

## Head of School Message

Each half term, we will be sending a focused SEND newsletter to all our families to provide key dates and information for anyone on the Special Educational Needs and Disabilities (SEND) list. The aim is to provide up to date information and have a focus on each of the areas of need across the year with signposting as appropriate. This term, we explain our graduated approach and key review dates for the year. You will have been informed if your child is on the SEND list and will have met with the class teacher or the Special Educational Needs and Disability Coordinator (SENDCO) to share any initial concerns. We are sending this newsletter to all our families as you may find some of the information useful. If you ever have any concerns about your child, please don't hesitate to get in touch. If your child's teacher ever has a concern about your child's development, you will be contacted right away.



**SEND**  
**Newsletter**  
**19/09/25**



Website: <https://www.summerseatmethodistprimary.co.uk/>



## Our Graduated Approach

In line with the SEND Code of Practice (2015), we follow a graduated approach to support. You can find the details of each level on the next page, along with a guide to what this might look like in our school. Every child and family is unique, so we adapt support where needed to make it as effective as possible. If further meetings are required, we do operate an open-door policy and welcome contact. There are also opportunities for informal feedback each half term. Please do understand that at times we need to prioritise urgent cases where safety and welfare are a concern. This does not mean we don't want to help — just that we will get to you as soon as we can. Thank you for your patience.

Level of need	Level of Support
<b>Low Level Need (i)</b> LLN (i)	All About Me—check-ins predominantly with the teacher Updated termly: <b>October, February, June</b> (in line with parents evening) Extended parent evening appointments will be offered.
<b>Low Level Need (ii)</b> LLN (ii)	All About Me —check-ins predominantly with the teacher (unless needs are escalating) 3 Assess Plan Do review plans printed and signed (within parents evening) Updated termly: <b>October, February, June</b> (in line with parents evening) Extended parent evening appointments will be offered.
<b>High Level Need (Including EHCP)</b> HLN / EHCP	All About Me 5 Assess Plan Do review plans printed and signed Updated half termly: <b>October</b> (parent meeting), <b>December</b> , (phone call and sent home) <b>February</b> (parent meeting), <b>April (phone call) and sent home</b> and <b>June</b> (parent meeting sent home). <i>One of these meetings will be the annual review for any child with an Education Health Care Plan.</i>

## Who to Speak to

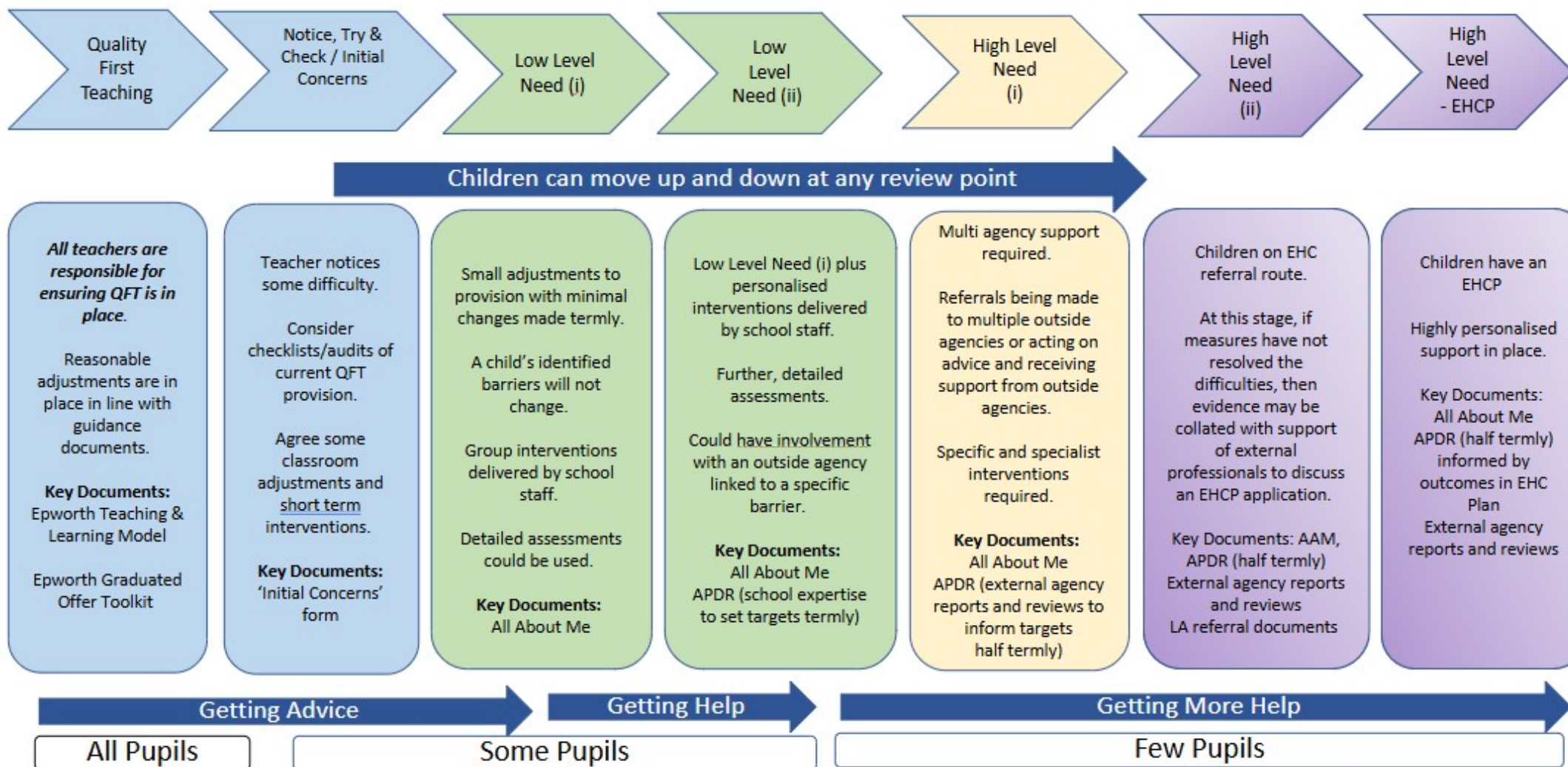
At Summerseat, we are proud that our staff are confident in supporting children with additional needs. For lower-level needs, your first point of contact is usually your child's class teacher. Where needs are higher, you can also speak to the SENDCo for your child's key stage: Ms Cole for Early Years, Year 1 and Year 2, Mrs Brown for Key Stage 2 (Years 3-6). As part of the Epworth Education Trust, our approach follows the Graduated Offer, which sets out clear expectations for what should ordinarily be in place in every classroom. Mrs Whittaker, the Trust Strategic Lead for SEND, continues to be involved in supporting Summerseat, though not always directly with

