



SEND POLICY

2023-24

“Springfield is a caring, supportive, and innovative school where everyone is recognised and appreciated as an individual. The golden thread running through our vision is the mental health and wellbeing of our school community. By creating a safe, supportive, and relational environment for all, we enable our children 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 children; supporting them to achieve their best possible outcomes educationally and developmentally. Springfield is a caring, supportive school that recognises individual worth of each of our children with SEND. It places a significant emphasis on ensuring their journey through school builds upon successes whilst developing resilience. 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 has the skills and knowledge to support children, including those children with SEND. 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.

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 (2015)
- The Special Educational Needs and Disability Regulations (2014)
- Part 3 of the Children and Families Act (2014)
- Statutory Guidance on Supporting children at school with medical conditions (Aug 2017)
- The National Curriculum in England Key stage 1 and 2 framework document (2014)
- Safeguarding and Child Protection Policy
- Accessibility Plan
- Single Equalities Policy
- Relationship Policy (Behaviour)
- Positive Handling Policy
- Teachers Standards (2012)
- Learning Support Assistant Standards
- GDPR Act (2018) and Protection Regulations 2017 (GDPR)
- Teaching and Learning Policy
- Complaints Policy
- Keeping Children Safe in Education (2023)

This policy has been created by the school’s SENDCo, Mrs H Atkin and Senior Lead SENDCo, Mrs S Staples. The SEND governor, staff, parents & carers of children with special educational needs and/or disability were consulted and involved in its development.

Key Contacts

SENDCo: Mrs H Atkin (NASENCo Award)

Senior Lead SENDCo: Mrs S Staples- also part of the Senior leadership Team (SLT).

SEND Governor: Mrs M Buchanan

External Agencies that support us:

- ADYS Specialist Ltd
- Acorn Psychology
- East Lancashire NHS SaLT Team

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 SEND, 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 children.
- Ensure that effective channels of communication are sustained so that all persons including parents and carers are aware of the child's progress and Special Educational Provision (SEP) made for them.
- Assess children regularly so that those with SEND are identified as early as possible.
- Enable children 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 children who have special educational needs and additional needs.
- Work with the guidance provided in the SEND Code of Practice, 2015
- Operate a 'whole child, whole school' approach to the management and provision of support for special educational needs.
- Provide a special educational needs Co-ordinator (SENDCo) who will work with the SEND & Inclusion Policy.
- Provide support and advice for all staff working with special educational needs children.

Roles and Responsibilities

Class teacher	<p>Always discuss any concerns about your child with the class teacher in the first instance.</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 support your child may need and keeping the Special Education Needs/Disabilities Coordinators (SENDCos) informed as necessary. • Reviewing and writing Pupil Overview of Provision documents (POPs) termly and sharing these with the SENDCos after which they are shared with parents/carers. • Adaptive teaching and learning for your child. • Ensuring that the school's SEND Policy is adhered to in their classroom.
Special Educational Needs/Disabilities Coordinators (SENDCos)	<p>Responsible for:</p> <ul style="list-style-type: none"> • Developing and reviewing the school's SEND policy • Coordinating support for children with special educational needs and/or disabilities (SEND) across school. <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, SENDCos or Pastoral Manager. • Involved in reviewing achievement and progress for individuals. • Liaising with all the other agencies who support your child's learning in school e.g. Speech and Language Therapy, Educational Psychology, Specialist Teacher 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 regular, up to date specialist support for teachers and support staff in the school so that they are best placed to support children with SEND. • Once a child has been placed on the SEND register the SENDCos will monitor his/her progress and liaise with teachers about the type of support that can be provided and what this looks like in practice. <p>You can contact our SENDCos - 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 delegate responsibility to the SENDCos 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 Mrs Nasim through the school office - 01282 437277</p>
SEND governor	<p>Our SEND Governor is Mrs Buchanan.</p> <p>Responsible for:</p> <ul style="list-style-type: none"> • Ensuring the SEND Code of Practice, 2015, is adhered to. • SEND Policy. <p>You can contact Mrs Buchanan through the school office - 01282 437277</p>

Identification

The purpose of identification is to work out what action the school needs to take, not to fit a child into a category. We identify the needs of children 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 Child 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 to meet the needs of children with SEND. Teachers are responsible and accountable for the progress and development of the children in their class, including where children access support from Learning Support Assistants or specialist staff. Teachers' ongoing assessment will provide information about areas where a child is making little or no progress. These observations may be supported by formal assessments such as Baseline Assessment, SATs or the use of PIVATS. Teachers will then consult the SENDCo 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 adaptive teaching. If subsequent intervention does not lead to adequate progress, then the teacher will consult the SENDCo to review the strategies that have been used. An Expression of Concern may be completed following consultation with parents by the class teacher, resulting in some further actions and intervention being carried out, recorded and subsequently reviewed. This review may lead to the conclusion that the child 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 SEND Support.

