



SEND Information Report

2022-2023

Name of the Special Educational Needs/Disabilities Coordinator:

Mrs Hannah Atkin
Mrs Stefanie Staples (Assistant SENCo)

Contact details:

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Please contact the office for further information about the school and to arrange a meeting with the class teacher or SENCo.

Tel: 01282 437277

The kinds of SEND we provide for.

Burnley Springfield Community Primary School is a one form entry, mainstream school with an inclusive ethos. We are an inclusive school and aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice 2015*. We aim to actively include children with a broad range of special needs and to ensure that all pupils, regardless of their specific needs, make the best possible progress in a mainstream setting wherever possible.

We can make provision for children with a range of needs, including cognition and learning, communication and interaction, sensory and physical and social, emotional and mental health difficulties. We take the advice of specialist teachers and other professionals to help us further support the children in our care. Any additional provision for pupils in our school is detailed on provision maps which are monitored by the SENCo on a regular basis.

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, 40 Chrome Books, headphones, iPads, including three 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, hall, library and Community Room.

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.

School also works with other agencies e.g., Occupational Therapy and Specialist Teachers to support those children who have specific sensory or physical needs and/or access requirements, creating individual access/care plans as part of our support process.

HOW WE IDENTIFY SEN.

The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils. All children are assessed regularly, and progress is tracked and monitored. Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators, have social or emotional difficulties, are vulnerable or have specific diagnosed needs will be monitored.

At Burnley Springfield Community Primary School, we have children with a range of SEN. We support these children in many different ways to ensure that they have access to a broad and balanced curriculum. They may have additional needs in one or more areas as set out in the SEN Code of Practice 2015.

Communication and 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 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 including WellComm and we work closely with Speech and Language Therapists.

Cognition and 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. Teachers also support children's working memory using table top resources, short sharp instructions, symbols/pictures to support vocabulary understanding. School has purchased widget.com to create documents with symbols. 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.

Social, emotion and mental health difficulties



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 Practitioner. 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. Mrs Wilson is our Pastoral Manager, who is proactive in working with staff and parents and planning and delivering provision as deemed appropriate to individual circumstances. School is also embarking on a journey around Emotional Literacy, with the GL assessment and intervention programme being trialled as well as classes introducing new behaviour approaches linked to supporting children's emotional wellbeing.

Sensory or/and physical needs



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.

At Springfield, we endeavour to achieve maximum inclusion for all children whilst ensuring all their individual needs are met.

Teachers provide adapted learning opportunities for all the children within the school and provide materials and resources appropriate to the children's interests and abilities. This ensures that all children have full access to the school curriculum.

All members of staff in school have a responsibility for maximising the achievement and opportunity of all learners, including those with SEND. Staff are aware of their responsibilities towards all learners and a positive and sensitive attitude is shown towards all pupils at all times. Springfield provides a very nurturing environment for all children.

Who should I speak to about my child's special needs?

Class teacher	<p>Always discuss any concerns about your child with the class teacher first of all.</p> <p>Responsible for:</p> <ul style="list-style-type: none">• 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.• Adapted 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.
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Special Educational Needs/Disabilities Coordinator (SENDCo)	<p>Responsible for:</p> <ul style="list-style-type: none"> • Developing and reviewing the school's SEND policy • Coordinating all the support for children with special educational needs or disabilities (SEND) <p>Ensuring that you are:</p> <ul style="list-style-type: none"> • involved in supporting your child's learning and kept informed about the support your child is getting via the class teacher, SENCO or pastoral lead • involved in reviewing how they are doing. • 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. <p>You can contact Mrs Atkin or Mrs Staples via the school office on 01282437277.</p>
Head teacher	<p>Our Headteacher is Mrs Nasim</p> <p>Responsible for:</p> <ul style="list-style-type: none"> • 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. <p>You can contact her through the school office - 01282 437277</p>
SEN governor	<p>Our SEN Governor is Mrs Margaret Brindle.</p> <p>Responsible for:</p> <p>Making sure that the necessary support is given for any child who attends the school, who has SEND.</p> <p>You can contact her through the school office - 01282 437277</p>

How does the school know if children need extra help and what should I do if I think my child has special educational needs?

