



SPRINGFIELD COMMUNITY PRIMARY SCHOOL

SEND POLICY

School 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.

Introduction

We at Springfield Community Primary School are committed to ensuring our best endeavours to meet the special educational needs of pupils, supporting them to achieve their best possible educational and other outcomes. 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. We believe that every teacher is a teacher of every child and young person, including those neurodivergent*ⁱ children. If children are not able to 'learn the way we teach' then we must change our provision to 'teach the way they learn'. Good practice for children with Special Educational Needs and Disabilities is good practice for all.

*Often identified as having SEN (Special Educational Needs)

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 - 25 (September 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (Feb 2013)
- SEND Code of Practice 0 - 25 (September 2014)
- Schools SEN Information Report Regulations (2014)
- Part 3 of the Children and Families Act (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (Aug 2017)
- The National Curriculum in England Key stage 1 and 2 framework document (Sept 2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards (2012)
- Keeping Children Safe in Education (2020)

This policy has been created by the school's SENCO, Mrs H Atkin and Assistant SENCO, Mrs S Staples, and is to be used initially for consultation purposes with governors, staff and parents & carers of pupils with special educational needs and/or disability.

Key Contacts

SENCo: Mrs H Atkin (NASENCo Award)

Assistant SENCO: Mrs S Staples, The Assistant SENCo is part of the Senior leadership Team (SLT).

SEN Governor: Margaret Brindle.

Policy Aims

We value all the children in our school equally and we recognise the entitlement of each child to receive the best possible education. Within a caring and mutually supportive environment we aim to:

- Build upon the strengths and achievements of the child
- Create an environment in which all individuals are valued, have respect for one another and grow in self-esteem.
- Give equal access to all aspects of school life through academic, social and practical experiences. This will allow all children to experience success regardless of SEN, disability or any other factor that may affect their attainment. This is in so far as it is reasonably practical and compatible with the child receiving their special educational provision and the effective education of their fellow pupils.
- Ensure that effective channels of communication are sustained so that all persons including parents and carers are aware of the pupil's progress and Special Educational Provision (SEP) made for them.
- Assess children regularly so that those with SEN are identified as early as possible.
- Enable pupils with special educational needs to make the greatest progress possible.
- Work towards developing expertise in using inclusive teaching and learning strategies.

Policy Objectives

In order to achieve our aims and to ensure that children with special educational needs achieve their full potential and make progress we will:

- Identify and provide for pupils who have special educational needs and additional needs.
- Work with the guidance provided in the SEND Code of Practice, 2014
- Operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.
- Provide a special educational needs Co-ordinator (SENCo) who will work with the SEN & Inclusion Policy.
- Provide support and advice for all staff working with special educational needs pupils.

Broad Areas of Need

These four broad areas give an overview of the range of needs that may be planned for at Springfield CPS.

Cognition & Learning

We are experienced in supporting children with Cognition and Learning Difficulties through high quality teaching and effective adaptation to the curriculum. This includes children with Specific Learning Difficulties such as dyslexia (specific difficulties with reading or spelling), dyscalculia (specific difficulties with maths) or dyspraxia (specific difficulties with coordination). We also support children with moderate learning difficulties and children on the Autistic Spectrum. For example, we support children by breaking down activities into smaller, achievable chunks, providing appropriate resources including the use of technology or multisensory activities and through providing additional adult support. We also run a number of interventions. The teachers plan a provision map for each of the children in their class that require additional support, called a POP (Pupil Overview of Progress), and this is monitored by the SENDCo and Pastoral Team. We may also involve external specialist teachers to assess and advise on support strategies to maximise progress.

Communication & Interaction

We have a number of pupils who experience speech and language difficulties or social communication difficulties. Consequently, we have teachers and teaching assistants who are experienced in supporting children with communication and interaction needs in a 1-1 situation, small group setting or during whole class learning. This may include pupils who find it difficult to understand social situations, interpret what others are saying or have difficulties with fluency or forming sounds, words or sentences. We have a range of resources which are used to support children's speech and language development and work closely with Speech and Language Therapists.

