

Springfield Academy

DISCOVER • GROW • SHINE

Approved by:

Governors January
2025

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Next review due by:

[Date – note: this document should be updated **annually** and as soon as possible when any of the information in it changes]

Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, please read our SEND policy.

You can find it on our website or by clicking on the hyperlink below:

<https://primarysite-prod-sorted.s3.amazonaws.com/springfield-primary-school-notts/UploadedDocument/c8bdd5fa-e3e9-46b8-9d57-53f17dda7e26/1.send-policy-june-2021-24.docx>

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and or disabilities (SEND).
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

This SEND information report is based on the statutory [SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](#) and the following legislation:

- [Children and Families Act 2014 \(legislation.gov.uk\)](#), which sets out schools' responsibilities for pupils with SEN and disabilities.
- [The Special Educational Needs and Disability Regulations 2014 \(legislation.gov.uk\)](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report.

The special educational needs and disabilities co-ordinator (SENDCO) is available to offer support and guidance and make sure outside agencies work well with you to provide a full service to meet your child's needs.

A pupil has SEND 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.

1. What types of SEND does the school provide for?

Our school provides for pupils with the following needs:

| AREA OF NEED | CONDITION |
|--|--|
| Communication and interaction | Autism spectrum disorder Speech and language difficulties |
| Cognition and learning | Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia Moderate learning difficulties Severe learning difficulties |
| Social, emotional and mental health | Attention deficit hyperactive disorder (ADHD) Attention deficit disorder (ADD) Anxiety and mental health needs Social difficulties |
| Sensory and/or physical | Hearing impairments Visual impairment Multi-sensory impairment Medical conditions |

2. Which staff will support my child, and what training have they had?

Springfield Academy have a long history of supporting children with additional needs, many of our staff have a range of expertise and experience supporting children with communication and interaction, social, emotional and mental health, cognition and learning and more profound medical needs including visual, hearing and sensory impairments.

Our SENDCO is Mrs L. Oliver

Our special educational needs co-ordinator, or SENCO has 18 years experience in this role and has worked as a class teacher, SENDCO and has had a number of senior leadership roles previously, she is a fully qualified teacher.

She has been a SENDCO since 2006 and is allocated 3 days a week to manage SEND provision at Springfield Academy.

Class/subject teachers

All of our teachers receive in-house SEND training and are supported by the SENDCO to meet the needs of pupils who have SEND. Many staff have an extensive number of years' experience supporting children with additional needs, including those with gastrostomy, and more complex health and medical needs.

Teaching assistants (TAs)

We have a team of 13 TAs, including 1 higher-level teaching assistant (HLTA) who is trained to deliver additional provision.

We have a large number of teaching assistants who are trained to deliver interventions such as Speech and Language programmes, Emotional Literacy Support, Social groups, Daily meet and greet, Little Wandle rapid catch up, Reading plus, Braille sessions, Sensory circuits, Thera Play, Lego Therapy, Intensive Interactions.

In the last academic year, TAs have been trained in De-escalation strategies, RPI, Trauma, and attachment awareness training. On a weekly basis we receive support from a mental health support practitioner.

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- Child and adolescent mental health services (CAMHS)
- Social services and other LA-provided support services

3. What should I do if I think my child has SEND?

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

If you think your child might have SEND, the first person you should tell is your child's teacher.

Parents are encouraged to speak to their child's class teacher in the first instance for classroom based concerns, teachers will also be contactable through class dojo within school hours.

They will then put things in place to support your child and will liaise with our SENDCO.

You can also contact our SENDCO directly in school :

Mrs L. Oliver

0115 9155769

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. We will then start to look closely at your child's needs and how these can be supported.

If we decide that your child needs SEND support, we will formally notify you in writing and your child will be added to the school's SEND register.

4. How will the school know if my child needs SEND support?

All our class teachers are aware of SEND and are on the lookout for any pupils who are not making the expected level of progress. If the teacher notices that a pupil is falling behind, they will seek to find out if the pupil has any gaps in their learning and will then try to support these.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENDCO, and will contact you to discuss the possibility that your child has SEND.

The SENDCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENDCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

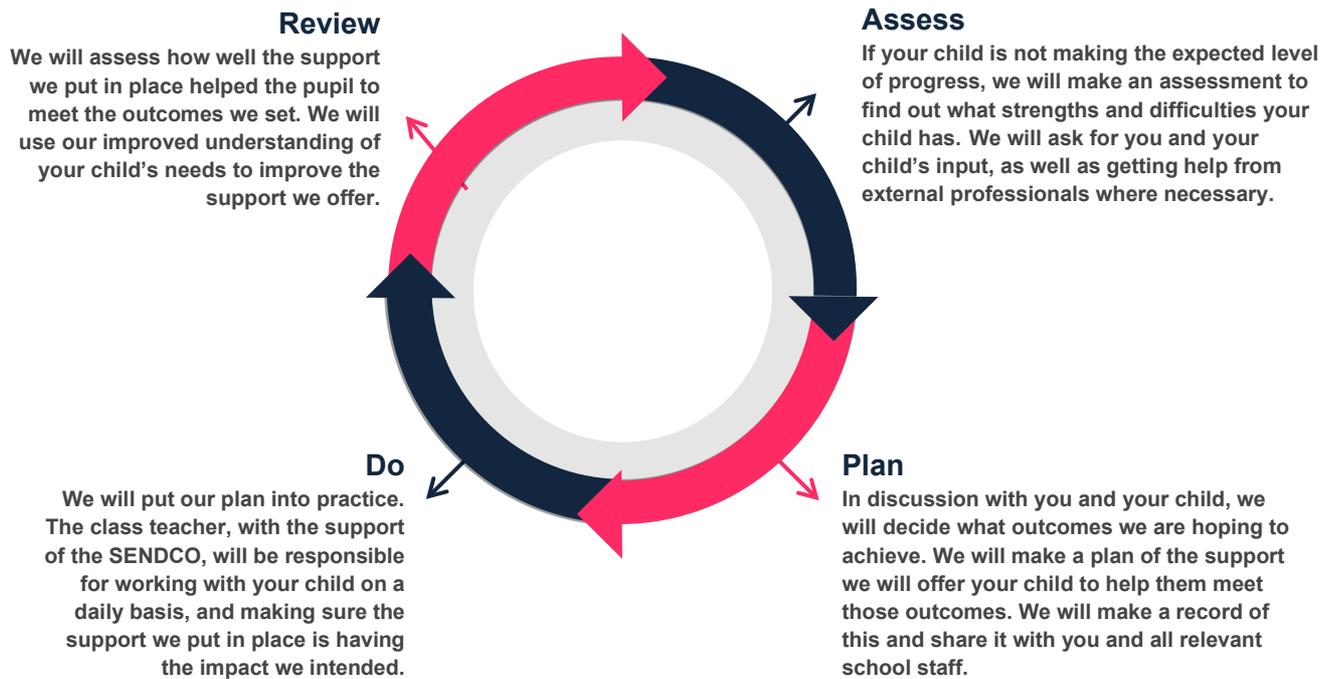
Based on all of this information, the SENDCO will decide whether your child needs SEND support.

If your child does need SEND support, their name will be added to the school's SEND register, and the SENDCO will work with you to create a SEND Learning plan for them.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEND needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we aim to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEND support. For others, the cycle will continue, and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will offer termly opportunities to discuss your child's SEND progress and review, however our SENDCO will liaise with parents more regularly where the need arises and ongoing support is provided. We operate an open-door policy and will happily meet with parents and carers to discuss concerns on a pre-arranged basis.

Your child's class teacher will meet with you a minimum of twice per year with an annual report issued in the summer term. Where requested a follow up meeting will be offered following the annual report.

- Set clear outcomes for your child's progress.
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress.
- Identify what we will do, what we will ask you to do, and what we will ask your child to do.

The SENDCO may also attend these meetings to provide extra support.

We know that you are the expert when it comes to your child's needs and aspirations. We want to make sure you have a full understanding of how we are trying to meet your child's needs. We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible. After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff.