At Springfield, children are identified as having SEND (Special Educational Needs and Disabilities)

through a variety of ways, usually a combination, which may include some of the following:

- Liaison with previous school or pre-school setting
- Child consistently performing below 'age expected' levels or equivalent (e.g., standardised scores)
- Concerns raised by a parent
- Concerns raised by a teacher: for example, if behaviour or self-esteem is affecting performance
- Liaison with external agencies e.g., for a physical/ sensory issue, speech and language
- Use of tools for standardised assessment through the specialist teacher - via an outside agency, ADYSS.
- Children with an EHCP (Education Health and Care Plan) already have many of their needs clearly identified. Their placement at our school is a decision that is made by the Local Education Authority.

Talk to us - contact your child's class teacher about your concerns initially. If you feel that you would like to speak to a senior member of staff, ask to arrange an appointment with the SENCo.

Appointments can be arranged in person, by phone or by email. Please see the school contact details at the top of this report.

At Springfield, the attainment and progress of all children is carefully tracked and monitored throughout the school year by the class teachers. This process is overseen by the Headteacher Mrs Nasim and the SENCo, Mrs Atkin and Assistant SENCO, Mrs Staples, who analyse the data. This process is overseen by the Headteacher, Senior Leadership team and SENCo who analyses the data. This data can include observations in the classroom to monitor the support in place for a child and any further support the teacher or TA needs to provide for a child's needs, monitoring of the children's books to see if the targets set are having an impact on their daily work and to make sure the work set is adapted to a child's needs, as well as the attainment data.

Teachers are continually evaluating their lessons and considering whether individual children are making the expected progress. They adapt their teaching quickly to make sure all children can make progress with their learning.

If teachers have any concerns regarding a child in their class, they will discuss these concerns with parents and also with the SENCo. The targets of children who have POPs (Pupil Overview of Provisions) are reviewed termly and teachers are formally asked at these key points of the year to reflect upon the progress of children on the SEN Register and to identify any other children of concern.

Regular dialogue between teachers, teaching assistants and the SENDCo take place. During these dialogues, pupils of concern are discussed and progress/provision of all children on the SEN Register is discussed in detail in order to inform future provision and priorities. Where concerns have been raised, the child may be flagged at 'Additional support' level so that their progress can be closely monitored, and additional support can be put in place as necessary. Progress is then monitored via an action plan and the class provision map.

The SENDCo will liaise with relevant outside agencies. This would determine whether any further formal assessments need to be carried out in order to identify key areas to target and to evaluate the effectiveness of any interventions that are put into place.

These assessments could be repeated following an intervention programme to evaluate whether progress has been made.

If you continue to be concerned that your child is not making progress having spoken to their class teacher, you may wish to speak to the special educational needs/disabilities co-ordinator (SENDCo) Mrs Atkin or Mrs Staples (acting).

The school's SEN Governor, Mrs Margaret Brindle, can also be contacted for via the school office.

What arrangements does the school make for consulting with children with special educational needs and disabilities about, and involving them in, their education?

At Springfield, we believe that children should play a major part in the target setting process and are involved in planning and evaluating their Pupil Overview of Provision (POP). Furthermore;

- Teachers will share targets with the children, and they will be involved in setting and agreeing their POP targets
- Learning objectives will be discussed daily with the children during work linked to their targets
- Annual Reviews for children with EHCPs are held, with the child and their views at the centre of all discussions.
- Children complete questionnaires either verbally or written about their thoughts surrounding the provision in place for them and how they are included in school life. This information is then used to inform future practice within the school, classroom and with the individual child.
- Children are also encouraged to write a review of their targets termly as part of the monitoring process of the graduated response. These are recorded on the POP.
- Pupil interviews are held throughout the year both on a formal and informal basis.

What arrangements does the school make for consulting with the parents & carers of children with special educational needs and disabilities and involving them in their child's education?

To keep parents informed we have a comprehensive website with a SEND section. We have two end of term reports (Autumn and Spring) two parents' evenings per year and one annual report which enables parents to give feedback.

Parents are welcome to come into school to discuss any concerns they have with their children. Alternatively, teachers may invite parents into school to discuss concerns about the children's education. This may also be discussed at parents evening and would then be passed onto the SENCo.

The Pastoral Manager or SENCo will help parents/carers to complete forms and paperwork when necessary and by signposting to agencies. Information, advice and guidance for families of children with SEND are available via the SENCo and/or links on our website and parents/families that have additional needs are supported by members of the school staff. This may include reading documents,

supporting with understanding of official paperwork (whether from within school or from other agencies) and possibly, in more complex cases, a referral to SEND Independent, Advice & Support Service. The pastoral team will also support parents with online school applications if they do not have access to computer or internet at home.

