

SEN Policy and Information Report

Springfield Primary Academy



Approved by: Principal

Date: 24th October 2018

Last reviewed on: September 2018

Next review due by: September 2019

Contents

1. Aims	
2. Legislation and guidance	
3. Definitions	
4. Roles and responsibilities	
5. SEN information report	
6. Monitoring arrangements	
7. Links with other policies and documents	

.....

1. Aims

Throughout this document the word ‘parent/parents’ should be taken to include carers and other family members with a significant caring responsibility for a pupil.

The staff and Governors of Springfield Primary Academy are committed to providing an appropriate, inclusive and high quality education to all our children. We believe that all children, including those identified as having special educational needs and/or disabilities (SEND) have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them and that they should be fully included in all aspects of academy life.

Our expectation is that all our pupils, regardless of ability or starting point, will achieve to their full potential developing the resilience and confidence to meet the challenges of life both now and in their futures. We aim to foster a sense of community and belonging happy and safe environment and we want them to believe they can do it!

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Key Stage 1 children, for whom maturity is a crucial factor in terms of readiness to learn. However, we also believe in both early identification of need and early intervention. We understand that many pupils, at some time in their academy career, may experience difficulties which affect their learning and these may be long or short term needs. We work hard to make sure that individual challenges are being addressed and monitored so that every child makes progress, academically, socially and emotionally.

Our SEN policy and information report aims to ensure:

- All children with SEND have the right to a broad and balanced curriculum, relevant and differentiated, which demonstrates progression and coherence
- All children with SEND can learn and make progress, however small those steps may be, and will have their progress reviewed regularly
- All teachers are teachers of SEND
- All children with SEND are valued as full members of the school community
- All children with SEND and their parents have the right to be involved in assessing progress and determining goals. A partnership should exist between the pupil, parents and school.

Springfield Academy considers all teachers to be teachers of children with SEND. We will use our best endeavours to ensure that teachers in the school are able to identify and provide for those children who have special educational needs, which will allow them to be fully included in all activities of the school alongside their peers.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for children with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Miss D Appleby is the SENCO and Vice Principal at Springfield Academy and can be contacted on 01472 230260 or at applebyd@springfieldprimaryschool.co.uk

They will:

- Work with the Principal and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual children with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that children with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet children's needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure children and their parents are informed about options and a smooth transition is planned
- Work with the Principal and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all children with SEND up to date

4.2 The SEND Governor

The SEND governor is Mrs Pauline Petres and will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the Principal and SENCO to determine the strategic development of the SEND policy and provision in the school

4.3 The Principal

The Principal will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEN information report

This report is designed to answer some of the most frequently asked questions about the academy's policies and provision for children with Special Educational Needs and Disabilities.

5.1 What kind of Special Education Needs and/or disabilities does Springfield Primary Academy cater for?

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example: autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example: specific learning difficulties, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 What are the academy's policies with regard to the identification and assessment of children with SEND?

All of our teachers teach children with SEND and all staff, including support staff, recognise the importance of identifying SEND early and making effective provision quickly. Most of our children with SEND have their needs met as part of high quality teaching. (Quality First Teaching). This may include teachers differentiating learning, or providing additional support, to enable all children to have access to the curriculum. In some cases interventions and/or personalised learning plans may be put in place.

Children may be identified as having SEND and their needs assessed through a variety of ways, including the following:

- Child performing below age expected levels or not matching previous rate of progress
- Concerns raised by teacher – academically, socially or emotionally
- Concerns raised by parent
- Pupil voice – pupil raising concerns about themselves
- Liaison with external agencies e.g. Educational Psychology Service, school nurse, adoption agency
- Health diagnosis through a paediatrician
- Information passed on from a previous school or setting, if applicable

Slow progress and low attainment will not automatically mean a child is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the child and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 What are the arrangements at Springfield for consulting parents of children with SEND?

