



Sunnyhill School's SEND Offer Information 2023-24

Learning Together, we will all be exceptional!

This document is informed by: The SEN Code of Practice, (January 2015);

Definition of Special Educational Needs and/or Disabilities (SEND)

(SEND Code of Practice January, 2015, Department for Education)

A child or young person has SEND if they have a learning difficulty or disability which means special educational provision needs to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools

PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ AND OR DISABILITIES AT SUNNYHILL:

Who can I talk to about my child's difficulties with learning and/or additional needs? How to make an appointment at school?

Class teacher

- the class teacher should be your **first contact**, if you have any concerns about your child.

The class teacher has to:

- Make sure that **all** children in the class have access to High Quality Teaching.
- Assess and monitor your child's progress.
- Identify, plan and deliver any additional help your child may need.

	<ul style="list-style-type: none"> • Adapt the curriculum to meet your child's individual needs. • Write an Individual Education Plan (IEP) with individual targets and support needed, if required. • Review and share the IEP with parents/carers, every term - Autumn, Spring and Summer Terms. • Liaise with the SENDCo to make sure your child is included in the school's SEND Register, a system ensuring all the needs and support of pupils in this school are recorded. • Discuss provision amendments with the Special Needs and Disabilities Coordinator (SENDCo). • Make sure that all members of staff, working with your child, are aware of your child's needs and what adjustments need to be made to enable them to be included and make progress. • Make sure that all staff, working with your child, are supported in delivering the planned work for your child, so they can achieve the best possible progress. This may involve the use of outside specialist help and specially planned work and resources, including some additional adult support. • Make sure that the school's SEND Offer is followed in their classroom. <p>Appointments: Make an appointment with your child's teacher via email or telephone call to the school office.</p>
<p>The Special Educational Needs & Disabilities Coordinator (SENDCo)</p>	<p>The SENDCo has to:</p> <ul style="list-style-type: none"> • Coordinate all the support for children with Special Educational Needs and/or Disabilities (SEND), throughout the whole school. • Develop the school's SEND Offer to ensure all children get a high quality response to meeting their needs. • Make sure that parents/carers are: <ul style="list-style-type: none"> • Fully involved in supporting your child's learning • Kept informed about the support your child receives • Fully Involved in reviewing their progress • Ensure the class teachers are keeping up to date with target setting and review of Individual Education Plans, (IEP). • Make sure that there are excellent records of your child's progress. • With the Deputy Heads/Inclusion Leads, coordinate the delivery of SEND Interventions in school. • With the Deputy Heads/Inclusion Leads, liaise with the English and Maths Subject leaders to ensure the delivery of interventions.

	<ul style="list-style-type: none"> • Keep an up-to-date record of the needs and support given for children with IEPs, using the SEND Register. • Support the class teacher in preparing the documentation, when it is decided by parents/carers and professionals that your child needs a higher level of support. • Coordinate the application for an Education, Health and Care Plan to Lambeth SEN, when it is decided by parents/carers and professionals that your child needs a higher level of support and additional funding to provide the additional support. • Coordinate the delivery of provision and the review of Education, Health and Care Plans. • Liaise with all the other people who come into school to help your child e.g. Speech and Language Therapy, Educational Psychology, Drama Therapist, Play Therapist. • Provide specialist support and training for the staff in school, so they can help all the children to achieve their potential. • Organise staff training in all areas of special educational needs. <p>Appointments: Make an appointment with the SENDCo via email or telephone call to the school office.</p>
Deputy Head for Inclusion	<p>The Deputy Heads and Inclusion Leads for EYFS/KS1 and KS2 have to:</p> <ul style="list-style-type: none"> • Ensure the SEND Offer is implemented throughout the whole school. • Support the SENDCO to deliver the whole school SEND Offer. <p>Appointments: Make an appointment with the Deputy Heads via email or telephone the school office.</p>
Head Teacher	<p>The Headteacher (Deputy Heads in their absence) has to:</p> <ul style="list-style-type: none"> • Manage the day-to-day aspects of the school, this includes the support for children with SEND. • Delegate responsibility to the SENDCo and class/subject teachers, but still have overall responsibility for ensuring that the child's needs are met and that they make good progress. • Ensure Safeguarding procedures are followed by all staff and visitors. • Make sure that the Governing Body is kept up to date about all whole school SEND issues. <p>Appointments: Make an appointment with the Head Teacher via email or telephone the school office.</p>
PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND/OR A DISABILITY AT SUNNYHILL	
Support in the different areas of need	<p>The school uses staff and outside professionals to assess needs, plan, deliver and review interventions in specific areas of need.</p> <p>Trained specialist Teaching Assistants provide more specialised support.</p>