Arrangements in place for children receiving SEN support -

- Provision mapping through the POP is used to effectively plan provision, this is regularly evaluated and updated
- 1:1 meeting with the Class teacher and SENCo termly to discuss specific needs
- Teachers are available to discuss provisions with parents
- SENCo will complete 1-1 meetings as part of an annual review

Arrangements for reviews of EHC (Education Health Care) plans

Annual reviews take place for those children who have statements or EHC plans:

- All relevant parties are invited to attend and to make contributions during the review process
- Written advice is requested from all parties
- The Teacher, child and SENCo review POPs (Pupil Overview of Provision) termly in conjunction with parents, who are then invited to make their own comments about the progress of their child which is recorded on the POP.
- Provision mapping is used to effectively plan provision for each class as well as individual on the POP.

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

The SEN Code of Practice (2015) recognises that 'Special educational provision is underpinned by high quality teaching and is compromised by anything less'. At Springfield, our priority is to ensure that all children, including children with SEN, have access to good or outstanding lessons which are appropriately adapted and personalised to meet the needs of individual children.

If the learner is identified as having SEN, we will provide support that is 'additional to' or 'different from' the differentiated approaches which are provided as part of high quality, personalised teaching.

As part of the new Code of Practice 2015, we will engage in the four stage process: **Assess, Plan, Do and Review.**

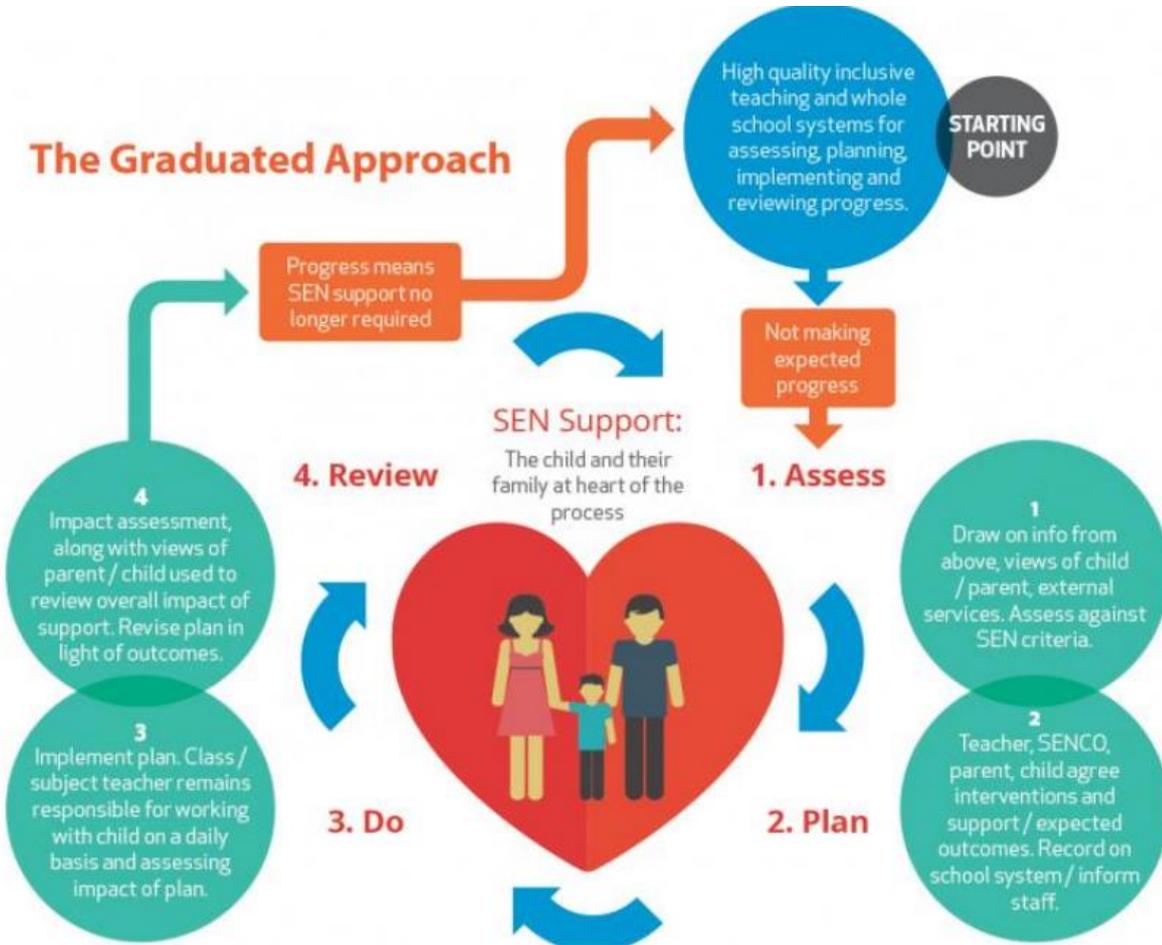
Assess - take information from parents or carers, class teachers and their assessments and the child where appropriate.

