

Springfield Primary School SEN Information Report

(Updated May 2018)

Type of Setting:	Mainstream Primary School
SENDCo:	Mr Richard Baker
Address:	Orchard Street, Kempston, Bedford. MK42 7LJ
Phone Number:	01234 306000
SENDCo Email:	bakerr@springfield.bbvle.com
Website:	http://www.springfieldprimaryschool.org.uk/

SEN Information Report Link: <http://www.springfieldprimaryschool.org.uk/ofsted-documents/4592972046>

Springfield Primary Mission Statement

At Springfield Primary all pupils are viewed as individuals who develop and learn at different rates and in different ways. Teaching is planned to support a variety of interests and learning styles, and the creative curriculum focuses on independent learning tasks which enables pupils to work at their own level of attainment for a large part of the week. Despite this some pupils will be identified as having a greater difficulty in learning, having a disability which hinders their access to learning, or having social emotional or behavioural difficulties which effect their ability to learn. These pupils will need extra support and be referred to as having special educational needs. For some pupils, with additional support they can overcome their difficulties quickly. Others will need help for longer periods and for a few, they will need support throughout all of their schooling.

How we support your child's learning

High quality first teaching and additional interventions are identified through our child-centred planning approach across the school contributing to our provision management and high quality education experiences that are inclusive and accessible to all pupils. At Springfield Primary we adopt a graduated approach cycle of:



This underpins all our provision in school and is embedded across our practices to foster high expectations amongst staff and pupils in adopting a differentiated and personalised approach to teaching and learning and we actively encourage and support both parents and pupils to be a part of this cycle to secure the best outcomes for each individual pupil.

These approaches are supported by;

- Pupil progress being monitored by the class Teachers and discussed regularly in meetings with the Head Teacher and senior leaders, so that pupils who are not making expected progress can be targeted.

Data secured as a result of assessments is used to plan and inform lessons and additional interventions.

- Parents can see the class Teacher at the start and the end of each day and this allows parents to have daily contact to address concerns. Parents can also request to meet with the Teacher, SENDCo or Head Teacher when they want to discuss something in length. Additional ways of communication include recording in the pupil's reading record or sending a message to the Teacher through the Dojo reward system.
- Teacher/parent consultation meetings are held twice a year to keep parents and carers informed.
- Annual reports go out to the parents of pupils at the end of each school year. Meetings can be arranged for the parents to discuss these.
- Individual targets for pupils are reviewed and discussed in consultation with both parents/carers and pupils to inform a pupils Individual Education Plan (IEP). They are reviewed as part of parent consultation meetings and new targets are identified at least three times a year.
- When other professionals come into school and offer advice to help your child, you are invited to meet with them , share their findings and receive updated reports

Pupils who receive an Educational Health Care Plan (EHCP) are recognised as underpinning the process of sharing and amending targets for their pupils and identifying the support they feel their child will need to access. Parents/Carers are invited to attend an annual review of their child's plan or at least every six months in the case of pupils who are under the age of five.

Accessibility of our Setting

- Building is fully wheelchair accessible.
- We have pupils with hearing or visual impairment and the environment is adjusted to suit their needs.
- Other changes to the environment and resources are made to meet the needs of pupils as they arise

. • Parent communications are available in Polish, Italian, Hindi and Punjabi. We endeavour to source interpretation as appropriate.

The Behaviour Support Team support pupils to access the curriculum and school day when pupils are identified as needing additional support because of an additional social, emotional or mental health need.

Additional resources for pupils are secured through advice by outside professionals as the need arises.

How we identify SEN

Pupils are identified through:

- Teacher concerns due to lack of progress, observations or pupils ability to access activities despite intervention.

The use of data used to track and evaluate pupils progress.

- Identification of a significant difficulty in one area.
- Identification from an external agency or professional
- Identification from a previous setting

We have an 'Open Door' policy and Parents can discuss their concerns with the class Teacher, SENDCo and Head Teacher by requesting a meeting with them at anytime.

Pupils are actively involved in their education and their views are valued and supported through use of class and individual discussions and an active school council.

How we support your child/young person

Provision is planned by the class Teacher in consultation with the SENDCo and, where appropriate, other professionals. Support is delivered by staff leading additional interventions as appropriate. This support may take place in adult led small groups or on a one to one basis. This support is monitored in six weekly intervals through a provision map which looks at the success of the additional support pupils receive. It is also monitored through IEPs which parents and pupils review with the class Teacher at least three times a year. Individual pupils' progress is discussed regularly at meetings held between class Teachers, senior leaders and the Head Teacher.

Children and young people's SEND are broadly grouped into four areas of need and supported as detailed below:

Area of Need	Wave 1	Wave 2 (Catch up and support as needed)	Wave 3 (SEND & specialised support)
Communication & Interaction	-Differentiated curriculum, planning, activities, delivery and	-Personalised visual timetable. -Direct instructions	-Speech & Language referrals & support -Educational