<p><u>Areas of Learning</u></p> <p>In school and external professional support in the four different areas of learning</p>	<p><u>Communication and Interaction</u></p> <p>Communication and Interaction Outside Professionals: The school's <i>commissioned</i> Speech and Language Therapist, works in school two days each week providing direct therapy with pupils, provides carry over programmes for Teaching Assistants (TAs) & advice to teachers, TAs, parent/carers.</p> <p><u>Cognition and Learning</u></p> <p>English and Maths Subject Leaders – identify children who require additional support, coordinate the intervention Specialist English TAs – deliver phonics and reading interventions Specialist Maths TA - delivers maths and in particular multiplication tables support Health Mentor – working with targeted pupils to focus on classroom engagement Cognition and Learning Outside Professional- Educational Psychologist – assesses children's cognition and learning, provides targets and supports parents/carers and school staff, including attending reviews.</p> <p><u>Social, Emotional & Mental Health</u></p> <p>Qualified School Counsellor working full time in a dedicated space – the Pupil Pastoral room Health Mentor – working with targeted pupils, to focus on diet and sleep Family Support Worker, supports families with family welfare issues Emotional and Social Outside Professionals- Educational Psychologist, Drama Therapist, Play Therapist</p> <p><u>Physical and/or Sensory</u></p> <p>The Sunnyhill Sensory Room – provides a calm, relaxing space for children requiring a sensory break or quiet 'ready to learn' time, Physical and Sensory Outside Professionals/Health Professionals Lambeth Sensory Support Service – for children with a hearing or visual impairment Consultant Community Paediatrician at The Mary Sheridan Centre – referrals are made for developmental assessment or assessment of autistic traits or ADHD traits. School Nurse – referrals made for health issues, can include, bowel or healthy living issues</p>
<p><u>Autism Spectrum Condition (ASC)</u></p>	<p>Autistic Spectrum Condition Outside Professional - Lambeth Autism Advisory Service (LAAS) Advisory Teacher. Visits school at least twice a year, to review & plan support and Interventions for children with autism. Provide training for staff and parents/carers and attends Annual Reviews of Education, Health and Care Plans.</p> <p>Teachers/Teaching Assistants/Key Adults – support children to be independent learners, by using autism friendly strategies, including a work station for TEACCH activities, visual timetable, social stories, Movement or Sensory breaks.</p>

