

SEN Information Report

Springfield Primary Academy



Approved by: Tina Storr

Date: May 2023

Next review due by: May 2024

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.

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

Quality First Teaching is at the heart of every teachers' practice at Springfield. We have high aspirations for all pupils, including pupils with SEND. All our staff are trained so that we are able to adapt to a range of SEND across the four broad areas of SEN.

The four broad areas of SEN, as outlined in the SEND Code of Practice 2014 are:

- 1 - Communication and Interaction needs, such as speech, communication and language needs (SCLN) or Autistic spectrum disorder (ASD)
- 2 - Cognition and learning needs, such as specific learning difficulties (SpLD) like dyslexia, dyspraxia and dyscalculia
- 3 - Social, emotional and mental health difficulties (SEMH), such as attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) or attachment disorder (AD). SEMH also encompasses a variety of mental health issues such as anxiety and depression
- 4 - Sensory and/or Physical needs, such as visual impairment (VI), hearing impairment (HI), multisensory impairment (MSI) or a physical disability (PD)

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, providing additional support and resource 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
- 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.

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

We want parents to be confident in our commitment to all our children and believe that working in partnership with parents and carers is key. We will have a discussion with the child (pupil voice) 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
- We take into account the feelings of the child
- 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
- For children with SEN support or with an EHCP Parent meetings take place with the SENCO, class teacher and child (where appropriate) to review progress, setting new targets at least once a term, unless something significant changes and early reviews will be had
- 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).
- The 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 326363) when impartial advice, guidance and support may be required and to the LA's local offer <https://sendlocaloffer.nelincs.gov.uk/>

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.

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

We follow the graduated approach [graduated response](#)

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. Where a pupil is working below their year group, we will assess them using objectives from the year group they are working on. If a pupil is working significantly below their year group, they will be assessed using PIVATS. PIVATS measure small steps of progress and help teachers to plan for next steps.

What are Springfield's admission arrangements for children with SEND?

The Enquire Learning Trust Admissions Policy can be found on their website

<https://enquirelearningtrust.org/key-information/admissions>

The extract below refers to the oversubscription criteria.

All children whose Education, Health and Care (EHC) Plan names the school will be admitted before any other places are allocated. If the school is not oversubscribed, all applicants will be offered a place. In the event

that the school receives more applications than the number of places it has available, places will be given to those children who meet any of the criteria set out below, in order until all places are filled.

1. A 'looked after child' or a child who was previously looked after but immediately after being looked after became subject to an adoption, child arrangements, or special guardianship order including those who appear (to the admissions authority) to have been in state care outside of England and ceased to be in state care as a result of being adopted. A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22 (1) of the Children Act 1989) . The Enquire Learning Trust LT 9

2. Priority will next be given to children with siblings at the school. Siblings include step siblings, foster siblings, adopted siblings and other children living permanently at the same address. Priority will not be given to children with siblings who are former pupils of the school.

3. Pupils whose main residence is within the catchment area. Parents can view each academy catchment area through their local authority website. NB; criterion 3 is not applicable in full to Lincolnshire or Tameside academies because they do not have catchment areas.

4. Priority will next be given to children of staff at the academy, in either of the following circumstances: a) The member of staff has been employed at the school for two or more years at the time at which the application for admission to the school is made, or b) The member of staff is recruited to fill a vacant post for which there is a demonstrable skill shortage

5. For all North East Lincolnshire academies distance will be measure by a straight line from the from door of the child's home address (including flats) to the main entrance of the academy, using the local authorities computerized measuring system, with those living closer to the academy receiving the higher priority. For all Hull County Council academies distance will be measured by the shortest available safe route for pedestrians along footpaths, using footpaths alongside roads marked on the current street map of the City. Front entrance of home property (residence) to main entrance of school site is used. The Authority will use Routefinder, a computer mapping system, to make measurements. The Enquire Learning Trust and its academies work within all Local Authority Fair Access Protocols.

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

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

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. 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. Children entering nursery or reception from a different setting should begin with a completed V-send that identifies level of need. SENCO and Foundation staff will visit children with SEND in their setting

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 the 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.

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. Annual reviews will be held in Autumn Term to allow allocation of Secondary placement and begin to facilitate a smooth transition.
- Visits are arranged for the child to go 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
- A tool called the V-Send will be completed by the primary setting to pass to secondary SENCO. This is to support the next school in meeting a child's needs

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 as well as 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.

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 focus on achievable outcomes. We carefully monitor progress and work in partnership with parents to support their 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 broad and balanced 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.
- 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 (PLP's)
- Every effort is made to educate children with SEND alongside their peers.

How is the learning environment and curriculum adapted for 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 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. This might be through:

- 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, laptops, coloured overlays, visual timetables, social stories, 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 are 3 disabled parking bays in the car park
- We have a disabled toilet and changing facilities and our building (except the upper floor) is wheel chair accessible (see Accessibility plan on the academy website)

What additional support for learning is available?

Additional support is organised into three categories, which is in line with the [graduated response](#): (GR). We refer to these as cycle 1, cycle 2 and cycle 3 (see the flowchart below).

SPRINGFIELD PRIMARY ACADEMY – Graduated Response

Class teacher and/ or parents have concerns about a child who is not making the same progress as others.

