the school day, environment, etc.
- Additional individual visits for pupils with complex needs accompanied by their 1:1 teaching assistant.
- Advice sought from other agencies to support individual pupils with their transition to Secondary school.

10 The SEND qualifications of, and SEND training attended by, our staff

The Universal Offer 	Additional Targeted Support and Provision 	Specialist Individualised Support and Provision 
Inclusion network meetings attended by the SENDCo termly. Staff INSET days throughout the year. CPD available for all staff. Weekly staff meetings. Some support staff have their NVQ level 2 or 3 or equivalent relevant qualification.	TA meetings for those who work with specific children termly or half termly. Groups of staff are trained in specific interventions, e.g. Precision Teach, Toe by Toe, TISUK, DESTY.	Individualised training attended that will benefit specific children, e.g. effective questioning for children with ASD. The Trust has Area SENDCo Leads to support with bespoke provision. The SENDCo is trained in how to administer and interpret the Dyslexia Screening Test. Two members of staff are TISUK trained practitioners which is a diploma level qualification.

Pupil progress

Parents liaise with the class teacher termly to discuss concerns and set targets using an Individual Provision Map (IPM). These 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.

Pupil progress is tracked and if they are working below their year group 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 TIS:UK school with 2 qualified practitioners and whole school training to ensure a 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 your child's class teacher in the first instance. The class teacher may request the involvement of the SENDCo. They can help you pinpoint 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 extra support or if they have an IPM or EHCP.
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/parent training sessions/websites, 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.
9. 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.

Strategic Partner: Andrew Earnshaw

Head of School: Louise Savage

SENDCo: Carly Wicks

Cornwall's Local Offer can be found [here](#)