Teaching Assistant (TA)/Key Adult will provide additional support in or outside the classroom. In a few cases, a pupil with SEND may have closer support from a Key Adult	<p>Teaching Assistants (referred to as TAs) provide support in a number of different ways at Sunnyhill School. This ranges from in class support or outside the classroom for pupils with additional needs.</p> <p>A Key Adult will provide support to individual pupils in class, may work 1:1 with a pupil with special educational needs and/or disabilities or with a small group of pupils.</p> <p>These Key Adults encourage the independence of our SEND pupils, as we do for all our pupils. Speak to your child's teacher about their learning.</p> <p>Informal conversations about your child's day are actively encouraged with the class TA or Key Adult.</p> <p>Appointments – speak to the class teacher first.</p>
Early Years Educator (EYE)	<p>Early Years Educators (referred to as EYEs) provide support in a number of different ways at Sunnyhill School Nursery and Reception classes. Their primary role is as a key worker, working with the teacher to plan, deliver and review activities. They deliver interventions and support children including those with special needs. With the teacher, they meet with parents and other professionals to review progress. Key workers are available to parents/carers to talk about their child's progress and they have regular planning time.</p> <p>Appointments – speak to the class teacher first.</p>
SEND Governor	<p>Named SEND Governor for the school is Paulina Bartman</p> <p>The SEND Governor has to:</p> <ul style="list-style-type: none"> • Make sure that the school has an up to date SEND Information Report. • Make sure that the school's SEND funding is appropriately spent. • Make sure that the school has appropriate SEND provision. • Visit the school to understand and monitor the support given to children with SEND in the school and be part of the process to ensure your child achieves his/her potential in school. <p>Contacted by: writing to the SEND Governor via the school office.</p>

HOW COULD MY CHILD GET HELP AT SUNNYHILL?

Children in school will get support that is specific to their individual needs. This may be all provided by the class teacher or may involve:

- Local Authority central services staff such as the Lambeth Educational Psychology Team or Sensory Services (for students with a hearing or visual need) and the Lambeth Autism Advisory Service, Paediatric Consultants Team, CAMHS (Children and Adolescent Mental health Service)
- Outside agencies such as the Speech and Language Therapy (SALT) Service and the Occupational Therapy Service.
- The school currently commissions 2 days of Speech and Language Therapy each week, from an independent provider.
- The school also commissions outside services, such as Drama Therapy.

What are the different levels of support available for all children, children with SEND at Sunnyhill?

LEVELS OF SUPPORT	What does this mean for your child?	Who can get this kind of support?
Level 1, 2, 3 and EHCPs		
LEVEL 1 High Quality Teaching Class teacher input via high quality classroom teaching.	<ul style="list-style-type: none">• The teacher has high expectations for all pupils in their class. This is referred to in school as "High Quality Teaching" (HQT).• All teaching is based on building on what your child already knows, can do and can understand. This is achieved through on-going assessment and focused marking of children's work.• Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve more practical learning or providing different resources adapted for your child.• Putting in place strategies (which may be suggested by the SENDCo or professionals from outside agencies) to enable your child to access the learning. This may include support from a teaching assistant/key worker in class to help with a particular difficulty.	All children in school receive this universal support

