



Special Educational Needs/Disabilities (SEND) Information Report

2025-2026

Name of the Special Educational Needs/Disabilities Coordinator:

Mrs Stefanie Staples
NASENCo award

This report explains how Springfield Community Primary School identifies, assesses and supports pupils with Special Educational Needs and/or Disabilities (SEND), in line with the Children and Families Act 2014, the SEND Code of Practice (2015) and associated regulations. It is written in clear, parent-friendly language and should be read alongside our SEND Policy 2025-2026 and Relationships Policy 2025-2026.

Key Contacts

SENCO: Mrs Stefanie (Stef) Staples (NASENCo Award)
Headteacher: Mrs Nasim
SEND Governor: Mrs Mary Buchanan
Telephone: 01282 437277
Email (SENCO): s.staples@springfieldcps.lancs.sch.uk
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The kinds of SEND we provide for.

Springfield is a mainstream, one-form-entry primary with an inclusive ethos. We welcome and support pupils across all four broad areas of need as defined in the SEND Code of Practice:

- Communication & Interaction,
- Cognition & Learning,
- Social, Emotional & Mental Health,
- Sensory and/or Physical.

Our provision is framed by the Relationships Policy, which sets out our trauma- and attachment-aware, sensory-informed, restorative approach. Pupils are taught explicit strategies for regulation and emotional literacy using The Regulation Backpack programme by TGMC.

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 using the National Curriculum or Connecting Steps. 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/ identified needs will be monitored and appropriate provision will be put in place to support their learning and development.

At Burnley Springfield Community Primary School, we have children with a range of SEN. We support these children in 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 learning support 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, NELI and TalkBoost. We also 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, dyscalculia or dyspraxia. 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 technology or multisensory activities, and providing additional adult support. Teachers support children's working memory using table top resources, short sharp instructions and symbols/pictures to support vocabulary understanding. School has purchased widget.com to create documents with symbols. Each child on the SEN register who requires additional to and different from their peers will have a POP with targets on, monitored by the SENDCO.

Social, Emotional and Mental Health Difficulties



For some children, difficulties in their social and emotional development can mean that they require additional or bespoke provision. We support these children through strategies identified in our Relationships Policy with the support of the Pastoral Team. We involve outside agencies such as specialist teachers, The Children and Family Wellbeing Service, Child Action North West, Freeflow Counselling and ELCAS. At times school may also utilise Burnley Inclusion Voice (BIV). Our Pastoral Manager, Mr Coates, works proactively with staff and parents to plan provisions, delivered by Mr Coates, Mrs Lambert and class teams. Emotional Literacy is embedded daily, tailored to each cohort. Children who are on the SEND register for SEMH as a primary need will have a Pupil Regulation Plan (PRP) in place of a POP.

Sensory and/or Physical Needs



We work closely with outside agencies, such as Educational Psychologists and Specialist Teachers, to provide support for children who have sensory and/or physical difficulties. Within our best endeavours, adaptations are made to the curriculum or environment to make learning accessible. Teachers provide adapted opportunities, resources and differentiated materials so that all children have full access to the curriculum. Staff adopt a positive and sensitive approach at all times. Our Relational Approach ensures positive behaviours for learning are in place so that all children can make progress and fulfil their potential.

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

Class teacher	Always discuss any concerns about your child with the class teacher in the first instance. Responsible for: • 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 (SENDCo) informed as necessary. • Reviewing and writing Pupil Overview of Provision documents (POPs) termly and sharing these with the SENDCo 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.
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Special Educational Needs/Disabilities Coordinators (SENDCo)	Responsible for: • Developing and reviewing the school's SEND policy • Coordinating support for children with special educational needs or disabilities (SEND) across school. Ensuring that you are: • Involved in supporting your child's learning and kept informed about the support your child is getting via the class teacher, SENDCo 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 record the SENDCo 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. You can contact our SENDCo - Mrs Staples - via the school office on 01282437277.
Head teacher	Our Headteacher is Mrs Nasim. Responsible for: • 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 SENDCo and class teachers but remains responsible for ensuring that your child's needs are met. • The Headteacher must make sure that the Governing Body is kept up to date about issues relating to SEND. You can contact Mrs Nasim through the school office - 01282 437277

