

SEN Policy

Springfield Primary Academy



Approved by:

Tina Storr

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May 2024

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1 . What are our 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 the Academy Improvement Committee (AIC) 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 and create a happy and safe environment where our pupils 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 younger children (foundation stage and Key Stage One), 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 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 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.

We believe that every teacher is a teacher of every child, including those with SEND.

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. Identification of SEND

Early identification of SEND is vital. The class teacher will at the earliest opportunity alert parents to concerns and enlist their active help and participation. Furthermore, class teachers will respond to parental concerns and act accordingly. Permission will be sought from parents/carers before the involvement of other agencies (if that is necessary). Assessment will include looking at the learning environment, tasks given, the child's response to tasks and teaching and learning styles. Springfield Academy use the Graduated Approach to identify and support SEND. This is outlined on the flow chart on the next page.

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)

5. Roles and responsibilities

5.1 SENCO

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

- To take day-to day responsibility for operating the SEN policy, co-ordinating, managing and mapping provision within available resources,
- To revise and update policies.
- To liaise with, advice and support colleagues regarding SEND issues.
- To support teachers in writing and reviewing support plans.
- To liaise with the AIC, parents and external agencies.
- To keep up to date with current LA and national issues and attend training as required.
- To maintain the schools SEND register.

5.2 PRINCIPAL

- Work with the SENCO 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.

5.3 CLASS TEACHERS

- To identify pupils with SEND, evidencing quality first teaching, reasonable adjustments and differentiation.
- To be responsible for working with children with SEND on a day-to-day basis and for planning and delivering focused support.
- To liaise with the SENCO and outside agencies to support the implementation of specialist programmes:
- To have day-to-day communication with parents, regularly communicating through Parents' Evenings and individual discussions.
- To plan and support teaching assistants who support children with SEND.
- To prepare for and contribute during review meetings.
- To ensure they follow the SEND policy.

6. Monitoring arrangements

This policy 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.

7. Links with other policies and documents

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

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