



SEND at Springfield

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 an inclusive, supportive school that recognises the 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 are committed to providing excellent professional development and strive for all our educators to be highly skilled in providing outstanding inclusive provision. Good practice for children with Special Educational Needs and Disabilities is good practice for all.

Who's Who



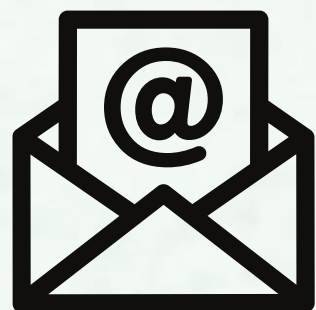
Mrs Staples

As SENDCo, my role is to ensure that children with SEND receive the best possible entitlement within our setting. I support our children, families and educators to create environments and provisions that meet the unique needs of our children with SEND. In addition, I work closely with our Specialist Teacher, Educational Psychologist, Speech and Language Therapists and Local Authority to further support our educators and families in providing provision that will allow our children to thrive during their primary education.



For our current families: In the first instance, please speak with your child's class teacher regarding any concerns you have.

Enquiries: Please email or call. Please be aware that Mrs Staples is a class teacher so a reply may take up to a week.



s.staples@springfieldcps.lancs.sch.uk



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Our SEND Report

The Highlights!

A SEND Report informs everyone on what our school can provide for children with SEND. It part of the SEND Code Of Practice for every school to provide a SEND Report and publish this on the website. It is a lengthy document, so we have broken this down into key highlights for families.



You can find our full SEND report attached to our SEND page.

Physical and/or Sensory Needs



We work closely with outside agencies, such as Educational Psychologists and Specialist Teachers to provide support for children in our school who have sensory or physical difficulties. Within our best endeavours, adaptations are made to the curriculum or environment in order to make lessons and learning opportunities accessible. At Springfield, we endeavour to achieve maximum inclusion for all children whilst ensuring all their individual needs are met.

Social, Emotional, Mental Health



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 the Children and Family Wellbeing Service, Child Action North West, Freeflow Counselling and ELCAS (East Lancashire Child and Adolescent Service). At times school may also utilise the support of colleagues from Burnley Inclusion Voice (BIV) where this is deemed necessary and in the best interests of the children and their families.

Identifying and providing for children with SEND



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

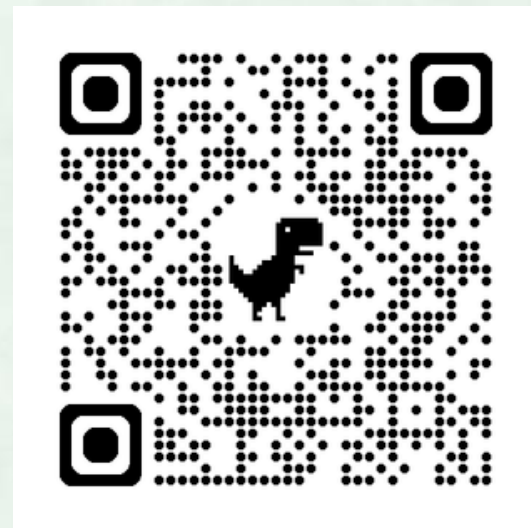
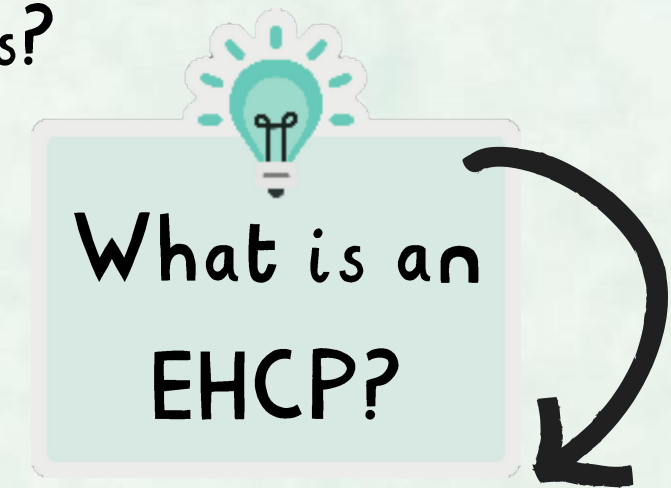
We are experienced in supporting children with Cognition and Learning Difficulties through high quality teaching and effective adaptation to the curriculum. This includes children with Specific Learning Difficulties such as dyslexia (specific difficulties with reading or spelling), dyscalculia (specific difficulties with maths) or dyspraxia (specific difficulties with coordination). We also support children with moderate learning difficulties and those with neurodivergent conditions which have led to individual needs around cognition and learning.