<p>LEVEL 2</p> <p>Targeted SEND Support</p> <p>Where the class teacher and the school SENDCo, on the basis of high quality evidence, conclude that a pupil needs the additional targeted support.</p>	<ul style="list-style-type: none"> • Your child's teacher will have carefully checked on your child's progress and will decide if your child has a gap in their understanding, knowledge or skills and needs some extra support to 'close the gap' between your child and their peers. • If your child is identified as having a difficulty in an area of learning, the teacher will complete a Sunnyhill SEND Profile. Your input will be taken to have a holistic view of your child. • The Sunnyhill SEND profiles highlight a child's level of need and signposts the support available. • An intervention refers to additional support that a child receives to help move them forward in their learning. This support is always time limited and will have clear targets to help your child make more progress. • Every child who receives an intervention will have an Individual Education Plan (IEP) and be included in the school's SEND Register. • The class teacher will also seek support from the SENDCo. <ul style="list-style-type: none"> • We acknowledge that a number of children will have special educational needs (SEND) at some time in their school career. Some of these pupils may require help throughout their time in school, while others may need a little extra support for a short period to help them overcome temporary needs. • Pupils identified with special educational needs require a response from the school that goes beyond the necessary adaptations that is typically available to every child. • Children are not regarded as having learning difficulties solely because their home language is not English. • However, particular care will be needed with pupils whose first language is not English and the child is new to English. Teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from not understanding and speaking English or from special educational needs. It will be necessary to assess their proficiency in English before planning any additional support. 	<p>Children who have an identified need in speech & language, cognition and learning, emotional and social development or physical and sensory.</p>
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	<ul style="list-style-type: none"> • In assessing the SEND of children who speak English as an Additional Language, home language assessment and translators will be used where deemed appropriate to assess and inform provision. Parents/carers will be consulted to find out if the pupil is having difficulties in their home language. • Where children's behaviour has been identified as a cause for concern in line with steps taken to support pupils in the school behaviour policy, the school works with the principle that children's behaviour is often the product of other underlying needs, for example emotional issues, social interaction or communication needs. • Where small group sessions are put in place they will be run by a teaching assistant, Key Adult, teacher or an outside professional (like a Speech and Language Therapist)) using a recognised programme. These small group sessions are often referred to in school as 'interventions' and that there is a strong 'evidence base' underlying the interventions that we have selected to use (for example reference to the Education Endowment Foundation Toolkit and 'What Works for Pupils with literacy/numeracy difficulties' guidance) • All teaching assistants providing additional support to pupils in school have been provided with additional training, either from the subject leaders for English and Maths or outside agencies such as the speech and language therapist. • At this point you will be fully involved in discussions and decisions, and asked to come to a meeting to discuss your child's progress and help plan possible ways forward. • We also offer some additional support to pupils outside of normal school hours. For example, pupils may sometimes be invited to join an after school homework club or take part in other after school clubs. Attendance at these clubs is always voluntary. 	
LEVEL 3 Specialist Support Specialist therapy 1:1 or in groups, run by outside agencies	<p>Where specialist professionals work with your child to understand their needs and make recommendations, these may include:</p> <ul style="list-style-type: none"> ○ Making changes to the way your child is supported in class eg. some individual support or changing some aspects of teaching to support them better 	<p>Children who have a higher level of need, as identified by the parents/carers/school/ external professionals in</p>

<p>This may be from:</p> <p>Outside agencies such as the Speech and Language therapy (SALT) Service and Educational Psychology Team, Drama Therapy,</p>	<ul style="list-style-type: none"> ○ Support to set targets which will include their specific professional expertise ○ Your child's involvement in a group, run by school staff under the guidance of the outside professional e.g. Speech and Language Support. ○ A group or individual work in school, run by an outside professional. <ul style="list-style-type: none"> ● You will be involved in decisions about how support will be used any strategies. ● The English and Maths Subject Leaders run workshops for parents which support the development of reading and number skills at home. ● You will be provided with the contact details for any agencies or services outside the school who may work with your child. Throughout the year the school will also hold SEND Coffee Mornings/Afternoons which may include parent/carer training and allow parents/carers to meet with the professionals who support the school. 	<p>speech & language, learning, emotional and social development or physical and sensory.</p>
<p>Education, Health and Care Plan (EHCP)</p> <p>This means your child will have been identified by you, the parents, the school and outside professionals as needing a particularly higher level of individual and small group support which cannot be provided from the resources already delegated to the school.</p>	<ul style="list-style-type: none"> ● After initial support has been reviewed by school, outside professionals and parents/carers, further support may also be needed; the school, or parents, can recommend that the Local Authority makes a statutory assessment for an Education, Health and Care Plan (EHCP). This is a legal process and you can find full details about this in the Local Authority (LA) based Local Offer, Lambeth web site at www.lambethschoolservices.co.uk. ● This is done in full partnership with you and your child. ● The school will monitor your child's progress, their additional support or 'provision' and the outcomes of providing this additional support. ● All relevant professional reports, your views and your child's will be collated and a request is made for an Education and Health Care Plan, via the online Lambeth EHC Hub. ● After the school has sent in the request to the Local Authority, they will decide whether they think your child's needs (as described in the paperwork provided), are sufficient to need a statutory assessment. 	<p>Children with 'Higher Levels' of need and whose learning needs are more severe, complex and potentially lifelong</p>

