

SEN policy and information report

Springfield Primary School



Approved by: Darren Gibbons

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Role	Designated Person	Contact Details
SENDCO	Brigitta Paterson	bpaterson@springfieldprimaryschool.org.uk
Other senior leader with responsibility for SEND	Claire Andrews	candrews@springfieldprimaryschool.org.uk
Send Link Governor	Darren Gibbons	dgibbons@springfieldprimaryschool.org.uk

All teachers are teachers of pupils with special educational needs. SEND is therefore a whole school responsibility that requires a whole school approach.

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1. Aims

1.1 Our SEN policy and information report aims to:

Set out how our school will support and make provision for pupils with special educational needs (SEN)

Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

Our vision for children and young people with SEND is the same as for all our children; We aim to offer our pupils rich and exciting learning opportunities that will nurture them to achieve and develop, and inspire them to do their very best. We want our children to leave us as confident and respectful young people, equipped with the knowledge and skills they need to empower their futures. We believe in tailoring our curriculum to suit the individual learner.

1.2 We work towards the following principles:

To ensure SEND is a whole school responsibility requiring a whole school response.

To identify, as early and accurately as possible, any pupils with additional needs and make appropriate provision in accordance with the SEND Code of Practice.

To ensure all pupils receive a broad, balanced and relevant curriculum.

To build partnerships between home and school and ensure children and their parents are treated with respect and have their views taken into account.

To liaise with other members of staff, governors and appropriate outside agencies in order to meet pupils' needs effectively.

To provide quality support and advice for all staff working with pupils with SEND.

To ensure that children with SEND are admitted into the school in accordance with the whole school admissions policy.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

[Part 3 of the Children and Families Act 2014](#), [which](#) sets out schools' responsibilities for pupils with SEN and disabilities.

[The Special Educational Needs and Disability Regulations 2014](#), [which](#) set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENDCOs) and the SEN information report.

This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

A significantly greater difficulty in learning than the majority of others of the same age, or

A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

There are four key areas of Special Educational Needs outlined in the SEND Code of Practice:

Cognition and Learning – e.g. moderate learning difficulties and specific learning difficulties such as dyslexia and dyscalculia

Communication and Interaction – e.g. speech and language needs and autism

Sensory and Physical – e.g. physical disability, visual and hearing impairment

Social, Emotional and Mental Health - e.g. attachment difficulties, attention deficit hyperactivity disorder, eating disorders.

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO is Brigitta Paterson

She will:

Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school in order to raise achievement and attainment of children and young people with SEND.

Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.

Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching.

Advise on the graduated approach to providing SEN support.

Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.

Be the point of contact for external agencies, especially the local authority and its support services.

Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.

Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.

Ensure the school keeps the records of all pupils with SEN up to date.

Monitor the effectiveness of any special educational provision made and where necessary secure relevant services provision

Ensure that, where the pupil transfers to another school or educational institution, information on provision and SEND files are shared with the appropriate authority or the proprietor of that school or institution.

Preparing and reviewing information required by law to be published in relation to special educational needs provision.

4.2 The SEND governor

The SEND governor will:

Help to raise awareness of SEND issues at governing board meetings.

Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this.

Work with the headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school.

Help to review the school's policy and provision for pupils with SEND.

Assure the governing body that the school website publishes the Local offer.

4.3 The headteacher

The headteacher will:

Work with the SENDCO and SEND Governor to determine the strategic development of the SEN policy and provision in the school.

Have overall responsibility for the provision and progress of learners with SEND and/or a disability.

4.4 Class teachers

Each class teacher is responsible for:

The progress and development of every pupil in their class, including those with SEND.

Working closely with any additional adults and specialist staff to assess, plan, do and review support and intervention for each pupil with SEND in their class.

Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision.

Set high academic and behavioural expectations for all pupils in, including SEND pupils and support them in achieving them.

Ensuring they follow this SEN policy.

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties.

Cognition and learning, for example, dyslexia, dyspraxia.

Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD).

Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy.

Moderate/severe/profound and multiple learning difficulties.