At Springfield Academy we want parents to be confident in our commitment to our all our children and believe that working in partnership with parents and carers is key. We will have an early discussion with the child and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Arrangements for consultation with parents include:

- Parent consultations with the class teacher take place each term, for all children
- Parent meetings take place with the SENCO and class teacher and child to review progress and wellbeing and set new targets at least once a term, for children with a PLP or EHCP
- Parental permission will always be sought before external agencies are contacted regarding their child
- Parents are also invited to attend meetings with external agencies regarding their child (for children with SEN support and EHCPs).
- SENCO is available to meet with parents to discuss their child
- The SENCO may also signpost parents of children with SEND to the local authority Parent Partnership service (SENDIASS – Tel: on 01472 355365) when impartial advice, guidance and support may be required
- Our Pastoral Learning Mentor is available to meet with parents to discuss emotional and behavior concerns
- The academy's SEND governor (Pauline Petres) may be contacted in relation to SEND matters

At Springfield we issue an Annual SEND Questionnaire to seek the views of parents, children and support staff working within school to evaluate the quality of our provision and to promote an active process of continual improvement.

Parent questionnaire responses June 2017:

"We think the school is doing a fantastic job and helping (child's name) in every way possible. I would like to take this opportunity to thank everyone involved."

"Springfield have identified, processed and taken action for (Child's name) ...I couldn't be more impressed with Miss Appleby and all involved."

“Overall happy with (child’s name) progress and the support she receives at school.”

Parent questionnaire responses June 2018:

“We are very happy with (child’s name)’s progress and how quickly she has caught up.”

“Thank you for your continued support.”

“(Child’s name) has made really good progress over the last few years. Support has been excellent – targets and expectations high but achievable.”

“We are very happy with the support from school (child’s name) has come on very well with all your help and support. We cannot thank you enough for the hard work the staff have given.”

5.4 What are the arrangements for assessing and reviewing pupils' progress towards outcomes?

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. Every pupil in the academy has their progress reviewed regularly and this information will be shared with both parents and children. We provide an annual report to parents on their child’s progress, normally at the end of the academic year. Where a pupil is receiving SEND support, we invite parents to review meetings on a termly basis. Some children with SEND may have more frequent reviews if they are required. Reviews involve the pupil, the family and other professionals where this is appropriate.

The class teacher will work with the SENCO to carry out a clear analysis of the pupil’s needs. This will draw on:

- The teacher’s assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers’ assessments, where relevant
- The individual’s development in comparison to their peers and national data
- The views and experience of parents
- The pupil’s own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil’s progress.

5.5 What are Springfield’s arrangements for SEND children when transferring between phases and/or to the next stage of education?

To ensure transition is smooth and as unsettling as possible for all children concerned, every transition at Springfield is planned carefully. All children have the opportunity to meet their new teacher and any adults they will be working with, in their new classroom, during a transition morning.

Early Years Foundation Stage

All children entering reception from our nursery spend time together with the current reception children, sharing the Foundation Unit, so are familiar with the staff and space. Children from other settings have pre-sessions prior to starting in the Reception class. Where necessary some children may have additional settling in visits. They will visit their class and spend time with the staff. They may also be provided with a social story containing pictures of their teachers, classroom and new things that they may encounter. Home visits by staff are held before starting in the EYFS.

Foundation Stage to Year 1

The Foundation Stage Leader organises and plans for the transition to Year 1 to ensure every child is prepared to access the National Curriculum.

KS1-KS2

Transition meetings are held for specific children who are likely to find transition difficult. This will include parents, SENCO, class teachers and any outside agency, where relevant.

Mid-year admissions from Foundation 1 to Year 6 begin with parents and children being invited into academy to meet staff and familiarise themselves with the setting, at this point a welcome pack is given. Academy staff will then contact the previous setting to obtain all pupil records. For children with SEND, the SENCO will contact previous setting by telephone and may visit to receive additional information about how best to meet the needs of the child. On the child's first day they are given a buddy from within the class.