<p>Usually, if your child requires this high level of support they may also need specialist support in school from professionals outside the school.</p>	<ul style="list-style-type: none"> • If it is felt that your child does not need an EHCP, the school will be asked to continue with the SEND Support and provide further support to ensure your child's needs are met. • If it is felt that your child does need an EHCP, they will ask you and all professionals involved with your child to write a report, outlining your child's needs and how they will be met and the long and short term outcomes that are being sought. • Your child will be supported to contribute your views in the report. • Lambeth SEN will decide if a Statutory Assessment will take place with all the professionals involved. • After the reports have all been sent in, an EHCP will be prepared. It is called an Education Health and Care Plan because it brings together all of the educational, health and social care needs that your child may have into one plan. • The school must make its best endeavours to put in place the support identified in the plan. • The progress your child makes with the support identified will be regularly reviewed and changed according to the progress your child makes. 	
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How will we support your child with identified SEND starting at school?

- Sunnyhill School works in partnership with parents/carers in early identification of needs.
- If your child has been allocated a place in our school by the local authority and they have identified special needs, please contact us as soon as you receive the offer as we may not have details of their needs at this stage.
- We will invite you to visit the school with your child to have a look around.
- If other professionals are involved, a meeting will be held to discuss your child's needs, share strategies used and ensure provision is put in place before your child starts. At this point, a decision may be made that your child may require SEND Support to be put in place as soon as they start school. This may be because they have a 'High Level of Need' that has not already been identified through an Education and Health Care Plan or through assessment of other professionals.
- Before your child starts attending Sunnyhill, key members of staff from the school will make a home visit and also visit your child if they are attending another provision or school; this will automatically happen if your child is starting in the nursery class or is new to the school and starting in our Reception class.

- We may suggest adaptations to the settling in period to help your child to settle more easily e.g. a gradual introduction to school, supported by a staggered or staged start; all strategies will be agreed with you.
- If they have not already visited, your child will be invited into school in advance of starting, to meet the staff during a pre-visit.
- Following the settling in period, the class teacher will arrange an early meeting with you to review your child's learning and progress.
- The staff will then hold regular meetings in school to monitor the progress of your child and invite you into school at least once a term to review this with you.

How can I let the school know I am concerned about my child's progress?

- If you have any concerns related to learning, please speak to your child's class teacher at the earliest opportunity.
- If you need further advice and support, speak to the SENDCo, Deputy Heads for Inclusion or the Head Teacher.
- If you are still not happy you can contact the school SEND Governor.

How will the school let me know if they have any concerns about my child's learning in school?

- If you have raised the concern the school will invite you in to discuss it and plan next steps.
- When a teacher or you have raised concerns about your child's progress, and high quality, personalised teaching has not met your child's needs, the teacher will raise this with the SENDCo.
- The teacher will discuss your child's progress with you at our termly parents'/carers' evenings when you will be informed of progress made and any additional support being given.
- At Sunnyhill we have regular Core Group meetings when class teachers and senior staff track the progress of all the pupils. This is another way your child may be identified as not making as much progress as expected and that they could need additional support.
- If your child is identified as not making progress the school will decide whether to monitor this or set up an intervention. You will be informed about this when a course of action has been decided on. Intervention groups will usually take place over a ten-week period. However, please note that all children learn regularly in small groups in class (sometimes with support from the teacher or a Teaching Assistant) in order to support their progress.
- If your child is still not making expected progress the school will discuss with you:
 - Any concerns you may have;
 - Any further interventions or referrals to outside professionals to support your child's learning;
 - How we could work together, to support your child at home/school.

Who are the other people providing services to children with SEND in this school?