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers

will make regular assessments of progress for all pupils and identify those whose progress:

Is significantly slower than that of their peers starting from the same baseline.

Fails to match or better the child's previous rate of progress.

Fails to close the attainment gap between the child and their peers.

Widens the attainment gap.

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

Everyone develops a good understanding of the pupil's areas of strength and difficulty

We take into account the parents' concerns and involve them and their children in in each individuals learning journey.

All staff, parents and children understands the agreed outcomes sought for the child.

Everyone is clear on what the next steps are.

Parents of SEND children are invited to a half termly coffee morning to meet with other professionals who can offer advice and support.

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs using the school's iceberg model. This will draw on:

The teacher's assessment and experience of the pupil.

Their previous progress and attainment and behavior.

Other teachers' assessments, where relevant.

The individual's development in comparison to their peers and national data.

The views and experience of parents.

The pupil's own views.

Advice from external support services, if relevant.

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to.

We will agree with parents and pupils which information will be shared as part of this.

All children will experience time in their new class, school or setting prior to their official start date.

Children will receive a social story about their new setting so that they are able to become familiar with staff and a different environment (when appropriate-teacher discretion.)

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be adapted for individual pupils.

We will also provide the following interventions:

Phonics catch-up

Reading Fluency intervention

Maths skills/catch-up

Fine motor strategies/activities

Drawing for Talking

Lift off to Language- (EYFS/EAL language programme.)

Lego club (Communication and social interaction.)

Handwriting groups

Rainbow Road Intervention

Toe by Toe (Spelling dyslexia programme)

The Gap Bedfordshire (Jess van de Hoech) providing therapy and trauma treatment-

<https://www.thegapbedfordshire.co.uk/>

Spirit Forge, who develop '**Mind, Body and Spirit**' approach which draws upon techniques from Philosophy, Japanese Martial Arts, Hip Hop and Emotional Freedom Technique with selected children- <https://thespiritforge.com/about-1>

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson and resources.

Adapting our resources and staffing.

Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, steps, sensory boxes, now and next boards, I am working towards boards, 5 point scales.

Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud.

5.8 Additional support for learning

We have a number teaching assistants and an intervention who are trained to deliver interventions such as:

Toe by Toe

Drawing and Talking

Rainbow Road

Lego Therapy

Teaching assistants will support pupils when the teacher deems it appropriate for their learning. Teaching assistants will support pupils in small groups when the teacher feels a more focused group approach is necessary

We work with the following agencies to provide support for pupils with SEN:

Occupational Health

Hearing Impairment

team SALT

Educational Psychologist

Early Help team

Child development Centre

Advisory teachers team- early support

Social worker (when appropriate)

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5.9 Expertise and training of staff

Our SENDCO has 10 years' experience in a teaching role, working with children in Years 1, 5 and Foundation Stage. She has acted as SEND assistant previously and her other roles have included the Designated teacher and Mental Health and Wellbeing lead. She is currently undertaking the National award for SEND with the Eastern Partnership. She is allocated 5 days a week to manage SEN provision.

Our SEN team consists of the SENDco, an intervention teacher and a higher level teaching assistant (HLTA) who are trained to deliver SEN provision.

In the last academic year our Early Years and Year 1 staff have been trained to use the Gina Davis *Tap, tap box and the Attention bucket*.

All staff have attended training led by our Trauma councilor Jess Van de Hoech.

In school training for teaching staff has included how to implement and write SMART targets using a new IEP format as part of schools graduated response.

The SENDCo has attended Bedford Borough training including;

IPSEA (24.09.19)

SENDCO training day-including the writing of Educational Healthcare Plan Applications and the writing of Educational advice (26.09.19)

Reading Fluency Intervention training (17.01.20)

Autism in the classroom (24.02.20).

The SENDCo is also taking part in the Bedford Borough led WHOLE School SEND project working in a triad of SENDCos from other borough schools to share and ensure best practice. This is an ongoing programme which a coaching model.