Year 6 – Secondary School Transfer

- Meetings with the SENCO, parents, outside agencies and SENCO of the secondary school take place, to hand over all of the transition information and share information about the children with SEND
- Visits are arranged for the child to go with their TA to their secondary school to familiarise themselves with the new school. For children who need additional support during transition, additional visits, meetings with parents and observations in the child's current setting are organised
- The children have specific support and interventions focusing on independence and transition, as needed
- The children may also be supported by external agencies where appropriate

In all phases any additional arrangements that are needed for a child will also be arranged.

We will share information with the school or other setting the pupil is moving to. This includes the pupil's history and SEND information, and any additional relevant information e.g. relating to Child Protection.

We liaise closely with the secondary schools that our children will feed to (with taster days beginning for children in Year 5) and also with our feeder schools and nurseries. For those with additional needs, we arrange extra taster days to help alleviate any concerns and ensure a smooth transition.

5.6 What is the approach to teaching children with SEND at Springfield?

Springfield Primary Academy adopts a whole school approach to SEND. All staff work together to ensure the inclusion of all our children. We pride ourselves on our collaborative and inclusive approach to teaching and learning. We believe in proactive intervention: removing barriers to learning, raising expectations and accelerating levels of achievement. This includes the provision of learning interventions developed on an individual needs basis and outside agencies to ensure that all children have a positive focusing on achievable outcomes. We carefully monitor progress and work in partnership with parents and learning experience at Springfield and achieve their full potential.

Teachers are responsible and accountable for the progress and development of all the children in their class.

- For all children 'quality first teaching', including pre and post teaching, is the initial and most powerful provision. Teachers at Springfield adapt and vary their teaching to suit the different learning styles and needs in the classroom through a differentiated curriculum.
- Planned individual and group additional support or intervention sessions provide extra provision to those children who may need a more specific and targeted approach. Provision maps are used to record these interventions ensuring that all the targets are monitored and reviewed. This enables

us to monitor the effectiveness of these interventions making sure that they are having maximum impact on the child's learning and progress. (See Graduated Response section 2a)

- Personalised provision, through adaptation of learning, resources and materials. When planning we take into account the child and parents' wishes and the needs of the individual. We encourage parental involvement in the planning and review of Personalised Learning Plans.
- Every effort is made to educate children with SEND alongside their peers. Class size has also been reduced and additional adult support deployed where appropriate to maximise provision and additional support.

5.7 How is the learning environment and curriculum adapted for children with SEND?

We are committed to meeting the needs of all children including those with a SEND. We have a duty not to directly or indirectly discriminate against children with SEND. We make all reasonable adaptations to the curriculum and the learning environment to make sure that children with SEND are not at a substantial disadvantage compared with their peers. We work closely with families and partners to determine what children with SEND might need before they start with us and what adjustments we might need to make. We discuss with families what we can do to adapt the curriculum and/or the academy environment and to obtain additional resources and support.

We make the following adaptations to ensure all children's needs are met:

- Differentiating our curriculum to ensure all children are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as iPads, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Access arrangements for statutory tests

Our environment is accessible and every classroom is inclusive and supports a wide range of needs:

- Adapted visuals, working wall displays and scaffolds are used to support children's learning
- A visual timetable is used in every classroom
- Children may be positioned strategically in the classroom (for example if they have a visual impairment or hearing impairment they will be seated at the front)
- Any recommendations from outside agencies regarding the learning environment are implemented (for example amended visual support materials for autistic learners)
- There is a disabled parking bay in the car park
- We have a disabled toilet and changing facilities and our building (except the upper floor) is wheelchair accessible (See [Accessibility Plan](#))

5.8 What additional support for learning is available?

Additional support is organised into three categories, which is in line with the [graduated response](#):

Wave 1 (Universal): describes quality inclusive teaching, which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment.