We seek to identify children 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 SENDCos, whilst the class teacher is responsible for carrying out the process of assessing, planning, doing and reviewing. Where external agencies are involved, the SENDCos will be responsible for liaising with those agencies. The SENDCos will also provide advice and guidance throughout the process and may carry out some additional assessment. The SENDCos 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 Learning Support 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 SEND Code of Practice (2015) categorises needs into four areas. Children may have needs in one or more areas:

Cognition and Learning

Communication and Interaction

Social, Emotional and Mental Health

Sensory and/or Physical Needs

If you would like further clarification of these areas then these can be found within the Code of Practice Chapter 6.28-6.35, or discuss these with our SENDCos. We have detailed each area of need within our [SEND Information Report](#) which is available on our website or via the school office.

A broad and balanced curriculum

This policy should be read alongside our Single Equalities Policy and Accessibility Policy which can be found here <https://springfieldcps.lancs.sch.uk/policies/>. 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 LSA, classroom positioning, organisations aids (task planner, visual timetables etc), dry-wipe boards, coloured backgrounds to interactive whiteboards, coloured overlays and/or paper, pencil grip aid. 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 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 ChromeBooks and laptops which are available to classes.

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, adaptive teaching and additional adult support)
- Focused withdrawal support from the classroom

This support may be provided by Learning Support Assistants, Teachers, SENDCOS 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 children with neurodiverse conditions 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 having trouble, under the guidance of the class teacher.
- Promote the inclusion of all children in all aspects of life at school.

Every child accesses all of our curriculum. Adaptive teaching is central to our practice and where children need further support, a bespoke curriculum is in place.

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/Carers 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 Pastoral Lead, 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/carers, the individual child and class teacher.

SEND Assessment and Review

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

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

Statutory Assessment of SEND.

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 SEND 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 SEND 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 children and parents and their outcomes.
- Early Help Assessment and TAF paperwork (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 SENDCos initiate the process of inviting relevant people to the meeting. This will include children, parents and others close to the child who children 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 SENDCos 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 children 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 SEND 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 SENDCo 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 SENDCo. 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 children 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 child themselves. The Governors' Annual Report informs all parents of changes to the SEND 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 school's policy on managing medical conditions of children can be found on the website: <https://springfieldcps.lancs.sch.uk/wp-content/uploads/2018/03/Supporting-children-with-medical-conditions.109519371.pdf>

If a teacher is concerned about the welfare of a child they should consult the SENDCo 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 school's Child Protection Governor is Mrs F. Stringer.

Admissions

Children 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 child 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 child 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 children 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 (SEND) 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 SEND 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 SENDCO who has the time necessary to undertake the role. Time is identified for staff to review child progress, discuss child curriculum needs and to transfer information between classes and phases. Teacher Assistant time is allocated to ensure children 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 child 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 children 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 SENDCO. The SENDCO will keep abreast of current research and thinking on SEND matters. The SENDCO will be supported to enhance their knowledge, skills and abilities through courses or from the support of other professionals and SEND Consultants. The SENDCO 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.

SEND 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, Learning Support Assistant time and resources and is shown on the child 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.

At Springfield CPS we are acutely aware that research suggests that children with SEND are more likely to experience bullying than peers without SEND. As such all staff are highly vigilant to this to help ensure this is not the case here in school. All pupils learn about our values through PHSE and are regularly referred to and practiced within the daily curriculum. For further information on how we keep children safe, please refer to our Safeguarding Policy here <https://springfieldcps.lancs.sch.uk/policies/>

Complaints Procedure

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

We endeavor to ensure the provision for our SEND pupils meets their needs. If, however, you feel that improvements could be made, or you have a complaint relating to a SEND matter, please speak to the class teacher in the first instance. If this meeting does not address your concerns, you can request a further meeting with the SEND team.

In exceptional circumstances, the Headteacher will be available for a meeting alongside the SEND 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-lancashires-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/Carers-and-carers/information-advice-and-support/>

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

Policy written by: Hannah Atkin & Stefanie Staples

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