

## Springfield Community Primary School Special Educational Needs Information Report



**Welcome to our SEN information report which is part of Springfield Community Primary School's Local Offer for learners with Special Educational Needs and/ or Disability (SEND).**

All governing bodies of maintained schools have a legal duty to publish information on their website about the implementation of the governing body's policy for pupils with SEND. This information is updated annually.

### **Our Vision**

**Springfield is a caring, supportive and innovative school where everyone is recognised and appreciated as an individual. Children are encouraged to be ambitious and to reach their full potential, so that they can take their place in their community and in the wider world.**

Our Ofsted rating is 'Good' and our most recent inspection was in March 2014. The full report can be downloaded from Ofsted's website, please click the following link for further information.

**“All children and young people are entitled to an education that enables them to make progress so that they:**

- **Achieve their best**
- **Become confident individuals living fulfilling lives, and**
- **Make a successful transition into adulthood, whether into employment, further or higher education or training.”**

**Special Educational Needs and Disability Code of Practice 2014**

## How does your school ensure that children who need extra help are identified early?

Children are identified as having special educational needs through a variety of ways including the following: -

- Child performing significantly below age expected levels
- Concerns raised by parent and agreed with by school
- Concerns raised by teacher, for example behaviour or self-esteem is affecting performance
- Consultations between class teachers and members of the leadership team where progress data is discussed.
- Liaison with external agencies e.g. Educational Psychology Service
- Health diagnosis through a paediatrician
- Liaison with previous school or setting, if applicable

### Identifying the Special Educational Needs of pupils

At different times in their school life a child may have a special educational need. The Code of Practice 2014 defines SEN as follows:

**“A child or young person has SEN if they have a learning difficulty or disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:**

- a) has a significantly greater difficulty in learning than the majority of others the same age, or
- b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.

Where pupils’ progress is significantly slower than that of their peers, or fails to match their previous rate of progress despite high quality teaching targeted at specific areas of difficulty it may be that the child has SEN. Information will be gathered, including seeking the views of parents and the pupil as well as from teachers and assessments. There can be many reasons for learners ‘falling behind’. These may include absences, lots of different schools, difficulties with speaking English or worries that distract them from their learning. At Springfield we understand that children who experience these barriers to learning are vulnerable. This, however, does not mean that all vulnerable learners have SEN.

### **Who are the best people to talk to about my child's difficulties with behaviour/ learning difficulties?**

In the first instance contact your child's class teacher; if you still have concerns you can contact the school's Special Educational and Disability Co-ordinator (SENDCo), Miss H Tate.

We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us.

If you do wish to speak with a staff member, including Miss Tate please arrange an appointment time with Mrs Collett in the main school office on 01282 437277.

### **How do you measure progress of a SEND child?**

Pupil assessment takes place all day, every day at Springfield. Staff observe pupils, listen to their answers, challenge them, set targets, mark their work and give feedback; this is called formative assessment and gives a good indication of where a child is at that moment. Every half term we also formally assess pupils through PIVATS. The information we get from these assessments are translated into best fit descriptors allowing us to see what progress has been made over each term. Staff and senior leaders discuss the findings and any pupil's performance which raises concerns is dealt with swiftly by setting new targets, inclusion in intervention groups and closer monitoring.

Parents are welcome to ask about progress and attainment at any time throughout the year.

### **Who will explain my child's needs and progress to me?**

The class teacher will meet parents at least on a termly basis (this could be as part of Parent's evening) to discuss your child's needs, support and progress. At these meetings you will be informed of progress towards targets, what you can do at home to support your child, what interventions they have had and feedback from any recent reports and assessments that may have taken place.

For further information the Inclusion team are available to discuss support in more detail.