SEND governor	Our SEND Governor is Mrs Buchanan. Responsible for: • Understand SEND duties: Ensure the school complies with the <i>Children and Families Act 2014</i>, the <i>SEND Code of Practice (2015)</i>, and the <i>Equality Act 2010</i>. • Champion inclusion: Act as a link between the governing body and the school on SEND matters, making sure children with SEND are given equal opportunities. • Support and challenge the SENCO: Meet regularly with the SENCO to discuss provision, progress, and barriers, asking both supportive and challenging questions. • Monitor provision and outcomes: Check that pupils with SEND are making progress and that resources (including funding such as notional SEN budget and EHCP top-up funding) are used effectively. • Check policies: Ensure the SEND Policy, SEN Information Report, and Accessibility Plan are up to date, statutory, and published on the school website. • Report to the governing body: Provide updates on SEND provision, progress, and key priorities at governing body meetings. • Safeguarding and wellbeing: Monitor how the school ensures SEND pupils are safeguarded and supported socially, emotionally, and academically. You can contact Mrs Buchanan through the school office - 01282 437277
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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 - despite strategies and interventions having been put in place, little to no progress has been made.
- Liaison with external agencies.
- Use of tools for standardised assessment through the specialist teacher - via an outside agency, ADYS Specialist Ltd.
- 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 following consultation.

Talk to us - contact your child's class teacher about your concerns initially. If you feel that you would like to speak to the SENDCo - Mrs Staples to arrange an appointment. Appointments can be arranged in person, by phone or by email. Please see the school contact details at the top of this report. We would encourage all meetings to take place face to face.

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 SENDCo, Mrs Staples, who analyse the data.

This data can include observations in the classroom, monitoring of the children's books (on a cycle) to ascertain if the bespoke provision is having an impact on their daily learning and to ensure high quality adaptive teaching that enables children to make progress is in place.

All staff reflect on their lessons and consider whether individual children are making the expected progress. They adapt their teaching quickly through effective formative assessment so that intervention is timely.

If teachers have any concerns regarding a child in their class, they will initially discuss these concerns with the SENDCo who may encourage the teacher to have a conversation with Parents/Carers or carers to gain a fuller picture. The targets of children who have POPs (Pupil Overview of Provisions) are reviewed termly.

Regular dialogue between teachers, LSAs and the SENDCo take place. During these dialogues, pupils of concern are discussed and progress/provision of all children on the SEND 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.

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 SENDCo.

The school's SEN Governor, Mrs Mary Buchanan, can also be contacted 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.
- Where possible, 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.

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

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

Parents/carers are welcome to come into school to discuss any concerns they have. Alternatively, teachers may invite parents/carers 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 SENDCo.

The Pastoral Manager or SENDCo 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 SENDCo and/or links on our website and parents/carers/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/carers with online school applications if they do not have access to computer or internet at home.

Arrangements in place for children receiving SEND support -

- One Page Profile created on Provision Map.
- Provision mapping through the POP or PRP is used to effectively plan provision, this is regularly evaluated and updated on Provision Map.
- All provision is recorded on Provision Map.
- 1:1 meetings with the class teacher termly to discuss specific needs.
- Teachers are available to discuss provisions with parents/carers
- SENDCo will complete 1-1 meetings as part of an annual review and will be present for panel reviews.

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. This may include any professionals working with you and your child, or a representative of the Local Authority should one be requested.
- Written advice is requested from all parties
- The teacher, child and SENDCo review POPs (Pupil Overview of Provision) termly in conjunction with parents/carers, 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 SEND, have access to good or outstanding lessons which are appropriately adapted and personalised to meet the needs of individual children.