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.



This additional support will be tailored to meet the child’s needs and will target the area of difficulty. These interventions may be within class, with a small group of children with similar needs or on a one to-one basis. The support provided, and its impact, will be monitored closely and shared regularly with child and with their parents or carers.

For a small number of learners, their needs may require access to assistive technology e.g., modified ICT equipment, recording devices or larger print etc.

While the majority of children will have their needs met in this way, some may require an EHC Plan (Education, health & care plan) needs assessment to determine whether it is necessary for the Local Authority to make provision in accordance with an EHC plan. Resources and extra support will be assessed and provided for individuals based on their needs.

How accessible is the school environment?

The school has an accessibility policy which outlines the current position regarding accessibility and the measures in place to ensure this remains a priority focus within development plans.

You can access this information in detail on our website: <https://springfieldcps.lancs.sch.uk/send/>

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The school has an ICT suite with 30 desktop computers, 28 new laptops to be used across KS2, 40 Chrome Books, headphones, iPads, including three 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, 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.

Springfield school now has a Relationships Policy as we have a number of children who have experienced ACEs (adverse childhood experiences). The policy is designed so that teachers can make their own judgement, based on their cohort, to implement strategies where they feel it is appropriate.

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.

School also works with other agencies e.g., Occupational Therapy and Specialist Teachers to support those children who have specific sensory or physical needs and/or access requirements, creating individual access/care plans as part of our support process.

If you have any concerns or questions, please contact us to discuss needs and accessibility.

How are the school resources allocated and matched to children's special educational needs and disabilities?

How is the decision made about the type and quantity of support my child receives?

Our inclusive approach to provision means that the vast majority of pupils have their needs met by adaptations to curriculum planning and Quality First Teaching.

Examples may include Focus Group with Class Teacher or TA, classroom positioning, organisations aids (task ladder, visual timetables etc), large print documents, dry-wipe boards, coloured backgrounds to interactive whiteboards, specially adapted work books, coloured overlays and/or paper, pencil grip aid, sloped desks. We are building up a bank of resources to assist children with additional needs and are constantly evaluating and updating this to meet the needs of the children we have in school. Other children may access targeted and time-limited small group interventions (usually in withdrawal for limited periods) A very small minority of children will require a fully bespoke curriculum. This will depend on the needs of the child but could include having learning 'chunked' into bite-sized pieces where the range or depth of learning is adjusted to suit the child. There are interactive whiteboards in all classrooms and a set of iPads and laptops which can be used by all classes.

Access arrangements for National Curriculum tests are in line with DfES guidelines which are issued each year. i.e., When children meet the prescribed criteria for extra time, rest breaks, a reader (for maths), a scribe, enlarged print or 'live voice' for mental maths tests etc.

Class Teachers have responsibility for enabling all pupils to learn. To achieve this, they:

- have high expectations of all pupils plan appropriate work / activities for their pupils
- ensure that support is available for all children (inclusive 'quality first' teaching) through adaptation to the curriculum to take account of different learning styles, interests, abilities
- ensure that all children can be included in tasks / activities monitor individual progress
- celebrate achievement
- identify those children who require additional or different support in order to make progress
- set targets on POPs and discuss these with pupils and share them with parents.
- Teachers are familiar with the relevant equal opportunity's legislation from the Equality Act 2010 covering the protected characteristics: race, gender, disability, sexual orientation, religion or belief and age.