Wave 2 (Targeted): describes specific, additional and time-limited interventions provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Wave 2 interventions are often targeted at a group of children with similar needs and will usually be delivered by the class teacher or teaching assistant in small groups.

Wave 3 (Specialist): describes targeted provision for a minority of children where it is necessary to provide highly tailored intervention, small group or 1:1 support to accelerate progress or enable children to achieve their potential. This may include specialist interventions or input from outside agencies.

Examples of SEND needs and interventions/provision that Springfield Academy offer:

Area of need	Possible interventions/ Provision	Possible outside agencies
Cognition and Learning	FFT Literacy, Clicker 6, Nessy, POPAT Phonics, Toe by Toe, SNIP Literacy programme, Springboard, Numicon, Target Ladders - Dyscalculia	Child Development Centre (CDC) Specialist Advisory Service (S.A.S) Educational Psychology Services Speech and Language Service
Communication and Interaction	Social and emotional aspects of Learning groups (SEAL), Visual Timetables, Now and Next cards, Social Stories, Nurture Groups, Reading Dog	Barnardo's Autism Outreach Service Speech and Language Service (SALT) Family Action Support Team (FAST)
Sensory and Physical	Motor Skills (fine and gross), Smart Moves, Tactile/Sensory toys, Wobble cushions	Occupational Therapy Service Barnardo's Disability Support Outreach Service EHTV Service Academy Nursing Team
Social, Emotion and Mental Health	Buddy System, support from the Pastoral Learning Mentor, Forest School, Nurture Groups, Calm room,	CAMHS Fortis Therapy Service Academy Nursing Team Educational Psychology Services

5.9 What is the level of expertise and training of staff in relation to SEND?

It is the policy of the school to ensure that all staff have access to appropriate training in order to be able to support the identified needs of the children with whom they are working. As part of their induction on taking up a post, all teachers meet with the SENCO who explains the systems and structures in place around the school's SEND provision and practice, and to discuss the needs of individual children.

In order to respond to the strengths and needs of all children, all staff are encouraged to undertake training and development. This training will take account of The Academy Improvement Plan and Performance Management. The training can be provided by:

- The SENCO
- Outside agencies e.g. Specialist Advisory Service
- NELC or Enquire Learning Trust training courses
- Other suitable training courses provided by reputable organisations, which specialise in SEND

The school's SENCO is an experienced teacher and is also the Vice Principal. To keep well informed with local and national updates the SENCO regularly attends training opportunities, with both the Local Authority and as part of the Enquire Learning Trust SENCO Hub.

Springfield Academy has a highly trained and talented teaching staff with a great deal of expertise. In addition we have a highly skilled team of teaching assistants and nursery nurses, a HLTA and an experienced Pastoral Learning Mentor.

In the last academic year, staff have been trained in Precision Teaching and strategies to support pupils with Dyspraxia and Dyslexia.

5.10 How is equipment and facilities, to support children with SEND secured?

Alongside intervention programs, we use a range of resources to support children with SEND. We believe technology is an effective tool that we can use to remove barriers to learning and so it is used in a variety of ways. Specialised equipment and resources are purchased whenever an agreed need is identified.

5.11 How do we evaluate the effectiveness of SEN provision at Springfield?

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions
- Monitoring by the SENCO
- Using pupil and parent questionnaires
- Using tracking and pupil progress meetings to measure progress
- Holding annual reviews for pupils with EHC plans

5.12 How do we enable children with SEND to be included in activities outside the classroom, including school trips?

Springfield is an inclusive school and we believe that all children are entitled to an equal opportunity to take part in trips, clubs and out of school activities. We ensure that all needs are met through:

- All extra-curricular activities are available to children with SEND
- Specialist transport is arranged when this is deemed necessary
- All pupils are encouraged to take part in our residential trips in key stage two
- All pupils are encouraged to take part in sports day/school plays/special workshops, etc.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability
- Planning and risk assessments for all trips and visits are undertaken, in consultation with outside agencies and parents of SEND children, where appropriate

5.13 What support is available for improving the emotional and social wellbeing of children with SEND?

We believe it is important to foster the emotional and social development for all pupils. We work hard to create a culture within our school that values all pupils, allows them to feel a sense of community and self-belief, and makes it possible to talk about problems in a non-stigmatising way.

