SEND Information Report

Our SENDCo is Jess Shelton. She is a qualified teacher who has achieved the National Award in Special Educational Needs Coordination (NASENCO).

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

What kinds of Special Education Needs and Disabilities (SEND) are provided for?
Springfield Primary School is a mainstream school with an inclusive ethos which ensures that all pupils are given the opportunity to achieve their potential.

Our school provides for pupils with the following needs;

Area of Need	Condition
Communication and interaction	Autism Spectrum Disorder (ASD), Speech & language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia, moderate learning difficulties and severe learning difficulties
Social, emotional and mental health	Attention Deficit Hyperactive Disorder (ADHD) and Attention Deficit Disorder (ADD)
Sensory and/or physical	Hearing impairments, visual impairments, Multi-Sensory Impairment and Physical Impairment.

How does Springfield Primary School know if my child needs additional help?
All children's needs are assessed continually and strategies are developed to ensure that they reach their full potential. These assessments include:

- Progress is below the expectations that relate to their age and peer group
- Progress against previous performance
- Concerns raised by parents/carers, teachers and the child themselves
- Children's day to day behaviour
- Concerns raised by outside agencies (including GP and School nurses)

What should I do if I think my child needs additional help?
In the first instance as a parent, you should make an appointment to see the class teacher. The class teacher will then refer this to the school's SEND team to evaluate. A discussion will then be held with the parent and class teacher to decide how best to address the child's needs.

How will the school staff support my child's requirements?

- Quality first teaching- providing a high quality of teaching strategies to ensure that the child has every chance of reaching his or her potential.
- Utilising appropriate specialist equipment e.g. writing slopes, pencil grips, move and sit cushions

- Small group/ one to one support with targeted interventions

- Personalised timetable either individually with direct support or in small groups allowing gifted and able children to push and challenge each other

- A Cause for Concern report may be completed and shared with the SEND Team for advice and support

At Springfield Primary, we promote inclusion where all children take part in all aspects of school life both on and off site. To allow this it is important to identify any special requirements and cater for these to ensure that no event is missed out on.

How will the curriculum be adapted to meet my child's needs?

- The long-term curriculum plans are available to parents on the school website, alongside ideas for how parents can support their child's learning outside of school

- All learning activities within class are planned and adapted at an appropriate level, so that all children are able to access learning according to their specific needs. Typically, this might mean that in a lesson there would be three different levels of work set for the class, however on occasions this might be individually adapted. Children with a higher level of need / EHCP may require an individualised curriculum to further support their learning.

- The class teacher, alongside the SEND team will discuss a child's needs and what support will be appropriate

- Children with SEND will have access to the appropriate resources needed in order to help them to make progress

- The SENDCo reports to the Headteacher and Governors regularly to inform them about the progress of children with SEND and how resources are being used. Information provided will never name individual children in order to maintain confidentiality at all times

- The governor responsible for SEND also meets regularly with the SEND team. They report on their visit to the governors to keep them all informed with school or LA (Local Authority) information

- The governors agree priorities for spending within the SEND budget, including the Pupil Premium, with the overall aim that all children receive the support that they need in order to make progress. This will include resourcing appropriate equipment and facilities.

How does the school monitor the progress of my child?

- By the class teacher who reports termly to the parents/carers

- Progress reviews by Head teacher and SEND team

- Personalised targets- progress reviewed termly, effectiveness monitored by SENDCo

- Termly One Planning meetings with parents/carers for children who meet the criteria for additional school intervention

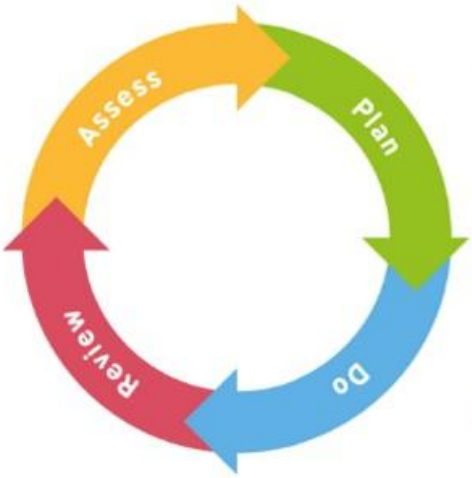
- Annual review of all children who have an EHCP (Educational Health Care Plan)

