

SEND Information Report

Introduction

At Summerseat Methodist Primary School, we are proud to be a small, nurturing school where every child is known, valued and supported to flourish. We are committed to providing an inclusive environment that meets the needs of all learners, including those with special educational needs and/or disabilities (SEND). Our approach is rooted in high-quality adaptive teaching, ordinarily available provision, early identification of barriers to learning and evidence-informed support, ensuring that every child can access an ambitious and inclusive curriculum. Our vision, inspired by our Methodist values, is to enable all children to experience 'life in all its fullness – from whatever the starting point.'

Why we have a SEND Information Report

The Children and Families Act (2014) and the Special Educational Needs and Disability Code of Practice (2015) require all schools to publish an annual SEND Information Report. This report explains how we identify barriers to learning, respond through our graduated approach and make provision for children with SEND, and how we ensure that every child has equal access to a high-quality and inclusive education.

Who this report is for

This report is written for parents and carers as a series of questions. It aims to help you understand how we put our SEND policy into practice, what support might look like for your child, and who you can speak to if you have questions or concerns. We have used clear, straightforward language to make this information as accessible as possible.

You can find our SEND Policy on our school website [LINK](#), and further information about SEND provision in our local area through Bury Council's Local Offer [LINK](#).

If there are any terms in this report you're unsure of, please see the Glossary at the end for explanations.

1. What types of SEND does Summerseat Methodist Primary School Provide for and how is SEN defined?

At Summerseat Methodist Primary School, we provide high-quality education for all children, recognising and valuing every child's unique strengths, needs, and potential. We are an inclusive school, proud of the way our provision supports a diverse community of learners. Some children may need additional or different support to help them achieve their best, and our systems ensure that these needs are identified and met early.

We recognise that a child has a special educational need or disability (SEND) if they have a learning difficulty or disability which requires special educational provision to be made for

them, as outlined in the Children and Families Act (2014) and the SEND Code of Practice (2015).

A child has a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age
- Have been identified as having a specific learning difficulty such as dyslexia or dyspraxia
- Have a disability that prevents or hinders them from making use of educational facilities generally provided for children of the same age

A disability is defined under the Equality Act 2010 as a physical or mental impairment that has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.

In school, we recognise that a child may have a disability if they experience:

- Difficulty getting to and from school or moving around school
- Reduced manual dexterity (e.g. holding a pen, using tools, or catching a ball)
- Difficulty carrying objects
- Challenges controlling the need to go to the toilet
- Hearing or visual difficulties

We provide for pupils with needs across the four broad areas of SEND:

1. Communication and Interaction

This may include:

Speech, language and communication difficulties

Autism Spectrum Disorder (ASD), including social communication differences

Attention and understanding difficulties

2. Cognition and Learning

This may include:

Moderate or specific learning difficulties such as dyslexia or dyscalculia

Delayed learning development across one or more subject areas

Difficulties with working memory, sequencing, or problem solving

3. Social, Emotional and Mental Health

This may include:

Difficulties with emotional regulation, anxiety, or behaviour

Attention Deficit Hyperactivity Disorder (ADHD) or Attention Deficit Disorder (ADD)

Challenges with forming and maintaining social relationships

4. Sensory and/or Physical

This may include:

Hearing or visual impairments

Physical difficulties that affect movement, coordination, or access to learning materials

Multi-sensory impairment

We also recognise that some children may have needs in more than one of these areas, and that a child does not necessarily have SEND just because English is an additional language, or because they are achieving below the expected level for their age.

At Summerseat, we consider whether a child has SEND by looking at their individual needs, strengths, progress and the barriers they experience in accessing learning. A child is identified as having SEND where they have a learning difficulty or disability which requires special educational provision that is additional to or different from the ordinarily available provision provided for pupils of the same age.

At Summerseat Methodist, every child matters. Our commitment to inclusion means that we adapt our curriculum, environment, and teaching approaches to ensure all children—those with and without identified SEND—can access learning and thrive together.

Summerseat is a mainstream primary school with a Specialist Base commissioned and funded by Bury Local Authority. The Specialist Base provides 10 places for pupils with autism (ASD) and associated cognition and learning needs. The Specialist Base is an integral part of the school and works alongside our mainstream provision to provide specialist teaching, support and expertise for pupils who require this level of provision.

The Specialist Base also contributes specialist knowledge and expertise to the wider school, supporting staff to develop their understanding of autism, cognition and learning needs and inclusive practice.

If you would like further information about the different types of needs we support, you can contact our school SENDCo or explore the [Bury Local Offer](#) for details of services available locally.

2. Which staff will support my child, and what training have they had?

At Summerseat Methodist Primary School, inclusion is at the heart of everything we do. Every member of staff plays a role in ensuring that all children, including those with special educational needs and disabilities (SEND), experience are well supported to become successful, well-rounded individuals, whatever their starting point.