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.



As part of everyday practice, we will use the APDR process to ensure that our children make progress through accurate provision and support within our best endeavours.

Assess

Class Teacher identify SEND needs and assess pupil. Discuss with SENDCo

External agency assessments only take place after a cycle of intervention.

Assessments of need to build a picture of the child's strengths and areas for development.



Plan

School support planning stage. SENCo and Teacher consider what needs to be in place to support the pupil and move the child on in their learning and development. SEND Support Plans are created and SMART targets set.

Advice is given through meetings, reports or child-centered plans. External agency advice may be requested.

Do

Advice and provision implemented. E.g., classroom provision, additional intervention, intervention led by external agency professionals. The actions of the SEND Support Plan and SMART targets are implemented.

Review

Impact of provision/interventions?

Reflect on progress and plan for next steps.
Continue the cycle.



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) or, Personalised Regulation Plan (PRP).

Furthermore;

- Teachers will share targets with the children, and they will be involved in setting and agreeing their individual 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 or PRP.





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?



Each term, you will be invited to sit with the class teacher to review and write POPs/PRPs.

This will include creating targets and adding key contextual information about your child.



Each term, you will receive a copy of your child's POP/PRP and then a review of the POP/PRP including information about their progress and attainment. You will be given the opportunity to share comments.



If your child has an EHCP, this will be reviewed every six months when a child is under five and annually when over five. If changes need to be made before a review, an urgent review may be necessary. Wherever possible, the Local Authority will be invited for a Teams Meeting.



How will my child be supported in accessing learning alongside their peers?



Our school building and learning environments are designed to be inclusive to all our learners. We have adopted a natural, minimal design for classroom working walls and opt for tailored table top resources where possible. We have built and continue to build a bank of resources to support our learners including coloured overlays, widgit symbols, talking tiles and sensory tools. Find more information in our [Accessibility Plan](#)



All of our educators receive updated training and engage in research. Quality First Teaching is vital in all educational settings, this means that teachers will plan carefully for the needs of the children in their class utilising adaptive teaching strategies in line with recommendations and within our best endeavours and reasonable adjustments.

“If they can't the way we teach, then we must teach the way they learn”

Ole Ivar
Lovaas



We make use of technology in school to enhance the children's experience of school. For our children who are not yet speaking, we may use communication apps, for children with a fine motor skill need, we might use voice to text technology. We remove barriers to learning by capturing children's learning via Seesaw which we use to record discussions or practical learning experiences.

Find more information in our [Accessibility Plan](#)



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

If your child has been identified with SEND, we will always arrange for parent meetings prior to the first day of school. This allows us to get a holistic view of your child. Then, we will arrange more than usual transition sessions for your child so that they have as much experience of school to reduce anxiety. We may suggest a part time timetable for some children with complex needs to ensure a smooth transition.

Moving classes

Every year we have a one week transition period where children go to their new class before the summer holidays to get to know the teacher, environment and new routines. This will reduce anxiety over summer as children will have an idea about what school will be like on their return in September.

Leaving for a new school

We will liaise with the new school so that new staff have a full understanding of your child's strengths and needs. We will arrange for parent meetings as well as additional transition sessions for the child, where a member of staff from our Pastoral or SEND team will join to provide additional support.



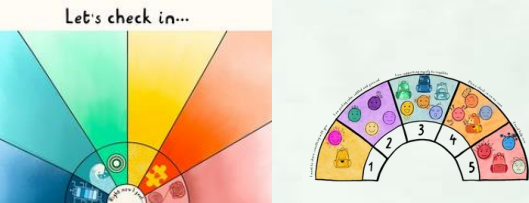
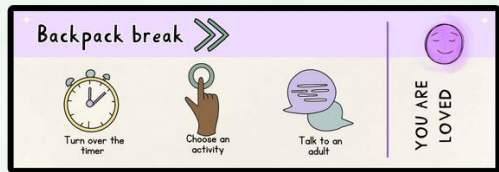
How will my child be included in activities outside the classroom, including school trips?

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). There may be occasions that despite our best endeavours and reasonable adjustments a child cannot access a trip as it puts their safety at severe risk this is extremely rare and parents will always be consulted with and all avenues exhausted before this decision is made.



Supporting Children's Wellbeing

"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."