	<p>outcomes using simplified language.</p> <p>-Visual timetables.</p> <p>-Use of symbols</p> <p>-Structured school & class routines</p> <p>-Circle time/PSHCE</p>	<p>-Small group work</p> <p>-Talk Partners</p>	<p>Psychologist</p> <p>-Autism Advisory Teacher</p>
Cognition & Learning	<p>-Differentiated curriculum, planning, activities, delivery and outcomes using simplified language.</p> <p>-Visual aids.</p> <p>-Word walls and word banks</p> <p>Apparatus to support learning.</p> <p>-ICT</p> <p>-TA support as necessary</p>	<p>-Peer Assessment Maths</p> <p>-Springboard</p> <p>-Numicon</p> <p>-Rising Stars</p> <p>-Word Shark</p> <p>-SoundsWrite Programme.</p> <p>-Toe-by-Toe.</p>	-SEN Advisory Teacher
Social, emotional & mental health	<p>-Whole school behaviour policy.</p> <p>-Whole school/class rules.</p> <p>-Whole school/class rewards systems.</p> <p>-Circle time/PSCHE</p>	<p>-Talking Partners</p> <p>-Socially Speaking</p> <p>-Time to Talk</p> <p>-The Friendship Formula</p> <p>-Behaviour Support Team.</p>	<p>-Educational Psychologist.</p> <p>-CAMHS</p> <p>-CHUMS</p> <p>-Outreach from Greys/The Hub</p>
Sensory &/or physical needs	<p>-Pencil Grips</p> <p>-Writing slopes</p> <p>-handwriting & fine motor skills practise.</p>	<p>-Take Ten</p> <p>-Speed Up Kinaesthetic Programme to Develop Fluent Handwriting.</p> <p>-Write from the start: Programme to develop fine motor skills and perceptual skills.</p>	<p>-School Nursing Service</p> <p>-Occupational Therapy</p> <p>-Sensory Impairment Team.</p>

How we match the curriculum to your child's needs

The school follows a creative curriculum and focuses on both Teacher-led and independent learning tasks, which enables pupils to work at their own level of attainment for a large part of the week. Differentiation varies in order to meet the needs of individuals by using a variety of resources and strategies, e.g. the use of clicker resources for a pupil who finds writing difficult or a visual timetable for a pupil who has difficulty understanding written or oral words.

The support we give to your child's well being

- Medical protocols with suitably trained staff, supported by the school nurse.
- Behaviour reward and sanction system across the school.

- There are many opportunities for pupils' achievements in all areas in or out of school to be celebrated.
- The School Council give all pupils a voice and their views are sought in individual questionnaires. Pupils with a statement of need also give their views at annual reviews.
- Outside agency support is requested for pupils with emotional or social difficulties where appropriate, including Chums, CAMH, Educational Psychologist etc.
- We are a values school, which is embedded in the ethos of Springfield Lower School, and PSCH lessons reflect this work.
- Playground friends are on hand to support pupils during unstructured breaks and lunchtimes.

Pupils are supported by the Behaviour Support Team by accessing small group or 1:1 interventions and the modelling of strategies and support within the classroom.

The expertise we have access to

The school has access to all the professionals available from the Bedford Borough. We also access outside agencies, where appropriate, to meet the needs of pupils. Staff are trained to meet medical needs, safeguarding and SEN as appropriate.

How we include your child in extra-curricular activities

All pupils are encouraged to fully participate in all aspects of school life. All pupils attend school trips and parent helpers are encouraged especially where a one to one support is seen as helpful. School provides wrap around care from 'Dawn to Dusk' allowing parents and pupils to access breakfast and after school clubs.

How we prepare your child to join us or transfer to another setting

Transition is supported by:

- Additional visits for pupils
- Staff visit setting, which pupil is transferring from to meet and observe individuals, where appropriate.
- For some pupils, books of pictures are supplied which enables pupils to remain familiar with their new setting/staff over the holidays.
- Transition meetings between SENCOs from both settings take place in order to share information on the pupils who are transferring.
- For some individual pupils, meetings are held with all professionals involved prior to their transfer.
- Our nursery liaison assistant visits nursery providers regularly throughout the year.

The use of social stories and 'pupils passports' as needed for individual pupils.

How we match our resources to your child

Staffing arrangements are made by the Head Teacher, who arranges for staff to be made available to deliver additional provision to meet the needs of pupils. Additional support in small groups or one to one is allocated and identified through pupil progress meetings and reports from outside agencies. Support can be:

- In class by additional staff.
- By allocating pupils to small ability groups for individual areas of the curriculum • Additional interventions which are run by additional staff outside of the class
- Adult led individual programs to meet targets set on IEPs
- Individual support to access whole class sessions and to complete differentiated tasks. The outcomes of this support is measured and discussed at Parent/Teacher consultation meetings.

How we involve parents The school welcomes the views of parent and the following systems are in place in order for parents to have opportunities to voice them:

- Annual parent questionnaires
- Parent surveys
- Parent governor
- Open door policy
- Open days
- Parent forum

How we include your child in the planning of their support

Pupils take an active participation in target setting, as appropriate to their level of understanding and maturity. They are encouraged to voice opinions and develop independence as part of the ethos within the school. The school has an active school council, which regularly seeks and shares pupil views.

General Contact Information

As previously stated the school has an open door policy. Daily contact is available with the class teacher and meetings can be arranged to discuss your concerns with them. Meetings can also be requested with the Senco (Mr Baker). If you are considering whether your child should join the school, please contact the Head Teacher Mrs Allen in the first instance, who can arrange for you to visit the school and answer any questions, which you may have. Contact for more information
Name: Mr R Baker (Senco) Address: Orchard Street, Kempston, Bedford, MK42 7LJ Telephone: 01234 306000 Fax: 01234 306001 Email: bakerr@springfield.bbvlle.com Website: <http://springfieldprimaryschool.org.uk>