We use specialist staff for Trauma Therapy, which is offered on Fridays by The Gap Bedfordshire (Jess van de Hoech) providing therapy and trauma treatment- <https://www.thegapbedfordshire.co.uk/> .We work with Spirit Forge, who develop '**Mind, Body and Spirit**' approach which draws upon techniques from Philosophy, Japanese Martial Arts, Hip Hop and Emotional Freedom Technique with selected children-<https://thespiritforge.com/about-1>

We have players from the MK Dons who join us weekly and spend time working with Year 4 children to develop Maths and Literacy skills, whilst also providing inspirational football tips that follow the learning.

5.10 Securing equipment and facilities

We monitor our children's learning and act in a timely manner if we feel they need additional equipment so they are able to access the curriculum and school environment. Teachers are able to request equipment using their knowledge of the children's needs in their class. We also seek advice from the occupational health team, the hearing impairment team, SALT (Speech and Language Team.) and other advisory teams at the CDC (Children's Development Clinic) who are able to advise us further. Orders are made by the SENDco and agreed by the Headteacher.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

Reviewing pupils' individual progress towards their goals each half term.

Reviewing the impact of interventions after 12 weeks. We use a graduated response process to do this and teachers know that targets can be altered/changed before the review time is reached so children make maximum progress.

Using pupil questionnaires.

Monitoring by the SENDCO.

Using provision maps to measure progress.

Holding annual reviews for pupils with EHC plans.

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. All staff and governors are committed to working together to provide a safe, nurturing and inclusive learning environment to ensure every pupil is part of the school community, whatever their ability or need. We make reasonable adjustments wherever necessary so that

All pupils are encouraged to take part in sports day and school plays etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

The school has a thorough transition policy for both within school transition and upon moving to another setting.

As children change year groups, all children meet their new teachers and have small sessions with them in the summer term prior to the change-over.

The SENDCo highlights all children with SEN, and the adjustments that need to be made from the start for a smooth transition to all staff involved. Extra sessions for the child to meet and greet new staff and visit new classrooms are offered.

If support has to be changed year on year, thorough transition meetings occur.

For children transitioning to a new school, or the next stage of education, or onto a specialised provision for their needs; consultations are held with parents/carers, teaching and specialist staff, in how we can best meet the academic, emotional, medical and social needs of the child. The SENDCO offers opportunities for the child and parent to have supported visits to the new setting.

SENDCOs from both settings will meet or have contact via telephone or email to ensure all information is sent and received, and strategies or advice are consistently applied.

The SENDCo supports parents in the transition from Springfield to secondary school by attending a choice of settings with the parent to help ensure their child is in the best provision for their particular needs.

5.13 Supporting Pupils at School with Medical Conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

For more information on the arrangements in school to support pupils with medical conditions, please see our Medical conditions Policy. This policy has examples of how we support pupils with visual or hearing impairments for example, and the reasonable adjustments and changes to the physical environment that we put in place.

Pupils who have an Education Health and Care Plan are required to be admitted to the school which is named on the plan, even if the school is full. Pupils identified for admission through the fair Access Protocol will also be admitted even if the school is full.

Springfield Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The majority of the school is spread over one level with wide entrances that provide clear access. Where the school is split over 2 levels access is addressed in the Accessibility Plan. You can find our Accessibility Plan on the school's website on our SEND page. Where necessary we adapt our environment to meet the needs of our disabled children seeking guidance and advice from the relevant teams; we are able to provide steeper aids, special steps and act early when a child moves year groups to ensure their needs are met. We are able to provide coloured overlays, visual time tables, communication, books and weighted blankets. By making adjustments we are able to ensure that all the children at Springfield are able to access our curriculum.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

Pupils with SEN are encouraged to be part of the school council.

Pupils with SEN are also encouraged to be part of all the clubs we offer, including; Science, TT rock stars, ICT, Reading, Drama, Creative, Modern Foreign Language and Springfield Singers clubs to promote teamwork/building friendships etc.

We provide a lunch time club for children who need support during this unstructured part of the day. Children have the opportunity to eat together in an environment that is smaller than the school dining room. They are able to play games and interact whilst having the additional support of an adult.

We have a zero tolerance approach to bullying and employ a restorative justice approach with regard to our behavior system (more information can be found in our Behaviour Policy).