**Dates for your Diary**—for dates further ahead, please visit the calendar on the school website.

[School Calendar](#)

<b>20th Oct</b>	LLN / HLN Reviews Parent Evening & All about Me / APDR review —extended appointments
<b>24th Oct</b>	SEND information / Coffee & Cake 9:30am —Rowlands Church—all welcome, drop-in Focus: The Graduated Approach
<b>15th Dec</b>	HLN Reviews Paperwork updates and phone calls
<b>9th Jan</b>	SEND information / Coffee & Cake 9:30am —Rowlands Church—all welcome, drop-in Focus: Supporting social, emotional & mental health
<b>9th Feb</b>	HLN Reviews Paperwork updates and phone calls
<b>13th Mar</b>	SEND information / Coffee & Cake 9:30am —Rowlands Church—all welcome, drop-in Focus: Supporting communication and interaction
<b>30th Mar</b>	LLN / HLN Reviews Parent Evening & All about Me / APDR review —extended appointments
<b>1st May</b>	SEND information / Coffee & Cake 9:30am —Rowlands Church—all welcome, drop-in Focus: Supporting cognition & learning
<b>13th July</b>	LLN / HLN Reviews All about me & APDR reviews Meetings / phone calls offered Transition meeting for HLN
<b>26th June</b>	SEND information / Coffee & Cake 9:30am —Rowlands Church—all welcome, drop-in Focus: sensory & physical

## Graduated Approach



## Types of Need

### Communication and Interaction



This includes:

- **Speech, language and communication needs (SLCN).** Children and young people with SLCN have difficulty in communicating with others; this may be because they have difficulty saying what they want to and being understood by others, difficulty understanding what is being said to them or they do not understand or use social rules of communication
- **Autistic Spectrum Condition (ASC),** including Asperger's Syndrome

### Cognition and Learning



Support for learning difficulties may be required when children and young people learn at a slower pace than their peers. Learning difficulties cover a wide range of needs, including:

- **Moderate learning difficulties (MLD)**
- **Severe learning difficulties (SLD)** where children and young people are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication
- **Profound and multiple learning difficulties (PMLD)** where children and young people are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
- **Specific learning difficulties (SpLD)** affect one or more specific aspects of learning. This includes a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### Social, Emotional and Mental Health



Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming **withdrawn or isolated**, as well as **displaying challenging, disruptive or disturbing behaviour**. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as **attention deficit disorder, attention deficit hyperactive disorder** or **attachment disorder**.

### Sensory and/or Physical Needs



Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. This includes children and young people with:

- **Visual impairment (VI)**
- **Hearing impairment (HI)**
- **Multi-sensory impairment (MSI)** (a combination of vision and hearing difficulties)
- **Physical disability (PD)**

Our first SEND newsletter of this school year, provides an overview of our school levels of need and support and some information about the graduated approach. It also provides key review dates. Across the year, there will be a focus on each of the areas of need above, with explanation of support available in school, external agencies that school can refer to and also wider signposting for support for children and families. Our next edition will focus on social, emotional and mental health.