We are fortunate to have a highly skilled and experienced SEN team:

- Sarah Brown (Early Years and Key Stage One) – Head of School and SENCO.
Holds the National Award for Special Educational Needs Co-ordination, a Postgraduate Certificate in Understanding Autism, and is a trained coach for the National Professional Qualification for Special Educational Needs Co-ordinators (NPQ

SENCO).

- Emily Cole (Key Stage Two SENCO) – holds the new mandatory National Professional Qualification for Special Educational Needs Co-ordinators (NPQ SENCO).
Experienced in both mainstream and specialist settings and an Epworth Specialist Leader for SEND.
- Julie Whittaker (Strategic Oversight for SEND) – Executive Headteacher, Trust SEND Lead, and facilitator for the NPQ SENCO qualification.
Holds the National Award for SEN Co-ordination and has extensive leadership experience across multiple local authorities.

All three are qualified teachers, with dedicated time each week to manage SEND provision. As part of the Epworth Education Trust, they collaborate closely with a network of experienced SENCOs, sharing expertise, training opportunities, and good practice. The school also has staff experienced in supporting SEND learners within the Specialist Base, which contributes specialist knowledge and expertise to the wider school.

We have a team of skilled teachers and support staff. Training for teachers and teaching assistants is both proactive and responsive to individual and cohort needs. While there is collective training, development is also personalised. Alongside external CPD, we use coaching as a key method for professional growth.

Our staff development focuses strongly on high-quality adaptive teaching, ordinarily available provision and inclusive practice. We prioritise ensuring every child has a skilled teacher who understands how to adapt teaching to meet individual needs. Staff use the Education Endowment Foundation (EEF) research on supporting SEND pupils in mainstream classrooms—particularly the 5-a-day principles, adaptive teaching, and scaffolding, with an emphasis on avoiding over-scaffolding.

All teachers receive regular training on the four broad areas of need and practical strategies for effective classroom support. They also access the Epworth Education Trust Graduated Offer and Toolkit, a live resource containing key strategies, examples, and materials. Staff also access CPD provided by both Epworth and Bury LA.

Our professional development also supports staff to understand and implement the EET Graduated Approach, including identifying barriers to learning, Notice, Try and Check, Pupil Passports, SEND Support and Assess, Plan, Do, Review (APDR).

Recent CPD highlights:

For teachers:

Adaptive teaching for stretch and challenge

The four broad areas of need, APDR and Pupil Passports

Oracy and inclusive communication strategies

For support staff:

Supporting behaviour through clear expectations and restorative practice

Implementing APDR support plans effectively

Whole school training:

Elklan Communication Friendly Settings accreditation (achieved September 2023)

Wellcomm and Boxall Profile

Nurture UK

Sometimes we need extra help to offer our pupils the support they need. We also work with a range of external professionals, **where appropriate and with parental consent where required**, including:

- Educational Psychologists (through Bury's Communities of Practice model)
- Speech and Language Therapists
- Occupational Therapists
- Education Mental Health Practitioners (EMHPs)
- CAMHS
- School Nursing Service
- The Inclusion Team and other Bury LA support services

This collective expertise ensures that our provision is inclusive, proactive, and highly responsive to the individual needs of our pupils.

3. What should I do if I think my child has SEN?

If you have concerns about your child's development, progress, or wellbeing, the first person to talk to is your child's class teacher. You can arrange to speak with them in person, by phone, or via the school office. Our teachers know your child best in the classroom context and will always take your concerns seriously.

Your child's teacher will share your concerns with our SENCO for the key stage who will then arrange a meeting with you to discuss your child's strengths, any areas of difficulty, and what support might be helpful. You can also contact the SENCO directly via the school office or by email at office@summerseat.epworthtrust.org.uk

Together, we will agree on outcomes for your child and next steps for support. We will record what has been discussed, share a copy with you, and ensure that your child's views are also captured as part of this process.

Not all children who need additional support have SEND, and some may come on or off the SEND register at different points. What matters most is ensuring that the right support is in place at the right time.

Where a concern is identified, we will follow our graduated approach. This begins by considering the barriers affecting your child's learning and whether these can be addressed through high-quality adaptive teaching and ordinarily available provision. Where appropriate, we may use our Notice, Try and Check approach, making adaptations,

reasonable adjustments or providing short-term targeted support and reviewing the impact. Where it is helpful, a Pupil Passport may be used to record your child's strengths, needs, helpful strategies and reasonable adjustments. A Pupil Passport can be used for children with or without SEND where this supports consistency and helps staff respond effectively to individual needs.

If difficulties continue despite appropriate ordinarily available provision and targeted support, the class teacher and SENCO will review the evidence with you and consider whether your child meets the threshold for SEND. A child is identified as having SEND where they have a learning difficulty or disability which requires special educational provision that is additional to or different from the ordinarily available provision provided for pupils of the same age.