<p>A. Directly funded by the school - this support is paid out of the school budget - notional SEND funding that the school receives.</p>	<p>Senior Leaders involved in SEND: Head, Deputy Heads responsible for Inclusion and the Curriculum in EYFS/KS1 and KS2.</p> <p>Middle Leaders involved in SEND SENDCo, Early Years/Key Stage 1 Phase Leader and KS2 Phase Leader, English & Maths Leads</p> <p>Other staff involved in SEND, as well as the class teachers:</p> <ul style="list-style-type: none"> • Teaching Assistants and Early Years Educators (EYEs), (some specialist TAs/EYEs), Key Adults working with pupils identified as needing 1:1 support, Attendance & Punctuality Officer; • Curriculum support from subject leaders, differentiation planning support from senior leaders; • Health Mentor; • The School Counsellor; • Family Support Worker; • Additional (commissioned) Speech and Language Therapy input to provide a higher level of service to the school (2 days per week); • Lambeth Educational Psychology Service (the school buys in support from this service) to provide a higher level of service to the school (approx. 18 sessions per long term); • 1:1 or small group teachers.
<p>B. Paid for centrally by the Local Authority but delivered in school</p>	<ul style="list-style-type: none"> • Lambeth Autism Advisory Service; • Lambeth Sensory Service, providing support for pupils with hearing or visual impairment. • School Nurse • Professional training for school staff to deliver medical interventions;

	<ul style="list-style-type: none"> • Physiotherapy; • Early Years Speech & Language Therapy Service (up to 5 years)
C. Provided and paid for by the Health Service	<ul style="list-style-type: none"> • Speech and Language therapy, if your child is over 5 years old and has a speech impediment, stutter or stammer.
D. Voluntary agencies	<p>For example</p> <ul style="list-style-type: none"> • National Autistic Society • Autism Voice, is a registered charity working to enhance the health and well-being of people (children and adults) with autism and/or learning disabilities and their families from mainly the Black, Asian and Minority Ethnic Communities.
Other parent/carers support	<p>Lambeth Information, Advice and Support Service (IASS) provides free, impartial and confidential information about education, health and social care for children, young people, and their parents relating to special educational needs and disabilities.</p> <p>The contact details for the support services can be found on the school website www.sunnyhillprimary.com and on the Lambeth Local Offer website www.lambethschoolservices.co.uk.</p> <p>The Lambeth Local Offer Web site contains full information of the services available to children, young people and their families under the Lambeth Local Offer.</p>

How are the adults in school helped to work with children with SEND and what training do they have?

- The SENDCo is a qualified teacher. The SENDCo has completed the National SENDCo Training Award Programme.
- The SENDCo's job is to support the class teacher and teaching assistants/Key Adults in planning for children with SEND.
- The school identifies training needs for all staff to improve the teaching and learning of children including those with SEND through lesson monitoring, team meetings, staff meetings and appraisal. These may include whole school training on SEND issues or to support identified groups of learners in school, such as autism, speech and language delay.
- Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with a SEND.
- Individual teachers and support staff attend training courses run by outside agencies e.g. from the Lambeth Autism Advisory Service and Sensory Service.
- Individual training for an identified staff member linked with the needs of a child with special educational needs and/or disabilities or identified through the school's performance management process.
- Outside agencies provide staff training eg. the Lambeth Autism Advice Service.
- Our Teaching Assistants/Key Adults receive regular training each term, delivered by the English or Maths Subject Leaders or the SENDCo, in how to best support learning in the classroom.

How will the teaching be adapted for my child with SEND?

- Class teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are adapted to enable your child to access their learning as independently as possible.
- Specially trained support staff can implement the teachers modified/adapted planning to support the needs of your child.
- Specific resources and strategies will be used to support your child so that they can learn most effectively, and be included in the full life of the school. These will be included in your child's learning plan.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs and increase your child's access to what is on offer.

How will we measure the progress of your child in school? And how will I know about this?

- Your child's progress is continually monitored by the class teacher.
- Progress is reviewed formally every term and an Early Years/ Sunnyside achievement 'domain' is assigned to your child in reading, writing and maths.

