

SEND Inclusion Award (SENDIA) Verification Report

School name:	Springfield Community Primary School
School address and postcode:	Oxford Road, Burnley, BB11 3HP
School telephone:	01282 438277
School website:	https://springfieldcps.lancs.sch.uk
Head teacher:	Samaira Nasim
Head teacher's email:	head@springfieldcps.lancs.sch.uk
SENDIA coordinator:	Mary Buchanan
SENDIA coordinator's email:	m.buchanan@springfieldcps.lancs.sch.uk
Award verifier:	Leanne Doherty
Award adviser (if applicable):	Leanne.Doherty@optimus-education.co.uk
Date of verification:	23/04/2025

Commentary on the evidence provided:

A presentation was given where it was discussed how SEND is at the heart of the school's practice. Staff work hard to spread the vision for SEND through the whole cohort and encourages ambitious expectations for all pupils. The school have been on a four-year journey to enhance SEND provision. CPD and the offered provision have been the main focus. SEND is an area of development in the local authority and the school work closely with external agencies in order to advocate for pupils and families. The school have used the SENDIA journey to highlight strengths and areas of improvement. Ofsted highlighted that some SEND children weren't achieving as well as they possibly could. School believes that the developed offer, including the Wonderland provision further showcases the provision. This is a community school, and they work with the local community extensively. School work closely with educational psychology and specialist teachers within the local authority. Pupil and parent participation was a priority at the start in line with the school self-evaluation framework. Changes have been put into place for staff workload and available CPD. School have used the stakeholder forms, learning walks, school improvement plan and Ofsted feedback for future planning. Embedded practice is a focus so that all children access the same offer. The SEND policy is

quality assured by an external consultant. The SEND report is broken down into key points for parents. POPs are completed for SEND pupils contain all evidence for EHCP assessment if required. Provision maps show progress for interventions. The SENDCO presents information to governors. Adaptive strategies are a focus for teaching and learning as the school has a high number of ECTs. Inclusive toolkits are available in each classroom. A SEND clinic has been held weekly for staff for the last eighteen months. The Wonderland classroom is in week 8 of implementation- promoting a bespoke provision-based curriculum. School continues links with destination placements after transition. Staff want children to thrive not just survive. School takes feedback from pupils to develop provision- e.g., the outdoor kitchen space in Wonderland was a suggestion from a pupil. A 'What Matters Island' sheet allows more in-depth POP answers. School is developing a digital backpack- this includes a digital sensory circuit to recognise sensory strategies. Newsletters and coffee clubs are sent and held every half term for parents.

During the tour of the building, it was clear that all classrooms follow a similar design format e.g., classes all have a Calm Corner. Strategies for every child are on the tables. Classes are mixed with SEND needs met as much as possible within the main classroom. Students who need further support can access the Wonderland classroom which has an activity station rotation. There is a sensory room available to all students. Forest school areas are designed for each Key Stage. A forest school session was observed with a class of mixed ability. All pupils had jobs with their peers. Reinforcement of learning was seen in each room through a range of methods. Multiple learning areas were seen in each classroom. Wonderland pupils access main classrooms for lessons that they can access as independently as possible with peers. Staff have strategy cards on lanyards. There is a Relationship policy rather than behaviour policy to reduce any stigma or negative connotation. Staff were observed using Makaton to reinforce verbal communication.

Evidence was uploaded onto Awardplace prior to the visit. The evidence seen shows how interventions include pre teach interventions to support pupil confidence. Lessons for new units are planned at the lowest starting point in class and adapted to develop pupil accessibility. There is an 'I do, we do, you do' model for lessons. The school is a SWAT cluster member with other schools in the area. Meetings, events and training days are held in the cluster. Targets are on the walls so pupils can see them. Emotional literacy sessions are held, and progress is monitored. Adaptive curriculums were seen, e.g., Connecting Steps and a sensory curriculum. Analysis of stakeholder forms shows questions asked and resulting actions, e.g., a drop in responses for pupils feeling safe was seen and actions implemented. Evidence seen includes floorbooks of photographic evidence, examples of planning and schemes of work, copies of newsletters and emails, meeting minutes and questionnaire results including analysis and actions. Slides from presentations, CPD examples, appraisal documents, reports, progress data and policies made up more of the wide range of evidence provided.