The school adopts a flexible approach to support provision in order that a child's individual needs can be met, however we believe that all children should have access to a broad and balanced curriculum with their peers within the classroom and therefore aim to keep external withdrawal to a minimum. Where this is deemed necessary, the individual curriculum of the child is monitored to ensure that the benefits of targeted intensive support out of the classroom are balanced with curriculum needs. The support provided usually falls into one of the following categories:

- Support in the classroom (including universal quality first teaching and additional adult support)
- Focused withdrawal support from the classroom

- 1:1 tuition

This support may be provided by Teaching Assistants, Teachers, SENCO or external agencies. The role of staff supporting children is:

- through 'quality first' teaching - support the teachers in enabling all children to have access to the teacher
- support the teachers in enabling neurodivergent children to have access to an appropriate curriculum
- encourage and promote independence and academic, personal and social resilience in the children
- liaise with the Class Teacher to ensure maximum effectiveness
- help to prepare resources and adapt materials
- lead interventions to diminish the difference for children experiencing difficulty, under the guidance of the class teacher
- promote the inclusion of all children in all aspects of life at school.

How will both you and I know how my child is doing and how will you help me to support their learning?

Assessment for all children is a continual process and takes many forms, as laid out in the school's Policy on Teaching and Learning. For many children with SEND, the teacher's assessment of need is sufficient to decide what provision is needed in the classroom, as part of a group and on a 1:1 basis through a POP.

It is the responsibility of the Head Teacher, through the class teachers, to monitor the support and provision for pupils with SEND in their care. This work is co-ordinated by the school's SENCo. Throughout the school children's progress in maths and English is formally assessed by teachers every term. All of this information is monitored and evaluated to ensure that provision for all children is matched to their needs. This is alongside the monitoring undertaken by the SENCO on matching provision to what is happening in the classroom for each child on the SEND register.

Specific additional assessments for children with potential or identified SEND can also be carried out by the specialist teacher in school, usually starting with targeted classroom observations. Mrs Woodcock (SEN consultant and specialist teacher) is qualified to use a range of diagnostic assessments to give an overall profile of aspects of learning profiles to ensure provision is targeted. These can be repeated at a later date to measure progress. The school also uses the Boxall Profile or the GL Emotional Literacy to assess and monitor aspects of social and emotional development. Assessments completed in school will be shared with home.

All POPs have SMART (Specific, Measurable, Achievable, Realistic, Timed) targets which are monitored weekly (on a 'can they do it' basis) by the teaching assistant, backed up by the class teacher. The child is also encouraged to self-evaluate against their targets on a weekly basis with the teaching assistant and/or teacher. New targets are set as soon as each target is met. POPs are formally reviewed and evaluated 3 times per year by the class teacher and/or SENCo, pupil and parents; this may involve the repetition of a specialist assessment, as above. A copy of a child's POP is sent home, along with a copy of the previous, evaluated POP and parents are invited to discuss this with the class teacher, contributing to the evaluation / target setting if they wish. This is so that they can support their child in achieving their targets through activities in the home. The school website contains a specific section in relation to SEND which has useful links and activities on how to support your child's learning at home. Class teachers will also liaise with parents on specific additional activities that may prove beneficial.

For children with an Education, Health and Care Plan, an annual review (6 monthly for under 5s) will be carried out by the school in conjunction with the LEA. Parents and external agencies are strongly encouraged to attend. Reviews in year 5 are used to begin to establish the parent's choice of high school in order to assess the arrangements prior to the transfer. Depending on when the annual cycle of reviews falls, an additional review may be necessary in late summer term of year 5 or early autumn term of year 6 will confirm parents' choice of high school and a further transition review, when a high school place has been allocated, will be convened and the high school SENCo invited.

What training have the staff supporting children with SEND had or may have?

What specialist services or expertise are available at or accessed by the school?

We recognise that to effectively support, we need to have the skills and knowledge to understand the needs and issues that individual children face. Therefore, Continuing Professional Development (CPD) is offered to all staff. A record of CPD is kept in the office and the need for training is reviewed by the senior leadership team each year through the Performance Management systems for teacher and teaching assistants. Specific training will be made available to staff to support the needs of a particular child(ren) if the expertise is not already in school.

All of our teaching assistants have had training for the interventions that they deliver and work closely with the class teacher and SENCo to monitor impact.

All staff are given regular SEND updates and support from the SENCo.

The SENCo attends regular cluster meetings and also relevant training events which is then cascaded down to other staff.