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

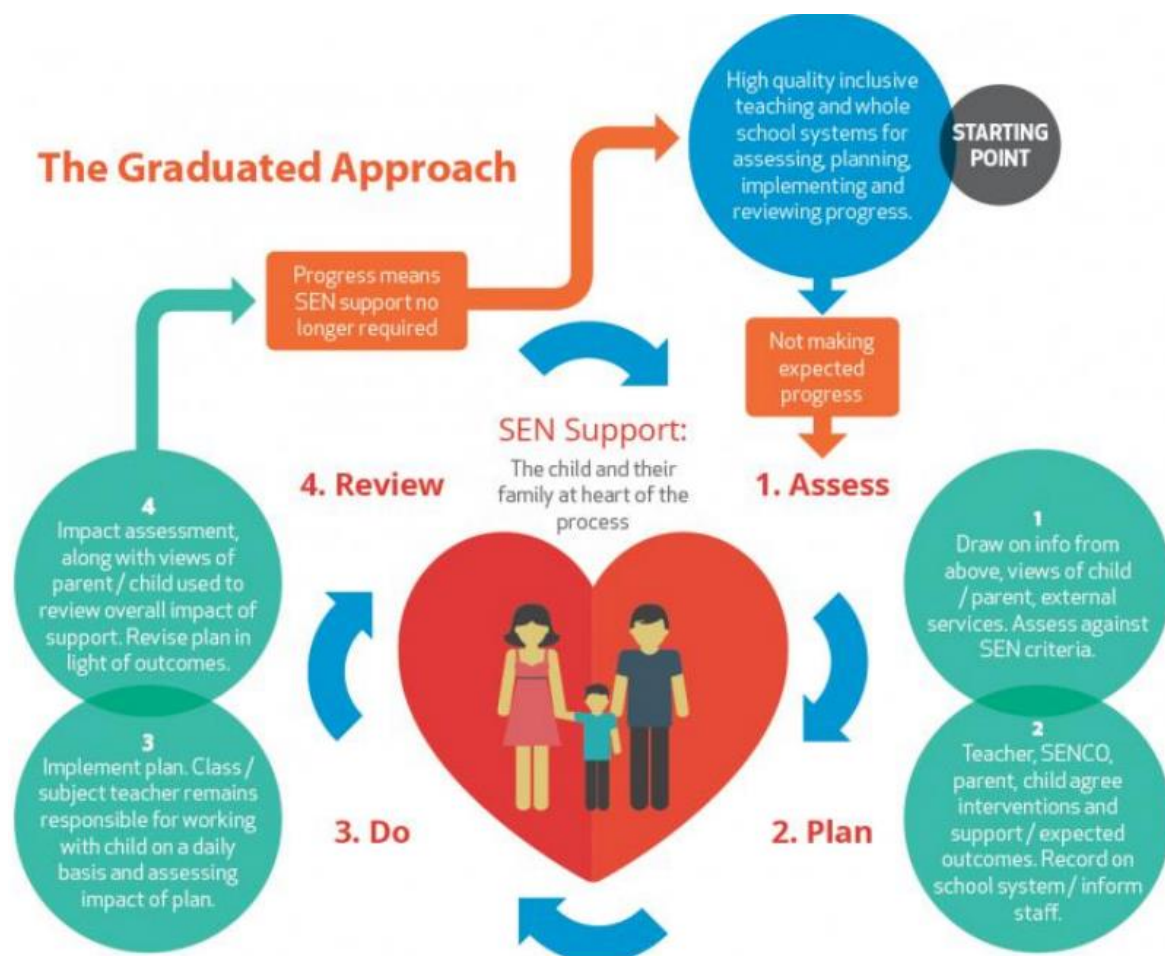
As part of the new Code of Practice 2015, we will engage in the four stage process: **Assess, Plan, Do and Review**.

Assess - take information from parents/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. All interventions are reviewed on a weekly basis on Provision Map.

Review - measure the impact of the support provided and consider any changes which may need to be made - this is recorded on Provision Map on a weekly basis. 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 the child and with their Parents/Carers or carers.

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/>

The school was built in 2004 and is fully wheelchair accessible. To ensure physical access for all pupils and parents/carers 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.

Furniture is modern and of a suitable height appropriate to the age group of children being taught in that classroom. Translators or technology to translate can be available at meetings for parents/carers whose first language is not English when appropriate. Parents/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 ChromeBooks, 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 two portable interactive whiteboards which can be used in meeting or intervention rooms.

The classrooms 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 trauma and attachment training as well as multiple SEND training sessions. From this, a range of tools to support the needs of our children are available in school.

School also works alongside 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.

Springfield school 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. It can be found here: <https://springfieldcps.lancs.sch.uk/policies/>

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 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 for classes to use.

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. This is also determined by the support they receive during their normal everyday lessons, known as 'normal way of working'.

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

- Have high expectations of all pupils and plan appropriate outcomes.
- 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 and monitor individual progress.
- Celebrate achievement.
- Identify those children who require additional or different support in order to make progress.
- Set targets on POPs/PRPs and discuss these with pupils and share them with parents/carers.
- Teachers are familiar with the relevant equal opportunities 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, adaptive teaching, small group work and additional adult support)
- Focused withdrawal support from the classroom

This support may be provided by Learning Support Assistants, Teachers, SENDCo 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 support and address any misconceptions, to recap previous learning or to pre-teach work so children are more prepared for learning to come, under the guidance of the class teacher.
- Promote the inclusion of all children in all aspects of life at school.

Additional Support for Learning

Support includes targeted interventions such as NELI, WellComm, TalkBoost, precision teaching, Regulation Backpack interventions, pastoral co-regulation, and access to sensory toolkits and the sensory room.

At Springfield Primary we offer a bespoke nurture classroom, Wonderland, designed to meet the needs of our most complex learners whose individual profiles mean they cannot access the full National Curriculum within a mainstream classroom. Children accessing this provision all have an Education, Health and Care Plan (EHCP), or are on the pathway to an EHCP, and/or are awaiting placement in a specialist setting. The curriculum in Wonderland is highly personalised, carefully planned in collaboration with specialist teachers, and regularly monitored to ensure it meets each child's academic, social, emotional, and developmental needs.