Lunch was held with pupils, parents, and members of the working party. Parents shared their stories of the support they have received from the school and pupils were very articulate on how safe and comfortable they feel at the school. One child has had an EHCP discontinued due to the impact of the provision provided. Others are proud of learning to read and spell when it had been doubted that they would. Pupils discussed how they use word mats, and ear defenders. One parent shared that the opening of the Wonderland provision means that there is now no need for specialist provision for their child. Observing the interactions, it was clear that there is a strong relationship between staff and parents, as well as the pupils being comfortable and confident.

Strengths identified during verification:

When walking through classrooms and halls there is no specific SEND areas- all pupils access the same offer with integrated support as needed.

The school takes and implements feedback from pupils to develop their provision in a bespoke and personalised way.

Adapted curriculums show progression for the majority e.g., Connecting Steps. All pupils show small steps in progress that add up to larger progress towards targets.

Links with specialist settings to promote good practice are strong and regular communication is maintained.

All pupils have access to the mainstream classroom where appropriate, including Wonderland pupils.

Impact:

Integrated and embedded support is crucial to promote a truly inclusive environment that doesn't separate SEND and mainstream pupils. This reduces stigma and increases pupil self-confidence.

Enabling pupils to provide feedback and see their feedback in context demonstrates their importance as part of the school community and is beneficial to self-esteem and confidence. It also teaches problem solving and democracy skills.

By utilising adapted curriculums, pupils can access a wide range of subjects at a level that is tailored to their level of development. By assessing progress at smaller steps, pupils can be motivated by seeing their progression and gaps in knowledge can be observed.

By sharing good practice with other settings, particularly specialist settings, staff can develop their knowledge and understanding to influence their practice.

Although pupils may struggle full time in a mainstream classroom setting, they are still able to access certain lessons where appropriate which will support them greatly with transition skills and allows them to extend and achieve in their areas of strength.

Areas for development:

Developing adaptive teaching strategies to continue. It can be difficult to fully convince staff to re-condition their mindset when it comes to teaching strategies but by providing support and guidance this can be successful.

Provide further SEND information and training to new governors. Continue the staff SEND clinic as well as the SEND element of new staff induction.

TA/teacher fluency in planning is improving. The majority of support staff have indicated that they have input into the planning with their class teacher and this can be developed further for all staff to be able to combine and illustrate data into lesson planning.

Continue to embed targeted LSA deployment. This is a joint approach with staff and SLT. Staff input is gained, and needs of pupils are a priority in planning.

Further training for staff e.g., Forest School training. There is currently one staff member trained for outdoor education. In order to promote this intervention, more staff will need training.

Verifier recommendation:

It is clear that the school are dedicated to providing equal opportunities to all pupils and their families. By providing support to all pupils, inclusion is promoted, however the school are clear that this does not mean the same support is given to everyone. Targets and support are measured in a bespoke and individualised way. Due to the hard work and dedication of the staff, it is my recommendation that the school be awarded the SENDIA award as recognition for their hard work to promote SEND.

Head teacher comments:

We are extremely proud to have achieved the SEND Inclusion Award, which reflects our ongoing commitment to inclusive education and meeting the diverse needs of all our learners. This award recognises the hard work and dedication of our staff in ensuring that children with SEND are not only supported but are also enabled to thrive both academically and socially. We remain committed to developing our inclusive practices even further and will continue to place pupil voice, personalised learning, and collaborative partnerships with families at the heart of what we do.

May we use your comment for website/marketing purposes? **Yes** (please delete)