**Miss H Tate- SENDCO**

**Mrs Phipps - Pupil Support Manager**

**Mrs Wilson - Learning Mentor**

## How will school support my child?

- Our SENDCO along with the pupil support manager oversees all support and progress of any child requiring additional help across the school.
- The class teacher will oversee, plan and work with each child with special educational needs or disabilities in their class to ensure that progress in every area is made.
- The class teacher will use a provision map to set out the support your child is receiving and evaluate the success of any interventions.
- Some children are given a IPPM with specific targets so that it is easy to track progress.
- There may be a teaching assistant working with your child either individually or as part of a group, if the class teacher sees this as necessary. The regularity of these sessions will be explained to parents when the support starts.
- Some of the teaching assistants in school specialise in a specific area, these staff may work with the class teacher to plan a specific intervention to meet a child's needs or they may work with the child themselves.
- Specialist staff include those who specifically support pupils with emotional and/ or learning difficulties. At Springfield Community Primary School this can be inclusion in the Nurture, in Mr Brown's Boys Club or with Mrs Wilson as the Learning Mentor.
- We also have a lead teaching assistant for pupils with hearing impairment- Mrs Lingard.

## How are the staff in school trained to work with SEND pupils?

All Springfield school staff have nationally recognised qualifications enabling them to do their job. In their training courses each staff member will have studied aspects of Special Educational Needs and disability. Trainee teachers and teaching assistants receive training through their college and university courses and gain practical experience whilst on placement in school.

All teachers at Springfield have gained Degrees and have undertaken joint or separate qualifications to enable them to teach. All teaching assistants have met the standards for their level of pay and conditions and hold accredited national qualifications for their role. In addition to this Springfield invests heavily in the professional development of all its staff, ensuring that they regularly attend training to deepen their knowledge, enhance their skills and keep abreast of new initiatives and changes within the educational system. Miss H Tate also regularly leads staff training in SEND and keeps up to date with any recent changes through attending relevant courses through LCC.

We also regularly hold staff training sessions on aspects of SEN including more recently:

- Identifying the Dyslexic child
- Supporting pupils with Dyscalculia
- Understanding Autism
- Writing effective IPPMs and provision maps National changes to the SEN Code of Practice.

Our SENDCo will regularly attend termly cluster group meetings and Essential training as it occurs.

- Staff also receive support and specialist advice from several agencies including:
- Educational Psychology Service
- Speech, Language and Communication Therapy
- School Nurse
- Learning Disability Team
- Burnley General Hospital (Dr Sultan)
- British Dyslexia Association
- Holly Grove Special School
- Inclusion and Disability Support Service (IDSS)

We also work closely with any external agencies that we feel are relevant to individual children's needs within our school. These may include: GP, School Nurse, Clinical Psychologist, Paediatrician, Occupational Therapist, Behaviour Support Service, the Child and Adolescent Mental Health Service (CAMHS) and Social Services, including Children's Disability Service, and Social Workers.

#### **How are the Governors involved and what are their responsibilities?**

- The SENDCo reports to the Governors every term to inform them about the progress of children with special educational needs or disabilities; this report does not refer to individual children and confidentiality is always maintained.
- One of the Governors, Karen Smithstone, is responsible for special educational needs and meets regularly with the SENDCo. They also report to the Governors to keep them informed.
- The Governors agree priorities for spending within the special educational needs budget with the overall aim that all children receive the support they need to make progress.

- The Governing Body pays close attention to the progress of pupils with SEND and challenges the school on its performance with SEND pupils.

### **How will you help me to support my child's learning?**

- The class teacher or the SENDCo can offer advice and practical ways that you can help your child at home.
- The class teacher can provide a home / school communication book which your child will bring home daily so that comments from parents and teacher can be shared.
- If your child is on the special needs register they may have an IPPM. This will be discussed with you on a termly basis and you will be given any relevant copies. The targets set are SMART (specific, measurable, achievable, realistic, time scaled) targets, with the expectation that the child will achieve the target by the time it is reviewed.
- If your child has complex special educational needs or a disability they may have a Statement of Special Educational Needs or an Education, Health Care Plan (EHCP), which means that a formal meeting will take place annually to review your child's progress.
- Recommendations from external agencies e.g. a speech and language therapist and educational psychology, will be shared with you so that strategies can be implemented at home and school.
- Parents can also seek advice and support from the Parent Partnership Service which is a statutory service that offers information, help and support for parents and carers of children and young people with special educational needs and disabilities (SEND). You can contact them on their Information Line, Monday to Friday 8am to 5pm, Tel: 0300 123 6706

### **How will the school prepare and support my child when joining the school or transferring to a new school?**

- We encourage all new children to visit the school prior to starting with us.
- Parents/ carers of children with SEND will have a meeting arranged with the SENDCo before their child starts at the school.
- For children with special educational needs or a disability we may facilitate a phased transition to help your child to acclimatise to their new surroundings. We would also visit them in their current setting if appropriate.
- We write social stories with children to help explain and prepare them for any major transition.
- When children are preparing to leave us for secondary school, we arrange visits for them. Some of these visits will be accompanied by familiar school staff.

- We liaise closely with staff when receiving and transferring children to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- If your child has a Statement or an Education, Health Care Plan and is changing to a new school we will, whenever possible, arrange a review meeting with relevant staff from the receiving school.

**Who can I contact for further information or to discuss a concern?**

- The first point of contact would be your child's class teacher to share your concerns.
- You could also arrange to meet with the SENDCo.
- Look at our Special Educational Needs policy on our website.
- Look at our Local Offer on the website or ask for one to be provided.
- Lancashire Parent Partnership is an organisation that provides independent advice and support for families -

**Who should I contact if I am considering whether my child should join the school?**

- Contact Mrs Collett in the school office to arrange a meeting and tour of the school - 01282 437277. • If your child has a special educational need or a disability you could contact the SENDCo who will discuss how the school could meet your child's needs.

## **Frequently asked questions...**

I think my child may have ADD/ ADHD...

Firstly talk to your child's class teacher. They may or may not have concerns but if you still think there is a problem make an appointment with your GP. They may ask school if they have concerns and school will answer honestly. This might prompt a consultation with a paediatrician or the GP may decide no further action is needed.

### **I think my child has dyslexia...**

If you think your child has dyslexia then chances are the school is already aware of specific areas of concern with how your child is progressing. However, a child can struggle to read, write or spell without having dyslexic tendencies. Sometimes a child simply finds this work harder. School cannot diagnose dyslexia and is unable to make any written confirmation. If a child does show dyslexic tendencies school can undertake screening which will inform teachers how best to work with your child. We will then support the child in school and decide how best your child will learn. In extreme cases of dyslexia we may refer to an Educational Psychologist.

### **I want a Statement for my child as they are not doing well in school...**

All children learn at different levels and at different paces. In order to get a statement (or EHC plan) several years evidence of significant under achievement, despite good teaching and intervention, is needed. This evidence is then collected, and a request is made to the Educational Psychology Service. A panel of professionals will then meet, and it is they who decide whether or not the child's needs are so significant that an Educational Psychologist will have a 1:1 assessment with them. Depending on the outcome of this meeting and following report a child may or may not receive a Statement or EHC Plan.

### **My child has SEND but they do not have an IPPM**

Children with SEND do not need to have an IPPM as long as the school can prove what support they are giving a child and whether or not it is making a positive impact. For most children in our school we use Provision Maps where it is documented which children are receiving which support, with whom and for how long. Children who do not make enough progress in relation to their ability may be given an IPPM

### **My child with SEND is going to High School soon, what support will they get...?**

All Year 6 pupils regularly visit their new Secondary schools in the last term of Year 6, usually after SATs. Children are given lots of opportunities to meet with their new teachers, make friendships with other children from other schools and spend time looking around their new school. Pupils with SEND are offered or given support, depending on what they and their parents choose. Sometimes children want to make visits without support so that they don't 'stand out', others welcome a friendly face to accompany them. Each child is different and we arrange support on an individual needs led basis. However, Springfield's SENDCo will have met with the new school's SENDCo during the

summer term and notes and issues passed on. Parents too, have the opportunity to attend such meetings should they wish. For children with a Statement or EHC Plan the child's new staff will be invited to at least two annual reviews, usually at the start and end of Year 6.

### **I have a child with SEND and I want them to come to Springfield...**

Springfield is proud to be an inclusive school. However, before choosing us you should make sure that it really is the school for you and your child. Think about whether you are choosing us because the school's location is convenient or is it because you share our ethos and vision.

Make an appointment to meet with Miss H Tate and come and look around the school.

Talk with the potential classteacher and SENDCo, Miss H Tate together

If you think Springfield is the right choice come and look around with your child. After that we will meet to look at how best to support your child in our school, your expectations and ours. A starting date will then be agreed and depending on the needs of your child a part time or staggered day may be necessary. Unless you have moved into the area we tend not to admit children mid term, usually starting them after a school holiday.