Designated staff have undertaken relevant First Aid Training, including Emergency Aid, First Aid at Work and Paediatric First Aid. Staff are trained on any specific medical care that is needed in order to treat a child in school.

If children fail to make progress, despite targeted, reactive intervention over a period of time, outside agencies may be requested with the parents' consent. This may include services from our own

specialist teacher, the Local Authority, Speech & Language Therapy Services, Occupational Therapy, Physiotherapy, an Educational Psychologist or health services such as a paediatrician.

These outside agencies will be contacted by the SENCo, GP or the parents and will work with the child in and out of school on individual programmes. These professionals will also be invited into annual reviews to meet with the parents or carers. Some children will require specialist, termly visits from outside agencies and these will be arranged within school time.

Occasionally, even with the support of external agencies, we may identify that we are unable to fully meet the needs of a pupil through our own provision arrangements. In these circumstances, an assessment of the unmet needs would be carried out through the CAF process which would involve parents, pupils and all agencies involved in the pupil's care. More information on this can be found using the link:

[CAF Support - Information for Families](#)

How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

Change can be challenging for all children, particularly neurodivergent children. Therefore, at Springfield, we have lots of procedures to support the transition of children with SEN as they join our school, move to new classes within the school or transfer to new schools.

Joining our school:

We work closely with preschool settings to support the successful transition of all of children as they begin their school journey with us in Reception. Our Reception teacher and Transition Lead, visits the children in their preschool setting and the children come into school for an induction period. In order to support children and families of neurodivergent children, we also offer meetings in the term before the children start school with the SENCo, teacher, parents, and representatives from the preschool setting in addition to any other professionals that are supporting the child or family. This ensures that we are well informed about the child's additional needs and can plan appropriate provision for when the child starts at school. At this meeting we can also agree any other strategies that could support a successful transition including photo books, extra visits to the school and home visits.

If a child with SEN is part-way through their school career, we will arrange for parents to meet with the SENCo and Headteacher to discuss the child's needs. We will also liaise with the child's previous school to discuss strategies and support that have been effective in the past. If necessary, we can arrange extra visits to support a child's transition to us.

Moving classes:

We have a structured transition programme to support children as they move between classes or key stages within the school. Teachers are given allocated times to meet and share information about each child, including effective approaches and strategies for meeting the needs of children with SEN. All children are given the opportunity to spend time with their new class teacher. Where necessary, children with SEN make extra visits to their new classroom, are supported by social stories to prepare them for the changes ahead and their new classroom, teacher and any other adults that will be supporting them. For children with complex additional needs or for children who will find the

transition particularly challenging, a meeting is arranged with parents and both the previous and new class teacher.

Transferring to a new school:

Moving on to secondary school can be an exciting but daunting time for all children so at Springfield we ensure that the children are well prepared for the transition. We have good links with the local secondary schools, including special schools, within the area.

Where necessary, additional support arrangements such as extra visits and transition projects can be put in place to support a successful transition to secondary education. For children with Special Educational Needs and for children who are likely to find the transition more challenging the SENCo will arrange extra visits to the secondary school. If a child with SEN is moving to a new school before the end of Year 6, we ensure that all relevant paperwork is forwarded to the receiving school and liaise with key staff as necessary.

For pupils with an Education, Health and Care Plan, support for transition will be ongoing at annual review in the years leading up to the move. An annual review will be held in the Autumn term of both Years 5 and 6. A further review will be held with the receiving school during the spring term once this has been confirmed.

How will my child be included in activities outside the classroom, including school trips?

Children with Special Educational Needs and Disabilities are welcomed and actively encouraged to go on all trips (including residential) and to attend all clubs. Where appropriate, parents will be consulted from the planning stage and all reasonable adaptations and adjustments made to ensure that children with SEND can safely access and enjoy the social and skills development that such activities bring. The adaptations will usually be the result of the risk assessment and may include additional staffing (1:1 support if necessary), extra time allowances, amendments to the activity (e.g., through use of different equipment).

All activities within and outside school are covered by a risk assessment. These are carried out by the Premises Manager (Head Teacher) and/or the Lancashire County Council. Additional risk assessments are carried out for specific children with advice from appropriate agencies depending on their needs. For example, for a child with a physical difficulty (PD) or Health Care need this may include advice and/or an environmental audit from Occupational Therapy, Physiotherapy, School Nurse or a special teacher for children with PD. Risk assessments for school trips are also monitored by the Governing Body and Lancashire County Council.