Social, Emotional & Mental Health

For some children, difficulties in their social and emotional development can mean that they require additional or different provision. We support these children through pupil mentoring and social skills groups within their own class and also through our pastoral team. We involve outside agencies such as the Children and Family Wellbeing Service, Child Action North West, Barnardos and ELCAS (East Lancashire Child and Adolescent Service). At times school may also utilise the support of colleagues from alternative provisions where this is deemed necessary and in the best interests of the children and their families. We also have our pastoral Manager, Mrs Wilson who is proactive in working with staff and parents and planning and delivering provision as deemed appropriate to individual circumstances.

Sensory / Physical Need

We work closely with outside agencies to provide support for children in our school who have sensory or physical difficulties. Where necessary, we make adaptations to the curriculum or environment in order to make lessons and learning opportunities accessible to them. We hold regular meetings with outside agencies and parents to review the approaches that are in place.

Identification

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. We identify the needs of pupils by considering the needs of the whole child, which will include not just the special educational needs of the child or young person. There are occasions when progress and attainment are affected by factors other than special educational needs. For example:

- Having a disability
- Attendance and punctuality
- Health and welfare
- Using English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child

Where this is the case, appropriate provision will be made, but this does not automatically necessitate the child receiving Special Educational Provision (SEP)

The school is committed to early identification in order to meet the needs of children with SEN. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Teachers' ongoing assessment will provide information about areas where a child is not progressing satisfactorily. These observations may be supported by formal assessments such as Baseline Assessment, SATs or the use of PIVATS. Teachers will then consult the SENCO to consider what else might be done - the child's learning characteristics; the learning environment, the task and the teaching style should always be considered.

Progress for children will be achieved by focussing on quality first teaching including; classroom organisation, teaching materials, teaching style and differentiation. If subsequent intervention does not lead to adequate progress then the teacher will consult the SENCO to review the strategies that have been used. This review may lead to the conclusion that the pupil requires help that is additional to or different from that which is normally available. This would constitute Special Educational Provision (SEP) and the child would be registered as receiving SEN Support.

We seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap
- fails to make progress with wider development or social and emotional needs
- fails to make progress in self-help, social and personal skills

The school will use the graduated approach as advised in the Code of Practice 0-25 Years - 'Assess, Plan, Do, Review' (see diagram below). This process is initiated, facilitated and overseen by the SENCO, whilst the class teacher is responsible for carrying out the process of assessing, planning, doing and reviewing. Where external agencies are involved, the SENCO will be responsible for liaising with those agencies. The SENCO will also provide advice and guidance throughout the process and may carry out some additional assessment. The SENCO will update all records of provision and impact of that provision. The teacher will maintain the personalised plans and keep them updated.

Assess - take information from parents or carers, class teachers and their assessments and the child where appropriate.

Plan - identify barriers to learning, intended outcomes and details of support. This information will be recorded on a POP which will be reviewed at least termly.

Do - provide the additional support. The class teacher is responsible for working with the child on a day to day basis which includes overseeing interventions undertaken outside of the classroom. Teachers work closely with the teaching assistant delivering the intervention to discuss progress and to ensure links are made with classroom teaching.

Review - measure the impact of the support provided and consider any changes which may need to be made. All of those involved with the child will contribute to this review which will happen at least termly

The school's SEN Information Report and Local Offer can be found on the school website

This indicates the type of provision the school currently offers to pupils with SEN and/or disability. It is reviewed annually. The level and type of provision decided on for individual pupils is that which is required to meet the planned outcomes. The SENCO records the cost of provision made through provision mapping and updates the governing body termly.