- SEND team monitor all identified children through observation/ pupil interviews/ pupil surveys etc

By analysing children's progress and attainment in this way, we are able to build up a detailed picture for each child, and a clear sense of which strategies are having the greatest impact.
In line with the school's SEND policy, strategy and SEN Code of Practice, we will follow the 'graduated approach' to meet your child's needs. The graduated approach is a 4-part cycle of assess, plan, do, review.

Assess

If your child is not making expected progress, we will take account of a range of assessment information as well as having discussions with key members of staff and yourselves to identify and analyse your child's needs. We will also take into account your child's strengths and areas for development.



Plan

In discussion with you and your child, we will decide what outcomes we would like your child to achieve. We will make a plan of this support (either Learning Plan or My Support Plan) and will share this with you and all relevant school staff. We will also set a date to review this plan.

Do

We will implement the support as planned and keep an overview of how it is going to ensure it is having the impact we intended.

Review

We will review how well the support we put in place has met the outcomes we set. If needed, we will implement another cycle of the graduated approach. Reviews are usually held termly.

How will I know how my child is performing?

The parents of all children are involved both formally and informally in their learning. This policy includes some or all of the following:

- Open door policy to allow parents to speak directly to class teacher or a member of the SEND team
- Parents/carers consultation evenings on a one-to-one basis to identify progress, areas of need and to plan out strategies for the coming academic year
- Termly One planning meetings between class teacher and parents/carers to review progress
- Annual report on the year's progress
- By reviewing children's targets in One Plans and ensuring that they are being met

How will my child's needs be identified and learning and development provision matched to their needs?

At Springfield Primary, our commitment to providing every child with the correct and appropriate provision, inclusive of all needs and abilities, remains paramount. To further enhance and focus this support, we follow a streamlined 5-tier system for our SEND provision. This structure is designed to ensure that the support each child receives is as targeted and effective as possible.

Tier One: Quality First Teaching. This foundational tier focuses on delivering high-quality, inclusive teaching strategies for every child within the classroom environment. It is the core of our educational approach, ensuring all children benefit from excellent teaching and learning.

Tier Two: Cause for Concern. When a staff member identifies a potential area of concern for a child's learning or development, a referral will be made to our SENCO. This initiates a process that may include observations, specific SEN assessments, the implementation of Ordinarily Available provision, meetings with parents/carers, and a period of monitoring and review over an agreed period of time.

Tier Three: Pupil Passport. A Pupil Passport serves as a vital communication tool, designed to provide teachers with essential information regarding a pupil's individual needs. Based on diagnostic reports and other relevant information, it outlines specific learning requirements and effective supportive strategies to enhance Quality First Teaching in the classroom. A child with a Pupil Passport may be placed on the SEN register. Please note, for children with a Pupil Passport, there will not be termly meetings, but a communication log will be maintained for any significant changes.

Tier Four: One Plan. A One Plan is implemented when a pupil is in receipt of a number of targeted and specialist interventions due to an identified SEN need that presents a significant barrier to their learning. Children with a One Plan will be placed on the SEN register. The One Plan supports the graduated approach of 'assess, plan, do, review,' with the school setting specific targets and closely monitoring individual progress. Unlike an Education, Health and Care Plan (EHCP), a One Plan is not a legal document and is reviewed on a termly basis. These reviews will typically take place during our Autumn and Spring Term parents' evenings, with an additional meeting arranged by the class teacher in the Summer Term.