- If your child is in Year 1 and above, but is not yet working at an age appropriate National Curriculum level, the school will decide to assess the child using a different year group's Key performance indicators (KPI).
- Some children working well below the National Curriculum level for their year group will be assessed against the government's Pre-Key Stage 1 or 2 Standards at the end of Key Stage 1 and Key Stage 2.
- The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults, including parents, involved with the child's education.
- The SENDCo will also check that your child is making good progress within any individual learning and in any group that they take part in.

A range of ways will be used to keep you informed, which may include:

- Home/school contact book
- Letters/certificates sent home
- Additional meetings as required
- Annual Reviews
- End of Year Reports

At the end of each key stage (i.e. at the end of Year 2 and Year 6) all children are required to be formally assessed- these are known as SATs. Children in receipt of SEND Support have an IEP which will be reviewed. Under particular circumstances, it may be decided that children with SEND are not entered for these tests as they have not been working at a required standard to sit them.

What support do we have for you as a parent/carer of child with SEND?

- We would like you to talk to your child's class teacher regularly so you can share what your child is doing at home and we can tell you about what we are doing in school. This is to ensure that we are doing similar things to support them, that we can share what is working and learn from one another.
- The SENDCo is available to meet with you to discuss your child's progress or any concerns or worries that you may have about the progress that they are making or the support that they are receiving. Please remember that the SENDCo may not be able to have a detailed conversation with you immediately, but will arrange a convenient time to meet with you.
- All information from outside professionals will be discussed with you by the person involved directly, or where this is not possible, in a report. The SENDCo will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.
- Our termly class newsletters include ideas of ways in which you can support your child with their learning; these are often practical ideas and can be easily adapted to suit the needs of children with special educational needs and/or disabilities.

*If your child is undergoing statutory assessment for an EHC Plan you can also be supported by the Children's Services SEN Team. They will ensure that you fully understand the process. **Contact:** Lambeth SEN Team at the Local Authority.*

How have we made Sunnyhill accessible to children with SEND?

The majority of the school is accessible to children with physical disability, via ramps and a lift.

- The only rooms which are not fully accessible are in the main building - The Therapy Room, Health Mentor's Room and the Sensory Room.
- As Sunnyhill is a Grade II listed building with planning restrictions, further adaptations cannot be made to the main building. However, alternative arrangements are made, if they are unable to access these room directly.
- Class allocations will be adapted to ensure rooms are accessible for children with disabilities.
- The school has staff trained to support children with a range of needs.
- The specialised support programmes provide space for the identified needs of children with specific difficulties e.g. workstations for children with an autism diagnosis.
- If you have a specific concern, please make contact with the SENDCo.

How do we support children with additional needs during transition, when they move to another school or to another class?

We recognise that 'moving on' can be difficult for lots of children and particularly some children with SEND and we take steps to ensure that any transition is as smooth as possible.

- If your child is moving to another school:
 - We will talk with your child to identify how they are feeling about the move and discuss with them how to make it a positive experience.
 - We will contact the new school's SENDCo and ensure they know about any special arrangements or support.
 - Whenever possible we will support a visit to the new school in advance of the move.
 - We will make sure that all records about your child are passed onto the new school.
- When moving classes in school:
 - Information will be passed on to the new class teacher in advance and in all cases, a handover meeting will take place between the previous and the new teacher.
 - All IEPs will be shared with the new teacher.
 - We provide a 'Moving On' book for all the children needing support with transition, from one year group to the next.
 - We provide a Social Story about transition to the next year group, to explain feelings which your child may experience.
 - All the children visit their new class with their new teacher, at the end of the summer term.
 - Whenever possible, you will be invited to meet with the new teacher before the transition takes place.
- In Year 6
 - We run support sessions for all parents of Y6 children to prepare them for applying to secondary schools in the Autumn Term.
 - We can advise which secondary schools specialisms will most support a child with SEND.
 - We can arrange to accompany Y6 parents on visits to secondary schools.
 - The SENDCO or Year 6 teachers will handover and discuss the specific needs of your child with the SENDCo of their secondary school.
 - If your child has a diagnosis of autism, the Lambeth Autism Advisory Service will provide a comprehensive transition programme. Your child will attend a small group in school, to support their understanding of the changes ahead.
 - Where possible your child will visit their new school on several occasions and in many cases staff from the new school will visit your child in this school.
 - We provide a Social Story about transitions, to explain the feelings which children may experience.