The class is taught by a qualified teacher, supported by a higher adult-to-child ratio to enable intensive support and scaffolding. Provision is overseen daily by the SENDCo, ensuring close alignment with statutory requirements, EHCP outcomes, and best practice for children with complex SEND.

Please note: There is a strict criteria for placement in Wonderland, and places are limited. Allocation is based on assessed level of need and professional decision-making in line with statutory guidance. Children will **not** be placed in this provision purely at parental request. Equally, a child will not be placed in Wonderland without parental consent, ensuring that families remain central to the decision-making process.

Children in Wonderland typically access:

- **Personalised curriculum pathways** focused on functional skills, communication, and independence.
- **Specialist interventions** such as speech and language therapy programmes (e.g. WellComm, TalkBoost) and occupational therapy strategies.
- **Opportunities for sensory regulation**, including use of sensory toolkits, calm spaces, and structured movement breaks.
- **Emotional literacy and regulation support**, embedded through the Relationships Policy and The Regulation Backpack framework.
- **Small group and 1:1 learning opportunities** tailored to developmental levels and EHCP outcomes.

- **Therapeutic approaches**, including nurture group principles, social skills programmes, and play-based learning.
- **Life skills and community learning**, where appropriate, to promote independence and preparation for the next stage of education.
- **Carefully planned opportunities for inclusion** with mainstream peers, ensuring access to wider school life at a level that is positive and successful for each child.

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 SENDCo. 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 SENDCo 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. Miss Sara Toomey (SEN consultant and specialist teacher) is qualified to use a range of assessments to give an overall profile or 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/PRPs 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/PRPs are formally reviewed and evaluated 3 times per year by the class teacher and/or SENDCo, pupil and parents/carers; this may involve the repetition of a specialist assessment, as above. A copy of a child's POP/PRP is sent home, along with a copy of the previous, evaluated POP/PRP and parents/carers 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/carers 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/carers 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 to confirm parents/carers' choice of high school. A further transition review, when a high school place has been allocated, will be convened and the high school SENDCo is 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. 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 Learning Support Assistants have had training for the interventions that they deliver and further CPD is ongoing for any new to school interventions. They then work closely with the class teacher and SENDCo to monitor impact.

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

The SENDCo 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, Paediatric First Aid and Forest School Practitioners have Outdoor 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, proactive and reactive intervention over a period of time, outside agencies may be requested with the parents/carers' consent. This may include services from specialist teachers, 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 SENDCo, GP or the parents/carers and will work with the child in and/or out of school on individual programmes. These professionals will also be invited into annual reviews to meet with the parents/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 and best endeavours. In these circumstances, an assessment of the unmet needs would be carried out through the EHA process which would involve parents/carers, pupils and all agencies involved in the pupil's care to decide on the next appropriate steps.

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 SEND 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 Pastoral Team, teacher, parents/carers, 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 SEND is part-way through their school career, we will arrange for parents/carers to meet with the SENDCo 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 SEND. All children are given the opportunity to spend time with their new class teacher in a one-week transition period where all children move into their new classrooms with class teams. A Meet the Teacher evening is held prior to the transition period so that parents and carers can share information.

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 SENDCo 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. A lot of transition can be dependent on the Local Authority placing children in new schools, especially those needing Special School placements where places are limited. SENDIAS can provide support for families going through this process. <https://lancssendias.org.uk/>

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 a 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 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, Mr J Coates. 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.

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 Lead. 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 EHA (Early Help Assessment) form with parents/carers. 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.

Where difficulties persist, despite targeted intervention over a period of time, outside agencies may be requested with the parents/carers' 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 eg Medicines in School Policy, Accident / Incident Report Procedures Policy. 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/Carers sign to grant authorisation to the school to administer to their child. Full records are kept in accordance with the appropriate policy. Medicine will only be given in school when all of the prescribed dosage could not be met outside of school hours.

For children with specific needs, Care Plans are written at a meeting between a member of the school's staff, the child's parents/carers, 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.

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/carers 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 SENDCo report 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 SENDCo collects and analyses tracking data for all pupils on the SEND register and uses this, in conjunction with information gathered from other sources (ie SEND learning walks, professional dialogue, discussions with pupils and Parents/Carers) 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 SENDCo meet 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 SENDCo produce 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 SENDCo. 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 SENDCo 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 [ADYS Specialist Ltd](#), a specialist teaching and SEND consultancy service which provides cognitive assessments to support learning, along with support for children with communication and interaction needs. They provide consultancy for the SENDCO and deliver 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 such as 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/carers with special educational needs concerning your provision made?

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 a member of 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/

Where can I find the contact details of support services for the Parents/Carers 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/Carers-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/Carers.

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/Carers 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>

Written by: Stefanie Staples

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