Tier Five: Education, Health and Care Plan (EHCP). An EHCP is a legal document that comprehensively outlines a child's special educational, health, and social care needs. It must list all identified special educational needs, the specific, detailed, and quantified provision required to meet each need, and sets aspirational outcomes for the child. Similar to Tier Four, termly meetings with parents/carers will be held, supplemented by an Annual Review, which is a statutory process to assess and potentially amend the needs, provision, and outcomes specified in the EHCP.

Teaching and Learning
Children in school will get support that is specific to their individual needs. This may all be provided either internally by other school staff or from external agencies.

Quality First Teaching

Each child's education will be planned for by the class teacher as part of quality first teaching. Teaching and learning will be differentiated accordingly to suit the needs of individual children. This may include additional general support by the teacher or teaching assistants in class.

Additional Needs

If a child's needs relate to a more specific area of learning, then the child may be included in an intervention group. This may be led by the class teacher or teaching assistant. The length of time the intervention is run for varies according to need but will be monitored regularly. Interventions will be reviewed by the SEND team to establish the effectiveness of the provision and to inform future panning. Children with these additional needs are identified as requiring SEND support.

Higher Needs

If a child is need of further support, it may require the involvement of relevant professionals as well as close monitoring. The process will identify targets for the child and how they may be achieved.

Complex Needs

If a child's needs are more complex, a formal assessment for an education, health and care plan (EHCP) may be undertaken. A child may move between the levels of support depending on their individual need.

What support will there be for my child's overall well-being?
At Springfield Primary we recognise that some children may have additional emotional and social needs that need to be developed and nurtured to ensure that every child can enjoy the educational experiences that school offers them.

The whole school follows a structured Life Skills curriculum which supports this ethos. Where we find that children are less able to embrace this, interventions such as one to one support or small group learning are put in place to ensure that all our children develop and enjoy their school life.

Members of the staff are always available to the children to discuss concerns and issues and offer advice and support where required. If it is necessary parents/carers are invited in to discuss issues

when it is felt that solutions may be needed both in and out of school to ensure the concerns are addressed. In addition, the school has links with many outside support agencies who may be engaged if it is felt that the long-term wellbeing of the child will be beneficial such as SET CAMHS (mental health support) and designated school nurses.

We have a member of staff, Mrs Jill Kettley, who is responsible for Pastoral Support. She is available to help any children with their emotional wellbeing and liaises with parents/outside agencies.

What Specialist services and expertise are available at or can be accessed by the school?
The school works closely with a variety of outside agencies who support the welfare and needs of the children. These include:

- Inclusion Partner
- Speech and Language Therapists
- Engagement Facilitator
- Educational Psychologists
- School Nurse
- Occupational Therapist
- Physio Therapist
- ESSET Outreach
- SET CAMHS

What training have the school staff had in supporting children with SEND?
The school provides specific training for all staff to support all the children in their care. Particular emphasis is placed upon those dedicated staff in the SEND team to ensure that they are kept up to date with the changes in policy and requirements which relate to those SEND children. In addition to training the school invites in specialist agencies to assist and observe the staff in their teaching and give feed- back and advice on different strategies to use.

All areas of SEND are focused on and specialist training given to staff, where appropriate.

At Springfield Primary we have provided many SEND children with an exciting and challenging curriculum which has allowed them to enjoy their first experience of school and prepared them for their move into senior schools and develop to their full potential. Many of our previous parents with SEND children would be prepared to talk to prospective parents to share their experiences of the school and how it helped their child develop.

How will you help me to support my child in their learning?
Your child's teacher will work with you to ensure that any strategies that are adopted in school to assist in the learning and development of your child's education can be continued at home within the family.

At Springfield Primary teaching is a partnership between the school, the parents/carers and the child and this is certainly vital in ensuring that any child that has SEND requirements is challenged in the right ways to allow their full potential to be reached. Any strategies will be agreed, documented and monitored so that all partners know what is required and if they are successful.