The class teacher will monitor the child's progress in school, sharing concerns with all staff that work with them. If concerns continue then the class teacher will discuss with parents/carers and complete cycle 1 of the Graduated approach.

Cycle 1

The cycle 1 paperwork outlines a description of a child's emerging needs and actions/strategies taken to support the child. It also importantly, takes into account the child's views and parent/carer views. Teachers will review their Quality First Teaching, ensuring that it is inclusive and addresses all learning differences. This may involve the class teacher setting up some different or extra approaches to help address the child's difficulty e.g.: extra reading sessions, visual cues etc. This will be monitored over at least a term. After half a term, the class teacher will review the child's progress. The cycle 1 paperwork is shared with parents and adults in school who work with the child. After this time, if school feel the child needs further support, then it may be agreed by school and parents/carer that the child should go onto the school's SEND register. This is when the SENCO will become involved with the child.

Cycle 2

Once a child is in the SEND register, they will move onto cycle 2 of the Graduated response. This is known as SEN support. The SENCO may observe the pupil and carry out relevant assessments to gain further information. The SENCO may also refer to outside agencies for specialist support. Class teachers will set targets and plan strategies and provision to support the child. This will be reviewed termly with parents and pupil voice. If a child makes accelerated progress whilst on cycle 2, it may be appropriate for them to be taken off the SEND register. They will still be monitored by the SEN lead.

Cycle 3

If a child's needs cannot be met through cycle 2, they will move onto cycle 3. A meeting will be arranged with parents, SENCO, class teacher and any other people involved to discuss applying for an Education Health Care Plan (EHCP)

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

Area of need	Possible interventions/ Provision	Possible outside agencies
Cognition and Learning	Clicker 6, Nessy, POPAT Phonics, Toe by Toe, , Numicon, Target Ladders – Dyscalculia, Plus 1, Plus 2	Child Development Centre (CDC) (EY) Education Team for hearing and vision (ETHV) Educational Psychology Services (EP) Speech and Language Service (SALT)
Communication and Interaction	Visual Timetables, Now and Next cards, Social Stories, Nurture Groups, Colourful semantics, PSHCE Jigsaw programme.	Speech and Language Service (SALT) Family First Action Point (FFAP) Early Help (EHA)
Sensory and Physical	Motor Skills (fine and gross), Handwriting programmes, Tactile/Sensory toys, Wobble cushions	Occupational Therapy (via GP) EHTV Service School Nursing Team
Social, Emotion and Mental Health	Buddy System , Forest School, Nurture Groups, PSHCE Jigsaw programme, Compass Go Pods	Young Minds Matter (YMM) Compass Go! Academy SEMH Team Educational Psychology Services Early Help

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

At Springfield, we ensure that all staff have access to appropriate training in order to be able to support the identified needs of the 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
- 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 keeps informed with local and national updates by regularly attending training/meetings, both within the Local Authority and as part of the Enquire Learning Trust SENCO Hubs.

Springfield Academy has a highly trained teaching staff with a great deal of expertise. In addition, we have a highly skilled team of teaching assistants.

Springfield has a dedicated learning mentor. Miss Vicki Barnett.

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.

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 outcomes 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
- Comparing school SEND data with national SEND statistics

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

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:

- Access to our learning mentor. She will check in with every class in the mornings and will work on a 1-1, talking to children about their worries/feelings or in a small group working on identified needs e.g.: friendships, anxiety.
- Personalised behaviour plans – to support pupils during lessons, transition times and break times.
- Support from Pivotal sports workers during lunchtime.
- We will also seek external professional help when needed from e.g. Educational Psychologists, Young Minds Matters, Compass Go!
- Support for the parents and family – this may include a referral to the Family Hub, support from the school nurse or referring to Early help.

At Springfield we are proactive in ensuring inclusion for all and we celebrate differences. We have clear policies on behaviour and anti-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. (See behaviour policy and anti-bullying policy on the academy website).

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:

- Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS).
- School nursing team.
- 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, Young Minds Matter (YMM), Compass Go! etc.

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. These can be done via email or direct contact made via the school office. At Springfield Primary Academy, we involve parents at every stage and provide ample opportunities for discussion. We put a high value on parental contributions and recognise parents and carers 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.

For complaints, please contact the Academy Improvement Committee with responsibility for SEND. The Academy Improvement Committee can be contacted via the school office.

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

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

Parents are encouraged to look at the NELC local offer which provides a wealth of information relating to SEND support and other issues. <https://sendlocaloffer.nelincs.gov.uk/>

Who can children or parents contact if they have concerns?

Joanne Bunn is the SENCO at Springfield Academy and can be contacted on 01472 230260 or at J.Bunn@springfieldacademy.net

Vicki Barnett is the Learning Mentor at Springfield Academy and can be contacted on 01472 230260 or at V.Barnett@springfieldacademy.net

The local authority local offer

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

<https://sendlocaloffer.nelincs.gov.uk/>

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

<https://sendlocaloffer.nelincs.gov.uk/home/sendiaass/>

Monitoring arrangements

The SEN 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 Academy Improvement Committee.

Links with other policies and documents

This SEN Information report links to our policies that can be found via the school website (Important information – policies)

- SEN policy
- Accessibility plan
- Behaviour
- Anti-Bullying
- Medical needs policy