Where this threshold is met, your child will be added to the SEND register and supported through SEND Support. This will include an Assess, Plan, Do, Review (APDR) cycle, with outcomes and provision agreed in partnership with you and your child.

We recognise that parents and carers are the experts on their children, and we value working in partnership with families to ensure every pupil achieves their best.

4. How will the school know if my child needs SEN support?

All of our teachers are experienced in identifying when a child may need additional support. They continuously monitor each child's progress in all areas of learning, as well as their social and emotional development.

Teachers are alert to signs that a pupil may be finding aspects of school more difficult — for example, struggling with reading, writing, number work, communication, attention, or social interaction. Where a teacher notices that a child may be experiencing a barrier to learning, they will first consider what may be causing the difficulty and what can be adapted through high-quality adaptive teaching and ordinarily available provision.

Where appropriate, this may include adaptations to teaching, reasonable adjustments, additional practice or short-term targeted support. This forms part of our Notice, Try and Check approach, where we review the impact of the support provided and consider what further action may be needed. At this stage, the teacher may discuss concerns with the SENCO.

Together, they will review your child's progress and gather evidence from:

- Classroom observations and work samples
- General assessment linked to PiXL and year group expectations
- Standardised assessments or screening tools (such as Wellcomm, GL Dyslexia Screener, or Boxall Profile)

- Discussions with parents and the child
- Information from previous settings or external professionals
- Information about the strategies and adaptations that have already been tried and their impact

The SENCO may also observe your child in class and liaise with external agencies if needed.

Once all information is gathered, we will meet with you to share what we have found and discuss whether your child meets the threshold for SEND Support. We will consider your child's individual strengths, needs, progress and the barriers they experience in accessing learning, alongside the provision that has already been put in place.

A child will be identified as having SEND where they have a learning difficulty or disability which requires special educational provision that is additional to or different from the ordinarily available provision provided for pupils of the same age.

Where this threshold is met, your child's name will be added to the school's SEND register and an All About Me (AAM) Pupil Passport and Assess, Plan Do Review (APDR) plan will be developed in collaboration with you and your child.

Our approach ensures that every child's needs are identified early, and that the right support is put in place to help them thrive both academically and emotionally.

5. How will the school measure my child's progress?

At Summerseat Methodist Primary School, we monitor and review provision regularly to ensure that it has a positive impact on raising standards and supporting progress. The progress of all children is closely tracked by class teachers and the Senior Leadership Team through our rigorous assessment systems. We use PiXL Assessment approaches to swiftly identify any gaps in children's learning and address these at the soonest point. This is done through a DTTR assessment process for all children (Diagnosis, Therapy, Test, Review) as part of the Teaching and Learning Cycle.

Some pupils with SEND may be assessed using alternative assessment methods, such as individual Personalised Learning Checklists (PiXL) and / or PIVATs where these enable staff to measure smaller, meaningful steps of progress. The assessment approach used will be appropriate to each child's individual starting point, needs and curriculum access rather than being based on a fixed age-related threshold. This is part of our graduated offer of assessment. This is particularly valuable for children working well below national curriculum expectations. Our staff also use a range of assessment tools for the broad areas of need to further understand barriers and support e.g. WellComm for communication, Boxall Profile for Social, Emotional, Mental Health Needs.

Progress and attainment are discussed during termly data meetings between school leaders

and teaching staff. The SENDCo is fully involved in this process and monitors the progress of pupils on the SEND register across all areas of need.

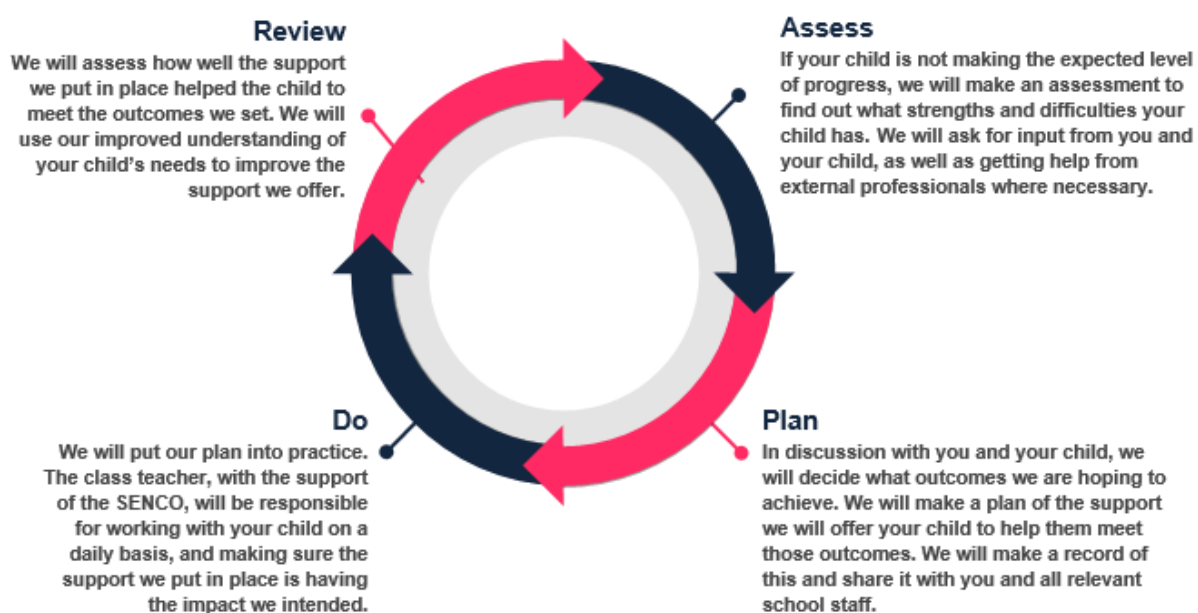
Assessment is an important part of our EET Teaching and Learning Model and EET Graduated Approach. We use information from assessment, observation, pupil and parent/carers views and, where appropriate, advice from external professionals to identify strengths, understand barriers to learning, plan appropriate provision and evaluate its impact.