Statutory Assessment of SEN

If the school is unable to meet with all of the agreed provision from its existing resources, finance and staffing expertise, and the outcomes for the child are not improving despite SEN Support, then the school may submit a request for Statutory Integrated Assessment from the Local Authority, which may lead to an Education, Health and Care Plan (EHCP). The school will provide the evidence about the child's progress over time, documentation in relation to the child's SEN Support and any action taken to deal with their needs, including any resources or special arrangements in place. This information may include:

- the child's individual plans
- records of reviews with pupils and parents and their outcomes
- Common Assessment Framework (if applicable)
- medical information where relevant
- curriculum attainment and wider learning profile
- educational and other assessments, e.g. Educational Psychologist
- views of the parent and the child
- involvement of outside agencies

If the Local Authority (LA) agrees to a Statutory Assessment it must assess the education, health and care needs of that child. The LA must request advice and information on the child and the provision that must be put in place to meet those needs from:

- parents/ carers and/ or child
- the school
- an educational psychologist
- health
- social care
- anyone else that parents/ carers reasonably request

- a specialist teacher for the visually impaired or hearing impaired, if appropriate

From this information, it must then be decided whether or not to issue an Education, Health and Care Plan (EHCP). Further information can be found on the LA website www.lancashire.gov.uk/SEND

Annual Review of the EHC Plan

All EHC Plans must be reviewed at least annually. The SENCO initiates the process of inviting relevant people to the meeting. This will include pupils, parents and others close to the child who pupils and parents would like to attend. Relevant professionals from within school and outside agencies will also be invited, as will a representative from the LA. The review will be person (child)-centred, looking at:

- progress on actions towards agreed outcomes
- what we appreciate and admire about the child
- what is important to the child now
- what is important to the child in the future
- how best to support the child
- questions to answer/ issues we are struggling with
- action plan

Any amendments to the EHC Plan will be recorded. The SENCO will record the outcomes of this meeting and the Head Teacher will ensure that it is sent to the Local Authority (SEND East locality team).

Criteria for exiting Special Educational Provision

A child may no longer require SEP, where they:

- make progress significantly quicker than that of their peers
- close the attainment gap between them and their peers
- make significant progress with wider development or social and emotional needs, such that they no longer require provision that is additional to or different from their peers
- make progress in self-help, social and personal skills, such that they no longer require provision that is additional to or different from their peers

This would be determined at the review stage and parents/carers would be informed accordingly.

Supporting pupils and families

Lancashire Local Authority's Local Offer can be found at www.lancashire.gov.uk/SEND This policy forms part of the school's SEN Information Report which can be found on the school's website. The school is committed to working closely with parents and a number of initiatives to develop closer working relationships have been developed over the years, as detailed within the information report. Parents meet regularly with school staff and SENCo where any concerns and successes are shared. Parents are made aware of the Information, Advice and Support Services (IAS), formerly Parent Partnership Service, and supported to engage with external agencies. Parents will be involved at every stage of their child's progress through liaison with the class teacher and later the SENCO. Parents are encouraged to be involved with target setting for personalised plans through the discussions held on parents' evenings 2 x a year. Some home activities may be provided. Parents and pupils are invited to target setting meetings and to review progress. Parents of children with EHC Plans will also be invited to a yearly review, along with relevant support service personnel connected to the pupil themselves. The Governors' Annual

Report informs all parents of changes to the SEN Policy and of the outcomes of targets set within in the Policy, along with any updates for the coming year.

Medical issues are first discussed with the parents/carer. If support is required then the school nursing team may be contacted to assist with this. The child may then be referred for further assessment as appropriate either through their GP or by direct referral from school / school nursing team. The schools policy on managing medical conditions of pupils can be found on the website:

<https://springfieldcps.lancs.sch.uk/wp-content/uploads/2018/03/Supporting-pupils-with-medical-conditions.109519371.pdf>

If a teacher is concerned about the welfare of a child they should consult the SENCO and/or Headteacher as Designated Safeguarding Lead. Depending on the special educational needs of the children different agencies may be involved e.g. occupational therapist, speech and language therapist, physiotherapist, psychiatrist, the Traveller Service. The School's Designated Safeguarding Lead Mrs L. Wilson. The position of the School's Child Protection Governor is Mrs F. Stringer.

Admissions

Pupils with special educational needs will be admitted to Springfield Community Primary School in line with the school's admissions policy. The school is aware of the statutory duties of the Children and Families Act 2014 and will meet the Act's requirements. The school will use their induction meetings to work closely with parents to ascertain whether a child has been identified as having, or possibly having special educational needs. In the case of a pupil joining the school from another school, Springfield CPS will seek to ascertain from parents whether the child has special educational needs and will access previous records as quickly as possible. If the school is alerted to the fact that a child may have a difficulty in learning they will make their best endeavours to collect all relevant information and plan a relevant adapted curriculum. The Admissions policy is available on the school website.