Pupils are well supported by:

- Our Pastoral Learning Mentor works with groups and individuals to support them in: Nurture groups, Forest schools, Parent/pupil liaison meetings
- Personalised behaviour plans – to support pupils during lessons, transition times and break times.
- We have adult play leaders and our pupil 'Sports Force' who organise lunchtime games to encourage play and social interaction
- We have a 'calm room' for children who may at times need a quiet zone where pupils can comfortably express concerns they wish to be raised
- We will also seek external professional help when needed from. E.g. Educational Psychologists, CAMHs, FORTIS
- Support for the parents and family – this may include a referral to the Family Hub or support from the school nurse

We have clear policies on behaviour and bullying that set out the responsibilities of everyone in the academy. We have clear systems and processes so that staff can identify and respond to mental health difficulties.

5.14 What specialist services (including health and social services and voluntary organisations) are involved in meeting the needs of pupils with SEND and supporting families at Springfield?

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, we seek advice and support from external agencies. We always involve parents in any decision to involve specialists.

We work with a wide range of local authority support services and voluntary organisations who play a central role in supporting the school with identifying, assessing and managing provision for children with SEND including:

- Specialist Advisory Service (SAS)
- Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS)
- School nurse
- Education Team for Hearing and Vision
- Therapists (including speech and language therapists, occupational therapists and physiotherapists)
- Child Development Centre (CDC), Grimsby Hospital
- We also liaise with other agencies and seek support and advice as and when required. E.g. Educational Psychologist, Child and Adolescent Mental Health Services (CAMHS), Barnardo's, Fortis, etc.

5.15 What do you do at Springfield if you have a complaint about the SEN provision for your child?

We encourage parents to discuss their concerns relating to the provision for children with additional educational needs with the class teacher (in the first instance), the SENCO or the Principal. It is policy at Springfield Primary Academy to involve parents at every stage and to provide ample opportunities for discussion. We put a high value on parental contributions and recognise them as partners in their child's education.

Should we be unable to resolve difficulties in this way and parents feel they wish to pursue a complaint, they should follow the usual official complaints procedure. Details of this can be obtained from the Principal or are available on our school website. Confidentiality is always observed.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services in our area for parents of pupils with SEN

Communication & Interaction (Autism) 01472 355365

Speech and Language Therapy Service (SALT) 01472 302591

School Nursing Team 01472 325295

Social Care Support, Children's Assessment and Safeguarding Service (CASS) on 01472 325555

Vulnerable Young People 01472 325421

Children's Disability Service 01472 325607

The Carers' Support Service 01472 242277

Children's Centre 0800 18 303 17

5.17 Who can children or parents contact if they have concerns?

Deb Appleby is the SENCO at Springfield Academy and can be contacted on 01472 230260 or at D.Appleby@springfieldacademy.net

Katie Augusta is the Pastoral Learning Mentor and can be contacted on 01472 230260 or at K.Augusta@springfieldacademy.net

Pauline Petres is the governor for SEND and can be contacted on 01472 230260 or at P.Petres@springfieldacademy.net

5.18 The local authority local offer

Parents are able to access the Local Authority local offer at the North East Lincolnshire Council website.

<https://www.nelincs.gov.uk/children-and-families/send-and-local-offer/>

At Springfield, we work with a number of external agencies who are available to support families of children with SEND. E.g. SENDIASS (formerly Parent Partnership). They can be contacted here:

<https://www.sendirect.org.uk/providers/information-advice-and-support-services-network/my-services/north-east-lincs-sendiass/>

6. Monitoring arrangements

This policy and information report will be reviewed by the SENCO **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions