



SEN and Disability

Local Offer:

Primary Settings Template

Mainstream, Short Stay Schools, Special
Schools and Academies

This policy has been updated to reflect current COVID-19 guidance. Where the information states 'meeting' these will be held virtually or via telephone where possible. In some instances this may not be possible and face to face meetings will be necessary, however these will be judged on a case by case basis ensuring safe social distancing is maintained and hygiene protocols followed.

School will use its best endeavours to ensure provision for SEND is maintained, however some delivery may be altered where this cannot be managed in a COVID-safe manner in its original form. Some support services are only offering virtual support at this current time. All provision will be reviewed regularly to reflect current government guidance.

Further detailed information on the school offer can be found within the SEN Information Report

Accessibility and Inclusion

What the school provides

The school was built in 2004 and is fully wheelchair accessible. To ensure physical access for all pupils and parents regardless of need, the school has ensured that all doorways and entrances to the school are on a single level and wide enough to accommodate a wheelchair if necessary. There is an accessible parking space available for blue badge holders and an accessible toilet is available. Information is available on the school website and a community noticeboard in addition to regular newsletters.

Furniture is modern and of a suitable height appropriate to the age group of children being taught in that classroom. Translators can be available at meetings for parents whose first language is not English when appropriate. Parents and carers are encouraged to inform us of any specific needs, such as large print, audio information etc and school will facilitate these needs accordingly.

The school has an ICT suite with 30 desktop computers, 28 new laptops to be used across KS2, headphones, iPads, including two new and up to date iPads per class. The school has a range of ICT programmes that will equip pupils with SEN to access the curriculum independently. In addition to these we also have headphones as well as interactive whiteboards which are installed in every classroom and also in meeting rooms, nurture group, hall, library and Community Room.

The school is in the process of changing the class learning environments. The classrooms will have hessian backed boards to create a calm and clear space for children to learn, which we have found is conducive to the learning of all children, including those with SEN.

School has invested in Behaviour Training and the purchase of various sensory tools to enable children with SEN to regulate in order to learn more effectively, including ear defenders, weighted jackets, putty and chair bands. These items are available for use where it is deemed the correct provision to meet need. Alongside this, the school has

undertaken staff training in attachment and trauma. This is being implemented and used to review and update policies.

Teaching and Learning

What the school provides

What arrangements do you have to identify and assess children with SEN?

At Springfield Community Primary School, we have rigorous procedures to identify children with SEN which is used by all staff. This begins with regular training for all staff, either provided by outside agencies such as ADys Specialist Ltd, or through the SENCO in school, so staff feel confident in supporting all learners and identifying needs early. Following this there is a referral form for teachers to complete where they believe a child may have additional needs which require further identification and support. This includes the need for observations, interventions and involvement of parents/carers, the SENCO and the Pastoral Team. An action plan is then written, followed and reviewed in line with the graduated response (SEN Code of Practice 2015). Following review cycles the child may be moved on to the SEN register where they will have a Pupil Overview of Progress (POP) document. This includes a full picture of the pupil, including strengths and weaknesses, and the provision in place to support progress. They also have personalised SMART targets linked to PIVATs/Boxall assessments/Emotional Literacy assessments. POPs are reviewed at least termly and parents and children are fully included in this process.

Children are assessed using PIVATs (Performance Indicators for Valued Assessment & Targeted Learning). These are used as working documents in class which can be highlighted by the teacher and supporting adults. Children with an identified SEMH need will also be assessed using Emotional Literacy Assessment, often completed by the teacher, LSA and supported by the Pastoral Team where applicable. For some children it may be appropriate for external professionals to complete further assessments to ensure needs are fully identified.

What additional support can be provided in the classroom?

Children on the SEN register will be provided with the additional support that has been identified on their POPs document. This may include a range of interventions, access to the Learning Mentor, Nurture, specific learning equipment such as pencil grips, coloured overlays, timers etc, support from external professionals.

Every class has at least one LSA to support learning alongside the teacher and often the LSA will work closely with children on the SEN register supporting them in meeting their individual targets through intervention. This may be in a small group or 1-1.

Where a child has an EHCP, school will provide the additional support that has been identified and specified on their plan.

What provision do you offer to facilitate access to the curriculum and to develop independent learning? (This may include support from external agencies and equipment/facilities)

We work closely with an SEN Consultant and Specialist Teacher from ADys Specialist Ltd, who has supported staff in identifying the needs of children as well as providing strategies and ideas to support children in accessing the curriculum. Our curriculum is very much based on a creative approach where children can make links across subjects. We facilitate

learning in a variety of ways to remove barriers to learning, including a significant emphasis on Speaking and Listening.

We use a range of tools to record learning, including Seesaw to capture learning. For example, the children are taught how to voice record where there is a barrier to writing. We also use Google Classroom, where children can access differentiated activities independently.

What staff specialisms/expertise in SEN and disability do you have?

We have LSA's that have a range of specialisms, including HI training, training in Dyslexia Screening, Nurture training, Drawing and Talking, Lego therapy and Wellcomm training. All staff have received Emotion Coaching, Trauma and Attachment Training.

What arrangements are made for reasonable adjustments and support to the child during tests and SATs?

All children on the SEN register will have a specialist teacher assessment and report which will indicate what arrangements need to be made for SATs. This can include extra time, breaks or a reader/scribe, or some children may need to work in a separate room. We track children to collate evidence to support the adjustments we make during SATs.

How well does your SEN provision map illustrate the range and level of support for individual pupils or groups with similar needs and the resources allocated to meet those needs?

The needs of the children individually, as a class and as a whole school are mapped carefully to ensure the correct provision and resources are available to meet needs. Where a gap is identified, the SENCo is proactive in seeking advice and sourcing further training for this to ensure the school uses its best endeavours to support all learners.

Reviewing and Evaluating Outcomes

What the school provides

What arrangements are in place for review meetings for children with Education, Health and Care (EHC) Plans?

The SENCO works closely with the class teacher, LSA, parents and any other professionals who support the child to ensure their plan is having a positive impact on progress. In line with statutory requirements, all learners who have an EHCP will also have an Annual Review every 12 months or sooner if required. All those who support the child are invited to contribute to the annual review. POPs continue to be reviewed at least termly in line with all children on the SEN register.

What arrangements are in place for children with other SEN support needs?

How do you assess and evaluate the effectiveness of the provision you make for children and young people with SEN and Disability?

The SENCO has flexibility to support teachers through in class observations followed by a discussion about what is working for the children and where we could make further or alternative provision. Teachers/LSA use the POPs document as a working document, formally updating these and the PIVATs tracker each term. This is done as part of a staff meeting to provide a supportive environment as well as with the support of ADYSS, where appropriate.

Once complete, the POPs document is shared with learners and parents/carers and their views gathered.

Keeping Children Safe

What the school provides

How and when will risk assessments be done? Who will carry out risk assessments? How do you ensure a child stays safe outside the classroom? (e.g. during PE lessons, school trips)

The Headteacher, Senior leaders, class teachers, teaching assistants and Educational Visits Co-ordinator (EVC) carry out Risk Assessments where necessary. In addition, the school carries out daily risk assessments of the school grounds and premises. During play breaks and lunchtime, senior leaders are on hand for additional support and the majority of staff have first aid training and EYFS staff have paediatric first aid training.

Some pupils may require an individual risk assessment in school in line with their identified needs. This will be carried out with key staff and parents, along with external professionals as required.

What handover arrangements will be made at the start and end of the school day? Do you have parking areas for pick up and drop offs? What arrangements will be made to supervise a child during breaks and lunchtimes?

If a pupil requires alternative arrangements for pick up/drop off, lunchtime supervision or outside, they will have this made clear in their POPs. All staff members have sight of this document to ensure they have awareness of the alternative arrangements.

Where can parents find details of policies on anti-bullying?

The following policies can be found on our website, parents/carers can also ask for a hard copy from the school administrator.

- Behaviour
- E-Safety
- Attendance
- Medical Needs
- Special Education Needs and Disability
- Homework
- Complaints
- Children Looked After Policy

Health (including Emotional Health and Wellbeing)

What the school provides

Springfield Community Primary School is very much focussed on the development of healthy minds and has achieved the Wellbeing Award. We ensure that the Social, Emotional and Mental Health of our children is monitored closely and is paramount across our curriculum delivery. Where a need is identified, children are able to access the Learning Mentor and the Pupil Support Manager for targeted support. We also have a counselling service in school once a week that children can be referred to by our pastoral team.

Wherever possible we would advise that medicines are administered at home around school times. When this is not possible due to dosage, arrangements can be made for this to happen in school in line with the medicines policy. All medicine is recorded in a medicine book with details of dosage and frequency and parents/ carers sign to grant authorisation to the school to administer to their child. Medicines will be kept in a central, secure area.

Individual Care Plans are written by staff in liaison with the SENDCo and external professionals where appropriate, with copies passed on to the relevant class teacher. A master copy is kept in a locked cupboard in the HT office. These are updated and reviewed as required and at least annually.

All support and teaching staff are kept regularly up to date with First Aid training to ensure that staff are familiar with what action to take in the event of an emergency. External training is provided to relevant staff for more specific, individual needs such as Diabetes or Epipen training.

Communication with Parents

How do you ensure that parents know “who’s who” and who they can contact if they have concerns about their child/young person? How do parents communicate with key staff (eg do they have to make an appointment to meet with staff or do you have an Open Door policy)?

How do you keep parents updated with their child/young person’s progress?

All staff employed at Springfield Community Primary School are recorded on the school website. We operate an open-door policy where parents/carers are able to contact staff with regard to any concerns they may have by contacting the main school office or by speaking with staff at pick up and drop off times. The Pastoral Team are very active in this and often provide support for both pupils and families. The parent/carers of SEN pupils will be involved in the review of their child’s POPs document at least termly and we also hold two parent consultations a year. Parents/carers are issued with an Autumn and Spring overview report and full school report in the summer term.

Do you offer Open Days?

We host an open evening for prospective parents in the Autumn term as well as publishing a prospectus. We often host events for parents to attend such as coffee mornings, art gallery viewing (of children’s work) and half-termly celebration assemblies. Phonics/Maths and Reading workshops are also held where parents/carers can come into class and work alongside their children in a session.

How can parents give feedback to the school?

During consultation evenings the pastoral team are on hand to receive feedback from parents. Questionnaires are conducted twice a year and the results are used to reflect on current practice and make amendments as necessary.

Working Together

What the school provides

Pupils are encouraged to air their views informally at any time to familiar staff in school. More formal arrangements are through the School Council where members are elected by their peers. Senior Leaders and Subject Leaders will also hold termly pupil discussions where the findings will be shared with the SLT and Governors through Governor Reports.

Pupils complete pupil questionnaires at least twice a year and contribute to their POPs and Annual EHCP Reviews. Parents and carers are encouraged to speak with school staff if they have any concerns or would like to share positive experiences. Parents also complete questionnaires twice yearly which are scrutinised by SLT and changes made where appropriate. Questionnaire outcomes are shared with parents via a newsletter.

Several parental groups take place in school including:

- Intervention group
- Access to the Learning Mentor
- Access to the Family Support Manager
- Access to the Pupil Support Manager
- Friends of Springfield Community Primary School

- TAF, CP, CIN meetings held regularly with school and outside agencies
- Annual EHCP review and POPs meetings
- In school parent volunteers
- Parent Teacher consultations

Elections to the Governing Body are advertised and elections held in the event of a vacancy arising.

What help and support is available for the family?

What the school provides

All school staff can and do offer help to parents regarding form filling if this is requested.

Services are signposted to parents via social media, posters, leaflets, Learning Mentor, Headteacher and SENDCo.

Springfield Community Primary School works closely with health services such as Paediatrics, Speech & Language Therapy, Occupational Therapy, ELCAS, School Nursing team, along with Children & Family Wellbeing Services, Children's Social Care, Police, and the County attendance team.

Regular meetings are held within school for Team Around the Family, Child in Need and Child Protection Core Meetings. The Family Support Manager regularly chairs meetings and distributes paperwork and minutes.

There is a community notice board which contains additional information of upcoming events, notices and useful information such as drop in centres.

The main school office and notice board in the visitors room also displays information posters.

The school holds workshops for parents to attend including: Phonics and reading Maths Online Safety Pupils starting reception class have a lengthy introduction to school and several parent and child 'come and play' sessions.

If a pupil requires a Travel Plan to get their child to and from school this would be dealt with by the Head teacher.

Transition to Secondary School

What the school provides

The Year 6 class teacher and the transition Lead work closely together to ensure a smooth transition. This begins with the Transition Lead providing families with the relevant paperwork or links to online forms as well as sharing open evening events with families. Following the placement of children, the Transition Lead will organise extra visits for children who require them. The year 6 class teacher and SENCO will meet with the secondary school Head of Year or SENCO to ensure the needs of the child are known to their new school. If an EHCP review is due, the SENCO/Head of Year at the secondary school will be invited.

Extra Curricular Activities

What the school provides

Springfield Community Primary School operates a daily Breakfast Club available to all pupils for a nominal fee.

There are opportunities for pupils to take part in lunchtime and after school clubs with a high emphasis on sports and arts, all of which are free. The clubs are available to all pupils in the designated age range assigned to that activity.

Springfield Community Primary School also employs a choirmaster and the choir meets once a week and is entered into a number of events. This is again free of charge to families. The choir is open to children in KS2.

Springfield Community Primary School will sometimes offer additional after school clubs, such as computer club. As these are provided by an outside agency there is a cost to families.

Feedback

What is the feedback mechanism

- How can feedback be given, state options available i.e. web site, telephone, email
- What will happen once feedback received
- How you will respond to feedback

Springfield Community Primary School welcomes all feedback and endeavour to use this constructively to benefit the school community. Feedback can be given formally through questionnaires, correspondence into school or via telephone. Parents are also encouraged to keep in regular communication with class teachers and additional adults. During consultation evenings the pastoral team are on hand to receive feedback from parents. Questionnaires are conducted twice a year and the results are used to reflect on current practice and make amendments as necessary.

Response to feedback may be given informally during conversation or via more formal methods such as a meeting or email / letter correspondence. School also regularly updates the website to keep all members of the community informed.