When a pupil transfers to Springfield CPS or joins another school either mid-year or at the end of Key Stage 2, we offer the following support:

- 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 an Education, Health Care Plan and is changing to a new school we will arrange a review meeting with relevant staff from the receiving school.

Medical Needs

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed. The school's policy on medical needs can be found on the school website.

Monitoring and evaluation of the Policy

This policy will be reviewed annually and updated in the light of new developments. Progress will be monitored and evaluated via the SEN action plan / SWOT analysis. Progress on the targets will be reported in the Annual Governors Report to Parents.

Training and resources

Governors will ensure that there is a suitably qualified SENCO who has the time necessary to undertake the role. Time is identified for staff to review pupil progress, discuss pupil curriculum needs and to transfer information between classes and phases. Teacher Assistant time is allocated to ensure pupils receive the individual or group support outlined in the individual plans and teachers are responsible for ensuring this takes place and is monitored. The Governors ensure that time is allocated to allow for monitoring of provision and pupil progress. Training for teachers and teacher assistants is provided both within school and through other professional development activities. The school uses funding to provide external professional advice and support for individual pupils in line with their EHCPs and in relation to needs. The governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Headteacher or the SENCO. The SENCO will keep abreast of current research and thinking on SEN matters. The SENCO will be supported to enhance their knowledge, skills and abilities through courses or from the support of other professionals and SEN Consultants. The SENCO will disseminate knowledge or skills gained through staff meetings, whole school INSET or consultation with individual members of staff. External agencies may be invited to take part in INSET.

SEN training is included within INSET days and staff meetings to reflect the needs of the school community and individual staff members. Funding is deployed in the budget to meet the cost of specific interventions, external specialist visits, teaching assistant time and resources and is shown on the pupil overview of provision (POPs) alongside the costings.

Funding received for an Education Health Care Plan is allocated to ensure appropriate provision for the individual concerned.

Roles and Responsibilities within SEND Provision

Class teacher - Always discuss any concerns about your child with the class teacher first of all.

Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and keeping the Special Education Needs/Disabilities Coordinator (SENDCo) informed as necessary.
- Writing Pupil Overview of Provision documents (POP) and sharing and reviewing these with parents at least once each term and planning for the next term.
- Adapting teaching and learning for your child as identified on the school's provision map.

- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

Special Educational Needs/Disabilities Coordinator (SENDCo)

Responsible for:

- Developing and reviewing the school's SEND policy
- Coordinating all the support for children with special educational needs or disabilities (SEND)
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.
- Providing specialist support for teachers and support staff in the school so that they can help children with SEND in the school to achieve the best progress possible.
- Once a child has been placed on the SEND record she will monitor his/her progress and liaise with teachers about the type of support that can be provided.

Ensuring that you are:

- involved in supporting your child's learning and kept informed about the support your child is getting via the class teacher, SENCO or Pastoral Manager
- involved in reviewing how they are doing.

You can contact the SENCo/Assistant SENCo, via the school office on 01282 437277

Head teacher

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- The Headteacher will give responsibility to the SENDCo and class teachers but remains responsible for ensuring that your child's needs are met.
- The Headteacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

You can contact the Headteacher Mrs S. Nasim through the school office - 01282 437277

SEN Governor

Responsible for:

- Making sure that the necessary support is given for any child who attends the school, who has SEND.

You can contact the SEN Governor, Margaret Brindle, through the school office - 01282 437277

Storing and managing information

The confidential nature of SEND information is fully recognized at Springfield CPS as a such measures are taken to ensure secure storage. Hard copy files are stored in a locked cupboard, whilst electronic files are stored on the school's network. The school's confidentiality/privacy policy can be found on the website.

In the event of a new wave of COVID, the following information will apply to reflect 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.

Policy written by: Hannah Atkin & Stefanie Staples

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ⁱ Often identified as having SEN (Special Educational Needs)