When a child has been assessed as needing support within the classroom the SENDCo works with them and their parents, meeting as a group to discuss strategies that will help. Children's views are used within the strategies so they feel involved and in control of their learning.

The school has an open door policy where parents feel comfortable and confident that they can talk to the class teacher or a member of SLT if they have a concern. The school works with the parent to understand and address any concerns they may have.

Teachers and staff know the children they share time with well. They develop positive supportive relationships that enable children to feel safe and secure. These positive relationships ensure children are able to share concerns and worries with staff who can then act accordingly.

We use specialist staff for Trauma Therapy, which is offered on Fridays by The Gap Bedfordshire (Jess van de Hoech) providing therapy and trauma treatment- <https://www.thegapbedfordshire.co.uk/> .We work with Spirit Forge, who develop '**Mind, Body and Spirit**' approach which draws upon techniques from Philosophy, Japanese

Martial Arts, Hip Hop and Emotional Freedom Technique with selected children-<https://thespiritforge.com/about-1>

5.15 Working with other agencies

Springfield works closely with other agencies to ensure parents and families receive the help and support they need. Through discussions with parents and children referrals are made in line the graduated response and the; assess, plan, do, review cycle. Children are referred to paediatricians, the school nurse, occupational health therapists, SALT (Speech and Language therapy), the hearing impairment team depending on their need. Once a referral is made the SENDCo works with the agency to implement strategies that are advised or ensuring reasonable adjustments are actioned enabling children to secure outcomes and take part in the school curriculum.

Where additional advice is required regarding a child's need the SENDCo arranges educational psychologist drop in sessions where parents and class teaches also attend. These sessions anonymise the child whilst providing strategies. The SENDCo and class teacher work together to establish IEP targets linked to the suggested strategies and these are implemented within the classroom setting.

The school has a designated SALT; Zoe Morgan and educational psychologist; Claire Catchpole. Both agencies advice and training for staff and parents'. We are advised of the training available at the beginning of the academic year.

5.16 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

Exclusions

Provision of education and associated services

Making reasonable adjustments, including the provision of auxiliary aids and services

5.17 Contact details of support services for parents of pupils with SEN

There are number of services parents can contact for support. The SENDCo can also help parents to find the right services for them if they should need.

The Bedford Borough Local Offer;

<https://localoffer.bedford.gov.uk/kb5/bedford/directory/home.page>

The Parent Carer Forum; <https://www.bbpcf.org.uk/>

Autism Bedfordshire; <https://www.autismbedfordshire.net/>

Bedford SENDIASS; <https://localoffer.bedford.gov.uk/kb5/bedford/directory/home.page>

FACES; <https://www.facesbedford.org/>

5.18 Contact details for raising concerns

In the first instance any concerns should be raised with the class teacher. It is the teacher's responsibility to raise those concerns with the SENDCo. Following this there are several points of contact within the school:

Headteacher: Claire Andrews, candrews@springfieldprimaryschool.org.uk

Deputy Head: Stewart Cowie, scowie@springfieldprimaryschool.org.uk

SENDCo: Brigitta Paterson, paterson@springfieldprimaryschool.org.uk

All of the above can be contacted on 01234 306000

5.19 The local authority local offer

Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'. The intention of the Local Offer is to improve choice and transparency for families. It is also an important resource for parents in understanding the range of services and provision in the local area.

In Bedford the Local offer is named the; **The Local offer** (which can be viewed at www.localoffer.bedford.gov.uk/kb5/bedford/directory/home.page)

We have produced our own contribution to the local offer 'Springfield *Primary School Local Offer*', found on the above website and also found on our own SEND page at <http://springfieldprimaryschool.org.uk/send/> It aims to provide answers to common questions about what we can offer at Springfield Primary School in line with Bedford Borough's services and how families are involved in the processes.

6. Monitoring arrangements

This policy will be reviewed by the SENDCo; Brigitta Paterson **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

Accessibility plan

Behaviour policy

Equality statement

Medical conditions policy

Safeguarding Policy

The Springfield Local offer

The Information Report