Environment

- Sensory tools
- Calm Space
- Meet and Greet
- Visual timetable
- Learning check ins
- Emotion check ins
- Literature
- Worry Monsters
- Postboxes
- Whisper
- Recognition Board
- Non verbal signs
- Sensory garden
- Calm Cards

Individual Needs

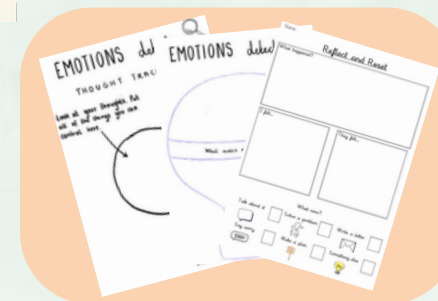
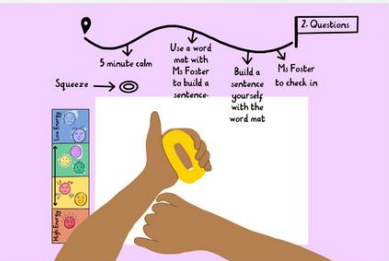
- SEND support
- Specialist Teacher support
- Educational Psychologist support
- EAL support
- Freeflow counselling
- Attachment objects
- Regulation Rhythms
- Sensory Circuits
- Personal Pathways

Recognition

- Certificate of Recognition
- Proud Posts
- You've Been Spotted Cards
- Kind Mail
- Ask me why... stickers
- Recognition Boards
- Positive Pathways
- StudyBugs posts

Curriculum

- Emotional Literacy
- Five Ways to Wellbeing assemblies
- Movement Breaks
- Oracy
- Forest School
- Relational Approach
- Non Verbal signs
- Growth Mindset
- Journaling
- Brain School



Our Relationship Policy allows us to support all our children in developing a clear understanding of emotions and relationships. Our trauma and attachment informed, sensory aware, relational and restorative approach to behaviour support allows our children with SEND to thrive in our school and their needs be met in an inclusive environment. Read the policy here:



Social, Emotional, Mental Health

Built in brain breaks.

Visual timetable.

Individualised timetables or now/next boards.

Timers.

Prompting.

Transitional objects/music to indicate change.

Sensory/calming tools.

Bands on chairs.

Flexible seating options.

Built in movement breaks/active learning opportunities.

Modelling behaviour for learning.

Privacy shields.

Ear defenders.

Calming music through the board/headphones

Learning Pathways.



These strategies should be utilised for any learner in order for them to meet the objective, make progress and produce the desired outcome in a lesson.

Ordinarily Available Provision (Adaptive Teaching)

Cognition and Learning

Word mats with visuals where possible.

Timers to chunk learning.

Success Criteria.

Modelling.

Sentence stems.

Personalised dictionaries.

Small group support.

Practical resources

cubes, counters, base 10.

Place value

charts/whiteboards.

Pre teach vocabulary.

Concept Maps key learning per lesson.

Planning

skeletons/frameworks to scaffold writing.

Opportunities for talk sharing ideas.

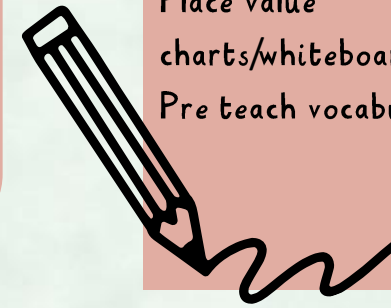
Task planners.

Visuals on planning support understanding.

Widget.

Talking tiles.

Coloured overlays.



Physical and Sensory

Pencil grips.

Flexible seating.

Ear defenders/plugs.

Chair bands.

Sensory tools.

Dimmed lights/lights off and blinds open.

Coloured paper instead of white.

Priority seating.

Movement breaks.

Active learning opportunities.

Calming music.

Access to the sensory room.



Communication & interaction

Makaton.

Visuals.

Talking Tiles.

Lanyards for key vocabulary.

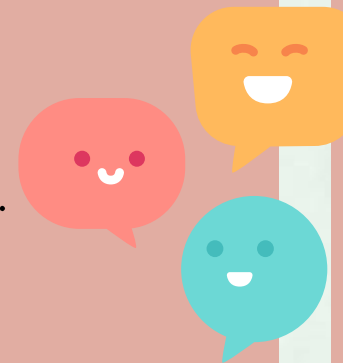
Precision teach.

App software Let me talk.

Word mats.

Sentence stems.

Oracy mats.



Independence and Self help

Word mats with visuals where possible.

Timers to chunk learning.

Success Criteria.

Sentence stems.

Personalised dictionaries.

Small group support.

Planning skeletons/frameworks to scaffold writing.

Opportunities for talk sharing ideas.

Task planners.

Checklist for equipment.

Jotters working memory.

Access to the PPT for planning during independent work.

Learning pathway

Quiet workspace