We follow the graduated approach to meeting each child's SEND needs — a continual four-part cycle of assess, plan, do, review.

- During the assess stage, we identify your child's strengths, needs and any barriers to learning.
- In the plan stage, we agree clear outcomes and strategies to help your child achieve these.
- The do stage involves delivering the planned support and interventions.
- During review, we evaluate impact and adapt provision where necessary.

This process is ongoing and responsive. Children can move between different levels of support within our Graduated Approach as their needs change. If a child has made good progress and no longer requires special educational provision, they may be removed from the SEND register. For others, the cycle continues, with outcomes, provision and strategies refined to ensure continued progress.

Each intervention is evaluated using baseline and post-intervention assessments to measure its effectiveness. Provision for individual children can be adapted at any point in response to assessment, progress, pupil and parent/carers views or changing need, to ensure that they achieve their full potential.



6. How will I be involved in decisions made about my child's education?

We value our partnership with parents and carers and see it as central to your child's success. You know your child best, and your insights help us shape support that works effectively both in and out of school.

As part of our standard approach, we hold two annual Parents' Evening meetings, alongside a comprehensive written report at the end of each academic year. Parents are always welcome to request additional meetings with their child's class teacher, the SENDCo, or the Headteacher at any time to discuss progress, provision, or any concerns.

For pupils with SEND:

Parents and carers are involved throughout our Graduated Approach. Their views and knowledge of their child are used alongside assessment information, the child's views and professional advice to identify needs, agree outcomes and plan appropriate provision.

Where a pupil has a All About Me Pupil Passport, parents and carers contribute to identifying their child's strengths, needs, helpful strategies and any reasonable adjustments that support them to access learning successfully.

For pupils receiving SEND Support, the Assess, Plan, Do, Review (APDR) cycle is reviewed regularly, normally at least termly and more frequently where appropriate to the level of need. Parents are invited to contribute to these reviews and help agree outcomes and next steps. Children's social, emotional, and mental health are also discussed as part of this process.

For pupils with an Education, Health and Care (EHC) Plan, we hold an annual review where parents, pupils, and professionals meet to evaluate progress and agree future outcomes. These reviews follow a person-centred approach to ensure your child's views and aspirations are at the heart of the discussion.

Following any review or meeting, parents receive a written record of agreed outcomes, actions, and support. This is shared with all relevant staff.

We also offer a range of opportunities throughout the year for parents to engage with their child's learning and the wider school experience. These include:

- 'Meet the Teacher' evenings at the start of the academic year, to outline curriculum expectations and routines.
- Parent workshops across core areas such as mathematics, reading, writing, and the wider curriculum, designed to help families understand how these subjects are taught and how they can support at home.
- Class assemblies, learning showcases, and book looks where parents can share in children's achievements.
- Resources such as the school's Calculation Policy and Steps in Learning documents are available on our website. The latter outlines the skills and knowledge children will

gain in each year group and highlights essential knowledge ('camping') versus additional depth ('glamping'). This helps staff and parents focus on what children need to remember and apply over time.

- Home learning tasks, Times Tables Rockstars, and other online resources also help strengthen communication between home and school and provide meaningful ways for families to support learning outside the classroom.
- Parent Forum Meetings

7. How will my child be involved in decisions made about their education?

We believe that children should have a voice in shaping their own learning journey. The level of involvement will depend on each child's age, needs, and confidence, but all pupils are encouraged to take an active role in discussions about their progress. The PiXL approach to assessment supports this.

Children's views are gathered in a range of ways, including:

- Contributing to their APDR or EHC Plan reviews, either by attending part of the meeting or by sharing their thoughts through drawings, notes, or discussion with a trusted adult.
- Talking about what is going well and what they would like to improve in regular class or pastoral check-ins.
- Completing pupil voice surveys or one-to-one discussions with staff to capture their views on how support is helping them.
- In our person-centered reviews, children are supported to share their achievements and next steps in ways that are meaningful to them — for example, through photos, work samples, or short presentations. Their contributions are valued equally alongside those of parents and staff, ensuring they feel listened to and included in decisions about their learning and wellbeing.

Where appropriate, children are also supported to identify their own strengths, needs, helpful strategies and reasonable adjustments as part of developing and reviewing their Pupil Passport.

We adapt how we gather children's views according to their age, communication needs and individual circumstances. This may include using visual resources, symbols, photographs, objects, drawing, technology or the support of a trusted adult so that every child has a meaningful opportunity to express their views.

8. How will the school adapt its teaching for my child?

At Summerseat Methodist Primary School, our starting point for meeting every child's needs is high-quality adaptive teaching. We believe that good teaching for children with SEND is good teaching for all. All teachers are responsible and accountable for the progress and development of every pupil in their class, including those with SEND,

alongside the class support staff team.

Our teaching and learning approach is underpinned by the Epworth Education Trust Teaching and Learning Model, which is rooted in the latest educational research and aligns closely with the aims of the National Curriculum and assessment review. This review highlights that ‘although a well-designed curriculum is important for all young people, it is particularly beneficial for those with SEND and those from socio-economically disadvantaged backgrounds.’ At Summerseat, our curriculum is clearly structured, inclusive by design, and sequenced to enable all pupils to build secure knowledge and skills from their individual starting points.

Adaptive teaching is central to the EET Teaching and Learning Model. It is an expectation of everyday classroom practice and enables teachers to respond to pupils’ individual strengths, needs and barriers to learning while maintaining high expectations and ambition for all.

We place strong emphasis on adaptive teaching – ensuring lessons are planned and delivered in ways that meet the diverse needs of our pupils.

Adaptations can be for stretch or challenge and may include:

- Adjusting the level of support, resources, or task complexity
- Providing varied ways for pupils to demonstrate understanding
- Using pre-teaching, overlearning, or precision teaching strategies
- Providing additional processing time or simplified instructions
- Incorporating visual scaffolds, structured routines, and sensory supports

Teachers use assessment and their knowledge of individual pupils to make purposeful adaptations before, during and after teaching. Adaptations are reviewed regularly to ensure that they are helping pupils to access learning, develop independence and make progress, without creating unnecessary dependence on adult support.

These approaches are supported by our EET Adaptive Teaching Resources, guidance and professional development, and the Epworth Education Trust Graduated Offer Toolkit, a live resource containing key strategies, examples, and materials.

Adaptive teaching and inclusive practice are a continued focus of EET staff development and CPD. Staff also engage with relevant Education Endowment Foundation (EEF) guidance, resources and professional development to strengthen evidence-informed approaches to supporting pupils with SEND in mainstream classrooms.

Our staff work closely with external professionals to implement any specialist recommendations, ensuring reasonable adjustments are made in accordance with the Equality Act 2010 and the SEND Code of Practice. This is supported further by our school’s Accessibility Plan, which sets out how we increase participation and remove barriers for pupils with disabilities.

9. How will the school evaluate whether the support in place is helping my child?

We are committed to ensuring that the support and adaptations provided for your child are effective and make a measurable difference to their progress and wellbeing.

We evaluate the impact of our provision through:

- Regular reviews of your child's progress towards their individual goals
- Ongoing assessment and monitoring by class teachers and the SENCO
- Regular evaluation of the impact of provision, including targeted support and interventions
- Pupil and parent voice discussions
- Annual reviews (for pupils with Education, Health and Care Plans)
- Visits from the Local Advisory Board (LAB) to monitor provision
- Links with the Local Authority

Where targeted support or an intervention is provided, we use appropriate baseline information and subsequent assessment to evaluate its impact. Where provision is not having the intended impact, we consider what needs to change and adapt support accordingly.

Our evaluation processes are guided by the SEN Code of Practice (2015) and align with the Revised Ofsted SEND Evaluation Toolkit (October 2025), which highlights that 'the most effective inclusion strategy begins with everyday high-quality inclusive teaching.'

At Summerseat, this culture is well established. Staff understand the full range of barriers that pupils may face and use this awareness to plan learning that is ambitious, accessible, and responsive. Our inclusive practice is strengthened by ongoing CPD through the Trust, including work on adaptive teaching and inclusive curriculum design.

Our Graduated Approach is fully embedded across the school, ensuring that provision is carefully matched to need, regularly reviewed and adapted in response to evidence of impact. Children may move between levels of support as their needs change, with the aim of ensuring that the right support is provided at the right time while maintaining high expectations and promoting independence.

10. How will the school's resources be secured for my child?

At Summerseat Methodist Primary School, we are committed to ensuring that every child receives the right support at the right time. Resources to support pupils with SEND are carefully planned, allocated and reviewed to ensure they have the greatest possible impact. Most additional support for pupils with SEND is funded through the school's delegated budget. Where a child requires additional support that costs more than £6,000, we may apply for top-up funding from the local authority to meet those specific needs.

Alongside our core funding and notional SEN budget, we also receive Inclusive Mainstream Funding (IMF). This funding supports the development of inclusive practice across the school, helping us to remove commonly occurring barriers to learning and participation, strengthen our universal provision and develop early, evidence-informed targeted support. IMF is used to support our whole-school approach to inclusion rather than being allocated as individual funding for specific pupils.

Funding may be used to:

- Provide additional adult support
- Purchase specialist equipment, software or resources
- Access external professionals or therapeutic services
- Invest in staff training to build capacity across the school
- Develop and strengthen inclusive teaching, environments and approaches that benefit pupils across the school

Our SENDCo, in consultation with senior leaders and class teachers, ensures that resources are targeted appropriately. Decisions are based on evidence of progress, pupil need, and professional recommendations.

We also work closely with Epworth Education Trust to ensure that the best use is made of training and shared expertise across our Trust schools for the benefit of all children.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

Inclusion is at the heart of everything we do at Summerseat Methodist Primary School. We believe that every child should have access to the full range of school experiences — both in and beyond the classroom — so that they can flourish academically, socially, emotionally and spiritually.

All of our school activities, including educational visits, residentials, sports events, performances, theme days and after-school clubs, are open to all pupils, including those with SEND. We are committed to ensuring that no pupil is ever excluded from an activity because of their special educational needs or disability.

Where a child may need additional support or adjustments to take part safely and confidently, we will plan this carefully in advance. This includes:

- Providing additional adult support or adaptive resources where needed
- Carrying out detailed risk assessments and, where possible, pre-visits to venues
- Liaising with parents and external professionals to ensure all reasonable adjustments are made
- Working closely with club leaders, including external providers, to adapt activities appropriately

Many of our extra-curricular clubs are run by school staff who know the children well and have expertise in supporting pupils with SEND. Where clubs are led by external providers, they are fully briefed and supported to ensure that any necessary adaptations are made.

We monitor participation in clubs and extra-curricular activities each term to ensure that all groups of pupils, including pupils with SEND, are accessing a broad range of opportunities. Senior leaders review participation information and use this alongside pupil voice to identify any barriers to participation and inform the choice of clubs and activities offered in the following term. This helps us to ensure that our wider offer reflects the interests and needs of our pupils and that opportunities remain accessible to all.

On the rare occasion that a child's needs or safety mean they cannot take part in an activity, even after reasonable adjustments and appropriate support have been considered, we work creatively to make sure they still have access to a meaningful experience. This might include visiting the venue in a smaller group, inviting a parent or trusted adult to accompany them, or offering a similar experience within school.

Our approach ensures that all children feel part of our school community, with their individual needs recognised and respected, and their participation valued in every aspect of school life.

12. How does the school make sure the admissions process is fair for pupils with SEND or a disability?

Summerseat Methodist Primary School follows Bury Local Authority's Admissions Policy, which ensures equality of opportunity for all children.

We welcome all pupils, including those with SEND or disabilities, and work closely with families to ensure a smooth transition.

Where a child has an Education, Health and Care (EHC) Plan and our school is named in that plan, we will admit them in line with statutory requirements. Our admissions arrangements and oversubscription criteria are fully compliant with the Equality Act 2010 and the SEND Code of Practice, ensuring that no child is unfairly disadvantaged because of their SEND or disability.

Where a child is being considered for a place within our Specialist Base, admissions are managed in partnership with Bury Local Authority in line with the agreed arrangements for the provision. The Specialist Base has 10 places and is specifically commissioned for pupils with autism (ASD) and associated cognition and learning needs.

13. How does the school support pupils with SEND to access the facilities?

We are committed to ensuring that pupils with disabilities are not treated less favourably than other pupils and that all barriers to learning and participation are minimised.

Our school site, while historic, has been adapted to improve accessibility:

Portable ramps allow access to key areas of the building

Clear signage and accessible routes support pupils with physical needs

Personal Emergency Evacuation Plans (PEEPs) are in place for relevant pupils

We also consider the individual needs of pupils with SEND when planning access to the school environment, facilities and activities. Where appropriate, reasonable adjustments, adaptations or additional support are put in place to enable pupils to participate as fully and independently as possible.

Our **Accessibility Plan** sets out how we continue to:

1. Increase access to the curriculum
2. Improve the physical environment of the school
3. Ensure information is accessible to all

Accessibility is reviewed alongside our wider approach to inclusion, with barriers identified and addressed wherever reasonably possible.

A copy of the Accessibility Plan can be found on our school website or obtained from the school office.

14. How will the school support my child's mental health and emotional and social development?

At Summerseat Methodist Primary School, we recognise that emotional wellbeing is the foundation for learning, personal growth and life in all its fullness. As a small village school, our strong sense of community is one of our greatest strengths. Every member of staff knows every child, and this deep understanding allows us to respond quickly, sensitively and effectively to each child's needs. Our ethos is rooted in care, belonging and ambition — we treat every child as part of our school family and want the very best for them.

We are a happy and nurturing community where relationships are the foundation of everything we do. Because our pupils know and trust all adults, social situations are well supported, and children feel safe, valued and understood. Staff are skilled in recognising early signs of emotional or social difficulties and adapt their approaches to ensure every child feels secure and ready to learn.

Our Mental Health and Wellbeing Policy outlines our strong universal offer, which includes:

- Forest School – supporting physical and emotional health through active, outdoor learning
- Relax Kids and Calm-a-Class – promoting mindfulness, relaxation and self-regulation
- Sensory breaks – providing opportunities for regulation and focus throughout the school day

- Wellbeing through Sport – using physical activity to build confidence, teamwork and resilience

In addition, we have a range of targeted interventions as part of our embedded graduated approach to supporting social, emotional and mental health (SEMH). These include:

- Hamish and Milo – structured wellbeing programmes exploring emotions and relationships
- Relax Kids targeted groups – for pupils who benefit from additional emotional regulation support
- Boxall Profile strategies – informing individualised approaches to support emotional development and wellbeing

We use nurturing approaches across school, ensuring that every classroom is a safe and supportive space. The Zones of Regulation are widely understood and consistently applied to help children identify and manage their emotions. Our experienced and highly skilled staff team ensures that every child receives the emotional and social support they need. This adaptability and expertise allow us to meet the needs of all pupils, including those with SEND, effectively and compassionately.

As part of our Inclusion Strategy for 2026–27, we are strengthening our whole-school nurture approach through staff training and professional development. This will build staff confidence and consistency in recognising and responding to pupils' emotional, social and regulation needs and further strengthen our inclusive practice.

Pupils are encouraged to have a voice through our School Council, Worship Council and Eco Council, ensuring that all children can share their ideas, views and experiences. We also have a zero-tolerance approach to bullying, promoting positive relationships through restorative practice, kindness and mutual respect.

At Summerseat, emotional wellbeing, inclusion and belonging are not just priorities — they are central to who we are and how we help every child thrive.

15. What support will be available for my child during transitions?

At Summerseat Methodist Primary School, we understand that change can be both exciting and challenging for children, especially those with SEND. Transition is a key part of every child's educational journey, and we are committed to ensuring that each step is as smooth, positive and supportive as possible. Our approach is rooted in strong relationships, personalised planning and close collaboration with families and other professionals.

We have a well-established transition programme for all pupils, designed to support emotional security and readiness for learning.

Starting school (Early Years Foundation Stage)

- Before children begin school, we carry out **home visits** to get to know each child and family in a familiar environment.
- Children are invited to transition days in school to meet their new teacher and classmates and to take part in fun, play-based activities within their new classroom.
- If a child has identified SEND, the class teacher or SENDCo will liaise with their current nursery or setting and attend a SENDCo review or transition meeting to ensure all needs and strategies are clearly understood.
- Where appropriate, transition planning will begin early and may include additional visits, visual resources, photographs, social stories or other individualised support to help children become familiar with their new environment and routines.

Transition between year groups

- Teachers meet in the summer term for detailed **handover meetings** to share information about each child's strengths, needs and next steps.
- Pupils spend time with their new teacher and classmates during transition sessions to build confidence and familiarity.
- PSHE lessons and discussions support pupils in managing change and developing independence as they move through school.
- Where a child has a Pupil Passport or is receiving SEND Support, relevant information about their strengths, needs, helpful strategies, reasonable adjustments and agreed provision is shared with the receiving teacher to support continuity.
- Support plans, strategies and any external advice are shared to ensure continuity of provision.

Transition to a new school or setting

- For pupils joining us mid-year or from another school, we arrange individual visits where possible to meet the teacher and peers, see the classroom, and discuss any specific needs or adjustments.
- For pupils leaving Summerseat, we liaise closely with the receiving school to ensure that relevant academic, social, emotional and SEND information is shared appropriately to enable a seamless handover.
- Where additional support is required, transition arrangements are planned with the child, family and relevant professionals and may include enhanced visits, additional meetings or individualised transition resources.

Transition to secondary school

- We work closely with our partner secondary schools to provide a robust and supportive transition process.
- Year 6 pupils attend events and taster sessions at their new schools to become familiar with the environment, routines and expectations.
- Comprehensive information — including assessment and progress data, attendance, behaviour, and pastoral information — is shared with the receiving school where relevant and appropriate.
- The SENDCo from the secondary school is invited to attend Annual Review meetings

in Year 6 for pupils with an Education, Health and Care (EHC) Plan to ensure continuity of support and a shared understanding of provision.

- For pupils receiving SEND Support, transition planning will draw on their Pupil Passport and APDR information so that the receiving school has a clear understanding of their strengths, needs, successful strategies and reasonable adjustments.
- Pupils also take part in preparation sessions in school, focusing on organisation, confidence-building and what to expect at secondary school.

Ongoing support and relationships

- As a small, close-knit community, we know our pupils and families exceptionally well and maintain contact even after pupils have moved on.
- We take pride in continuing to support children and their families beyond their time at Summerseat, ensuring that transitions are positive and that every child feels prepared for their next step.
- Children and families are involved in transition planning, and their views are considered when identifying what will help the child to feel confident, secure and ready for their next stage.

At Summerseat Methodist, transitions are not one-off events. They are part of a continuous process of care and communication. By working closely with families and professionals, we ensure that every child moves forward with confidence, belonging and the support they need to thrive.

16. What support is in place for looked-after and previously looked-after children with SEND?

Our Designated Teacher for Looked-After and Previously Looked-After Children works closely with our SENDCo to ensure that the needs of these pupils are fully understood and met.

We recognise that looked-after children may have experienced disruption and trauma, and we ensure that:

- Personal Education Plans (PEPs) are aligned with any SEN Support Plans or EHC Plans, so that priorities, outcomes and support are coordinated.
- Support considers both academic progress and emotional wellbeing, recognising the individual experiences and needs of each child.
- All staff working with the child are aware of their individual needs, circumstances and agreed support strategies, while maintaining appropriate confidentiality.
- Progress and wellbeing are regularly reviewed so that support can be adapted when needed.

This joined-up approach helps us to provide stability, belonging and consistent support, ensuring that looked-after and previously looked-after children with SEND are given the opportunity to thrive and achieve their potential.

17. What should I do if I have a complaint about my child's SEND support?

We aim to work in partnership with families and resolve any concerns promptly and

informally whenever possible.

If you have a concern:

- Please speak to your child's class teacher in the first instance.
- If the issue remains unresolved, contact the SENDCo or Headteacher.
- If you are still dissatisfied, please refer to our Complaints Policy, available on our website or from the school office.

If you feel the school has discriminated against your child because of their SEND, you may make a claim to the First-tier SEND Tribunal. Further information can be found at www.gov.uk/complain-about-school/disability-discrimination.

Information about local mediation and disagreement resolution services can be accessed through Bury Local Authority.

18. What support is available for me and my family?

We know that supporting a child with additional needs can be complex, and we want families to feel informed and supported at every stage.

If you would like advice or help, please contact:

Mrs S. Brown – Head of School and SENDCo (EYFS / KS1) /

Ms Cole SENDCO (KS2)

 01706 823427

 summerseatmethodist@bury.gov.uk / office@summerseat.epworthtrust.org.uk

Further support can be found at:

Bury Local Offer: <https://www.theburydirectory.co.uk/kb5/bury/directory/home.page>

SENDIASS Bury – impartial advice and support for families

National SEND Charities:

- [IPSEA](#)
- [Special Needs Jungle](#)
- Family Action
- [NSPCC](#)

We are always happy to meet with parents and carers to listen, discuss their child's needs and progress, and work together to identify appropriate support.

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **CAMHS** – child and adolescent mental health services
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- **Graduated approach** – a cycle of assess, plan, do and review used to identify and respond to a pupil's special educational needs and evaluate the impact of support.
- **High-quality adaptive teaching** – teaching that is responsive to pupils' individual needs and enables all pupils to access the curriculum, without unnecessarily reducing the ambition or expectations of the curriculum.
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- **Ordinarily Available Provision** – the provision, adjustments and adaptations that schools should ordinarily provide as part of high-quality teaching and inclusive practice to meet a wide range of pupils' needs.
- **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that sets out how schools, local authorities and other organisations should identify and support children and young people with SEND.
- **SEN information report** – information that schools are required to publish about how they identify, assess and support children and young people with SEND.
- **SEN support** – the additional or different provision made by a school to meet the special educational needs of a pupil who does not have an EHC plan.
- **Specialist Base** – a local-authority-commissioned inclusion base within a mainstream school that provides specialist support for pupils with identified needs who require a higher level of provision.
- **Support Base** – a school- or trust-funded inclusion base within a mainstream school that provides additional targeted support for pupils whose needs require more than can ordinarily be provided within the mainstream classroom. Pupils remain part of the mainstream school community and access the support they need alongside their mainstream education.

➤ **Transition** – the process of supporting a pupil when they move between classes, year groups, phases, schools, settings or significant stages of their life.