

Springfield Primary School SEN Information Report

(Updated September 2017)

Type of Setting: Mainstream Primary School

SENDCo: Mrs Moira Phillips

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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 affect 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 from the SEND 2014 Code of Practice 2014:



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.

Responsibilities for SEND at Springfield Primary

The class teacher is responsible for

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things such as targeted work or additional support) and letting parents, pupil and the Special Education Needs/Disabilities Co-ordinator (SENDCo) know as necessary.
- Writing Individual Education Plans (IEPs) with support of the SENDCo, parents/carers and pupils and reviewing these at least once each term and planning for the next term.
- Ensuring that all staff working with your child in school is helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

The SENDCo is Mrs Moira Phillips. She is responsible for

- Developing and reviewing the school's SEND policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Co-ordinating all the support for children with special educational needs or disabilities (SEND) and consulting with them to gain their views on how they learn best.
- Ensuring that you, as parents/carers are:
 - involved in supporting your child's learning
 - kept informed about the support your child is getting
 - involved in reviewing how they are doing
- Liaising with all the other people who may be coming in to school to help support your child's learning, e.g. Speech and Language Therapists, Educational Psychologists, Occupational Therapists, Physiotherapists, Advisory Teachers for Autism, Counsellors and Paediatricians at the Child Development Centre. (CDC)

- 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 specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.

The head teacher is Mrs Marianne Allen. She is responsible for

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- The Head Teacher gives responsibility to the SENDCo and class teachers, but is still responsible for ensuring that your child's needs are met.
- The head teacher and SENDCo must make sure that the Governing Body is kept up to date about issues relating to SEND.

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

Arrangements for consulting parents/carers of children with SEND

Parental involvement is at the heart of our practises at Springfield Primary and the ability to foster positive relationships between parents/carers by regular communication and support is at the forefront of everything that we do. This is achieved through

Action/Event	Who's Involved	Frequency
Parent Consultation Evenings	Parents, class teachers, SENDCo, Head teacher.	Twice a year
Review Process for IEP's	Parents, class teachers, SENDCo, pupil	Termly
Annual Reviews of EHCP's	Parents, class teachers, SENDCo, pupil.	Annually

The school also seeks parental engagement through parent questionnaires, surveys, open days and has an active PTA.

Pupils views are actively sought as part of the process for reviewing IEP's and as part of Annual reviews for Educational Health Care Plans. The pupils are enthusiastically involved in the School Council, giving a voice to all pupils regardless of age or ability.

How will the curriculum be matched to my child's/young person's needs?

The school follows a creative curriculum and focuses on 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 and oral words.

What support will there be for my child's/young person's overall 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 behaviour difficulties where appropriate. (Chums, CAMH, Educational psychologist)
- We are a values school and PSHE lessons reflect this work.
- Playground friends are used to support pupils during unstructured breaks

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.

What specialist services and expertise are available at or accessed by the setting / school / college?

The school has access to all of the professionals available from the 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 will my child/young person be included in activities outside the classroom including school trips?

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 will the setting /school / college prepare and support my child/young person to join the setting /school / college, transfer to a new setting / school / college or the next stage of education and life?

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 'pupil passports' as needed for individual pupils.

Who can I contact for further 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 (Mrs Phillips) 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 tour the school and answer any questions which you may have.