The school offers a breakfast club, run by the Learning Mentor, Mrs Wilson. The school also offers a variety of clubs which are provided during lunchtimes and after school. We aim for these to be as inclusive as possible and may provide additional staff or sessions in order to achieve this. Each child's needs will be considered on an individual basis.

Some children find the lunchtime period challenging. Depending upon their needs, it might not be appropriate for them to eat in the dining hall with a large number of children or spend long periods of

time outside. Each child's needs will be considered on an individual basis and appropriate plans put in place in consultation with parents, the individual child and class teacher.

What support will there be for my child's overall well-being?

Burnley Springfield Community Primary School aims to provide a safe, nurturing environment in which all pupils achieve their full potential and have the skills and confidence to meet the challenges of the future. We have a dedicated pastoral Manager. All Teaching Staff record concerns about children in various files kept on the CPOMS system (behaviour/CP/racist/bullying/homophobic). The school use CPOMS- (software for safeguarding and recording for staff) which gives a holistic overview.

In some cases, school or one of the other agencies may complete a CAF (Common Assessment Framework) form with parents. This is an assessment and planning tool which is used to gather information about children and families in one place to help the family to decide what type of support is needed. It may be used to address an unmet educational need (as above) or an emotional or social need. More information for families about the CAF process is available here: [CAF Support - Information for Families](#)

Where difficulties persist, despite targeted intervention over a period of time, outside agencies may be requested with the parents' consent. This may include services from the Children and Family Wellbeing Service, Child Action North West, Local Authority, Behaviour Specialists, Clinical Psychologists and Educational Psychologists. We will endeavour to use the graduated response to identify underlying reasons that may be impacting on a child's wellbeing.

The school has a variety of policies which cover health and wellbeing issues e.g., Medicines in School Policy, Accident / Incident Report Procedures Policy etc. The school's Single Equality Policy is available for on the website and via the school office on request.

Some medication such as asthma inhalers and EpiPens are kept in the appropriate classroom. All other medication is kept in a locked cupboard in the office, or in the fridge in the school office. All medicine is recorded in a medicine book along with details of dosage and frequency; parents sign to grant authorisation to the school to administer to their child. Full records are kept in accordance with the appropriate policy.

For children with specific needs, Care Plans are written at a meeting between a member of the school's staff, the child's parents, the child (when appropriate) and the school Nurse. Springfield is an inclusive school; all staff should know which children have Care Plans and who is trained to deal with them. Any new adults coming into school go through a short induction in accordance with the school's Induction Policy to ensure they are made aware of any particular needs. Care Plans are also kept in the locked medicine cupboard.

Some staff within school have had Paediatric First Aid training which is updated on a 3 yearly cycle.

Where a child's health care needs may impact on their ability to access an educational trip or activity, additional advice is sought from parents and/or health care professionals as appropriate.

School deals with medical issues through a graduated response. Minor issues are dealt with by trained school staff, but we would always err on the side of caution if it was felt that an illness, injury or medical attack was more serious and contact the emergency services. School will always try to contact parents/carers in these instances, so it is really important that the office has up to date contact details including home and mobile telephone numbers.

How do you evaluate the effectiveness of the provision made for children and young people with special educational needs?

All children on the SEND register have an Education, Health and Care Plan and / or POP (Pupil Overview of Provision). All of these are reviewed regularly as detailed in previous sections.

The SENCo reports annually on the efficient and effective use of resources for pupils identified as having SEND. The monitoring and evaluation of progress of pupils with SEND is detailed in the Graduated Approach section of the Policy for SEND. For pupils with an Education, Health and Care Plan, annual reviews (6 monthly for under 5s) are carried out in accordance with the appropriate legislation and the SEND Code of Practice 2015.

The SENCo collects and analyses tracking data for all pupils on the SEND register and uses this, in conjunction with information gathered from other sources (i.e., SEND learning walks, professional dialogue, discussions with pupils and parents) to make a judgement on effectiveness. Neurodivergent children are supported to make at least the same progress as their peers because of the additional provision they receive. If this is the case, provision is judged to be effective. The SENCo meets with the SEND Governor once per term and they jointly produce a report on the quality and effectiveness of SEND provision. As part of the School Development Plan, the SENCo produces an annual action plan and updates progress against this on a termly basis.