Complaints regarding SEND and the support your child receives at Sunnyhill

- Sunnyhill School strives to work with pupils with special educational needs and disabilities (SEND) and their families, to ensure they achieve the best possible educational outcomes.
- However, where a parent/carer has a concern about the SEND provision at Sunnyhill, they should in the first instance, contact the Deputy Heads and Leads for Inclusion for EYFS/KS1 and KS2 or the SENDCO. So that any concerns are addressed immediately.
- In the event of a parent/carer having a complaint about their child's SEND provision, the school has a clear complaints procedure in place which ensures 'that anyone who wishes to make a complaint, including a complaint in relation to children and young people with SEN, whether they have EHC plans or not, is treated fairly, given the chance to state their case and are provided with a written response (including the rationale for any decisions)', SEND Code of Practice, 2015.
- For the Sunnyhill Primary School Complaints Policy and Procedure, please refer to the school's website section on Policies and Grants, under the tab 'Our School.':

<https://www.sunnyhillprimary.com/attachments/download.asp?file=172&type=pdf>

'If disagreements have not been resolved at the local level, under sections 496 and 497 of the Education Act 1996 complaints can be made to the Secretary of State for Education that either the governing body of a maintained school or a local authority has acted unreasonably or has failed to carry out one of its duties under the Education Acts, including their SEN duties. The Secretary of State can also consider complaints about disability discrimination in relation to a pupil at a school by virtue of Section 87 of the Equality Act 2010. Sections 496 and 497 of the Education Act 1996 apply only to maintained schools, not other state-funded schools or independent schools', SEND Code of Practice, 2015.

Please note that complaints and/ or appeals relating to Statutory Assessments or EHCPs should be made against the relevant local authority and not the school.

INCLUSION ACRONYMS & ABBREVIATIONS

ADD	Attention Deficit Disorder	LO	Local Offer
ADHD	Attention Deficit Disorder & Hyperactivity	MAM	Multi-Agency Meeting
AR	Annual Review	MLD	Moderate Learning Difficulty
ASC/D	Autism Spectrum Condition/Disorder	MSI	Multi-Sensory impairment
BESD	Behavioural, Emotional & Social Difficulties	NS	Next Steps
CAF	Common Referral Form	ODD	Oppositional Defiant Disorder
CAMHS	Child and Adolescent Mental Health Services	OT	Occupational Therapy/Therapist
CIN	Child In Need	PD	Physical Disability
CiP	Communicate in Print	PDA	Pathological Demand Avoidance
CoP	Code of Practice	PMLD	Profound and Multiple Learning Difficulties
CP	Child Protection	PP	Pupil Premium
CYP	Children & Young People/Person	PR	Parental Responsibility
EAL	English as an Additional Language	PT	Physiotherapy/Physiotherapist
EHCP	Education, Health & Care Plan	SALT/SLT	Speech & Language Therapy/Therapist
EP	Educational Psychologist	SEMH	Social, Emotional & Mental Health
EWO	Education Welfare Office	SEN	Special Educational Needs
EYFS	Early Years Foundation Stage	SEND	Special Educational Needs and Disabilities
FAS	Foetal Alcohol Syndrome	SENDCo	Special Educational Needs and Disabilities Coordinator
FSM	Free School Meals	SLCN	Speech, Language & Communication Needs
HI	Hearing Impairment	SLD	Severe Learning Difficulties
HLTA	Higher Level Teaching Assistant	SM	Selective Mutism
HSS	Hearing Support Service	SpLD	Specific Learning Difficulties
IEP	Individual Education Programme	TA	Teaching Assistant
LA	Local Authority	VI	Visual Impairment