How will my child and I be involved in making decisions about my child's education?
At Springfield Primary we believe in a child centred approach to education. Where additional needs have been identified to either support or challenge a child the thoughts and feelings of the child, parents/carers and the views of the teaching staff and any relevant professionals are considered when preparing a strategy to assist. These include:

- Informal discussion with staff
- Teacher and child meetings

- Teacher and Parents/Carers meetings
- Review meetings to include outside agencies where applicable
- Informal meetings and discussions to provide focus

How will my child be included in activities outside the class room, including school trips?
Following a risk assessment, we will provide appropriate levels of supervision and medical support where available to ensure that children are able to attend school organised activities.

How accessible is the school environment?
Springfield Primary complies fully with the Equality Act 2010 and thought is always given to how any school improvements or alterations will affect all groups of children, and parents/carers

How will the school prepare and support my child to join the school or transfer to a new school?
We recognise that any transition or change for a child with SEND can be difficult or unsettling. We work directly with the parents/carers of these children and prepare a tailored plan that is designed to make any change a smooth as possible to ensure little or no disruption is felt by the child.

If your child is joining from another school:

- The SEND team will undertake a pre visit where appropriate
- The SENDCo will discuss your child's needs with the current SENDCo with parental permission.
- Appropriate literature will be prepared for both Child and Parents/Carers
- Staggered start/ part time timetables considered to support transition
- Taster sessions prior to actual starting will be arranged
- Full discussion with Parents/Carers over expectations and wishes
- Transition booklets produced
- Meetings with other parents where appropriate

If your child is moving to another school:

Contact will be made with the proposed school and any special arrangements made to ensure the transfer is carried out smoothly with minimum disruption to educational and emotional requirements. It is vital to us that the child remains happy and is ready to continue their educational journey with minimum disruption.

All records will be made available to the new school in a timely manner to ensure any dedicated support is continued.

When moving year groups within Springfield Primary school:

All educational and social information is passed to the new class teacher prior to the child joining the new class. Where appropriate a visit to the new class will be arranged prior to moving as well as social stories being used.

SEND In Year 6:

- The SEND team will discuss any educational needs and requirements with the chosen senior school during the summer term.

- Focused learning and activities will be implemented to support and assist in the transition.

- Structured visits will be arranged prior to leaving the School and joining senior school

- Social Stories to support the transition will be prepared where appropriate to support the transition.

How will the school's resources be allocated and matched to children's special educational needs?

- The total school budget received from the Essex LA includes money for supporting SEND requirements

- The Head Teacher decides on the budget for SEND in conjunction with the School Governing Body and the SEND team who outline specific needs for the academic year

- The money is used to provide additional and supporting resources determined by children's specific needs.

- Additional provision can be made available if needs and requirements change during the academic year. The school's ethos is that no child should be disadvantaged by changing circumstances.

- Strategies include the purchase of specific resources dependent on need, dedicated one to one support, outside specialist teaching resources where required.

How do we support children who are looked after?
When a child is looked after by a local authority, they will be supported with a personal education plan (PEP) which outlines the provision and support allocated to them. This will be reviewed with the child, their carers and the social worker annually. The school may apply for additional pupil premium funding to ensure that they receive the right support necessary. In addition, we attend and contribute to an annual looked after review.

The school monitors the attainment and progress of all learners carefully and seeks to address any areas of weakness quickly. This includes monitoring children who are looked after by a local authority. The progress of all vulnerable groups will be discussed at termly pupil progress meetings with senior leaders.

How can I find information about the Local Authority offer of services and provision for children and young people with special educational needs and disability?
Please see the Essex local offer site http://www.essexlocaloffer.org.uk/

What arrangements are made by the school Governing Body for dealing with complaints/concerns?
The process for all school related complaints is set out in the complaints policy which can be found on the school website.

Who may I contact for further information?
Headteacher: Mrs Pick
SENDCo: Miss Shelton
Pastoral Lead: Mrs Jill Kettley

They can be contacted via school office 01245 461077

Essex County Council Special Needs Information for Parents

https://www.essex.gov.uk/specialeducationalneeds

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