Any additional provision for all children (whether or not they have SEND) is carefully recorded ('mapped') by the Senior Leadership Team and/or SENCo. The cost of all such provision is calculated, based on the pro-rata cost of the allocated time for the member of staff delivering the provision (for internally sourced provision) or on actual billed costs (for external providers or specialist resources purchased). Concurrently, the progress of all children who are receiving additional provision is carefully tracked. This information is then scrutinised by the Senior Leadership Team and/or SENCo to ensure that the effectiveness and efficiency of provision is maximised.

How do you involve other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of children with SEND and in supporting their families?

Springfield works closely with ADYSS, a SEN consultancy which also provides diagnostic assessments when necessary and supports the SENCO and offers CPD where needed.

Within the school we have a culture of sharing good practice and expertise; this enables us to ensure our staff have as much knowledge as possible within the field of supporting children with SEND

As a school we work closely with any external agencies that we feel are relevant to supporting individual children's' needs within our school including: Health services including: GPs, school nurse, CAMHS (Child and Adolescent Mental Health Service), clinical psychologist, pediatricians, speech and language therapists, occupational and physiotherapists; Children's Services including: Early Help locality teams, social workers; educational psychologists and specialist advisory teachers.

What arrangements do you make in relation to the treatment of complaints from children and their parents/carers with special educational needs concerning your provision made?

Please speak to the class teacher in the first instance

General information relating to SEND can be found on the school website, included within this document and within the SEND policy.

Further information is available from the SENCo and Head teacher or, in exceptional circumstances, the SEN Governor.

The school has a complaints policy, which is available on the policy page of the school website and using the link below

<https://springfieldcps.lancs.sch.uk/policies/>

You might also wish to visit the following websites:

- Lancashire County Council's Local Offer, outlining services available for children and young people who have SEND, can be found at: <http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/about-lancshires-local-offer.aspx> .
- Contact Independent Advice and Support Service: <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/help-for-parents-and-carers/information-advice-and-support/>
- Contact IPSEA (Independent Parental Special Education Advice) www.ipsea.org.uk/

Where can I find the contact details of support services for the parents of children with SEND?

The information in this report feeds into Lancashire County Council's Local Offer which details support, opportunities and services available to children and young people their area that have SEN.

This can be accessed at:

<http://new.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx>

The Information, Advice and Support (IAS) Team

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/help-for-parents-and-carers/information-advice-and-support/>

The service is free, impartial, and confidential. It can help you to gather, understand and interpret information and apply it to your own situation.

We can provide information around the following areas in relation to SEND:

- rights, roles and responsibilities
- health and social care processes, regulations and guidance
- support from other agencies and organisations

We can also support families in:

- managing mediation appeals, to the First-tier Tribunal
- exclusion from school
- liaising between you, your nursery, school or college and other professionals

Young people aged 16-25 can access the service independently from their parents.

We may offer one to one support by telephone, email or meetings depending on your circumstances.

Contact

To access the service please fill in our referral form and one of our officers will contact you within 7 working days.

[SEND Information advice and support service referral form](#)

For general information about SEND or to find out if the service can help you contact:

Tel: 0300 123 6706

Monday to Friday 9am to 5pm

Email: information.lineteam@lancashire.gov.uk

The IAS Team was previously the SEND Information Advice and Support Service (SENDIASS) and the Child and Family Support Team. You may also have heard of the Parent Partnership Service which SENDIASS replaced in 2014.

Contact IPSEA (Independent Parental Special Education Advice) www.ipsea.org.uk/

Where can I find information on where the local authority's local offer is published?

This website also contains a vast amount of information on SEND related matters including an extensive list of support agencies which may be useful to parents and carers. If you do not have access to the internet or require support to access this, please ask for assistance from the pastoral team.

Lancashire County Council's Local Offer - <http://www.lancashire.gov.uk/send>

How will school support my child during remote learning?

If a child has an identified SEND, the class teacher will take account of their needs when planning for and providing work to be completed at home. This may include:

- suggesting different ways in which children can present their work
- giving more detailed instruction
- providing parents with suggestions to make tasks more practical in nature
- providing targeted adapted work which is targeted at their level of need

The SENCo or pastoral team may contact the family by telephone and or email regularly to check in and offer support as necessary. In some instances, this may mean offering a doorstep visit or sending information through the post. Details of these communications and actions will be recorded. Further information regarding remote learning support can be found on the school's 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.

Written by: Stefanie Staples and Hannah Atkin September 2022

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