If you have concerns that arise between these meetings, please contact your child's class teacher.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes.
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting.
- Complete a survey.

8. How will the school adapt its teaching for my child?

Our accessibility report can be found on the schools website under the heading 'Key information' and 'SEND' Your child's teacher is 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 your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured paper, visual timetables, larger font, etc.

- Teaching assistants may support some pupils on a 1-to-1 basis
- Teaching assistants may support pupils in small groups
- We may also provide the following interventions:

Speech and Language programmes,

Emotional Literacy support,

Social/ Nurture groups,

Daily meet and greets,

Little Wandle rapid catch up,

Reading plus,

Braille sessions,

Sensory circuits

Thera Play inspired groups, Lego Therapy,

Intensive Interactions.

| AREA OF NEED | CONDITION | HOW WE MAY SUPPORT THESE PUPILS |
|--|---|---|
| Communication and interaction | Autism spectrum disorder Speech and language difficulties | Visual timetables Social stories Speech and language therapy Intensive interaction |
| Cognition and learning | Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia Moderate learning difficulties Severe learning difficulties | Writing slope Chunking Pre and post teach Tutoring |
| Social, emotional and mental health | ADHD, ADD Adverse childhood experiences and/or mental health issues | Quiet workstation Nurture groups Visual timetables |
| Sensory and/or physical | Hearing impairment Visual impairment Multi-sensory impairment Physical impairment | Limiting classroom displays Enlarged text Adaptions to the environment |

These interventions are part of our contribution to Nottingham City's local offer.

[Special Education Needs & Disabilities Local Offer | Ask Lion - Nottingham City Directory](#)

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions
- Using pupil Voice
- Monitoring by the SENDCO
- Using provision maps to measure progress.
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we will apply for additional funding. This may be needed for:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

We make sure that there are no barriers to our pupils with SEND enjoying the same activities as other pupils in our school, including physical activities.

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trips.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the school support pupils with disabilities?

Please view Springfield Academy's Accessibility Plan on our website:

- It is used to look at how we:
 - Increase the extent to which disabled pupils can participate in the curriculum
 - Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide

- Improve the availability of accessible information to disabled pupils

13. How will the school support my child's mental health and emotional and social development?

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

- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are also encouraged to be part of extra-curricular clubs to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils with SEND by Miss A.Drain our ELSA.
- We run a nurture club for pupils who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying.

14. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

Between years

To help pupils with SEND be prepared for a new school year we:

- Where possible ask both the current teacher and the next year's teacher to attend final meetings of the year when the pupil's SEND needs are discussed
- Transition information and booklet to pupils as they are preparing for transition.

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

The SENDCO of the secondary school will come into our school for a meeting with our SENDCO. They will discuss the needs of all the children who are receiving SEND support. We arrange meetings with the parents of incoming pupils to discuss how we can best welcome their child into our community.

Pupils will be prepared for the transition by:

Looking at and discussing a secondary school timetable

Learning how to get organised independently.

Supporting any gaps in knowledge

15. What support is in place for looked-after and previously looked-after children with SEND?

Mrs H. Bonser will work with Mrs L. Oliver, our SENDCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

16. What should I do if I have a complaint about my child's SEN support?

Complaints about SEND provision in our school should be made to the class teacher in the first instance. If you feel that the complaint needs escalating further, you should then approach the school's SENDCO, finally if you are still unhappy with the outcome of your concern you should escalate the matter to the Head teacher. If in the unlikely event that after taking the above steps, you are still unhappy a link to our formal complaints process can be found on the website. You will be able to navigate to this by clicking on the link in blue below.

Please click below to find the school's complaints procedure.

<https://primarysite-prod-sorted.s3.amazonaws.com/springfield-primary-school-notts/UploadedDocument/6b24b1e7-7dbf-4ed4-82af-6a69ff5d2021/spa-dlt-academy-complaints-procedure-v2.1-february-2022.pdf>

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

17. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Nottingham City's local offer. They publish information about the local offer on their website:

<https://www.asklion.co.uk/kb5/nottingham/directory/localoffer.page?directorychannel=7>

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

[The Information, Advice and Support Services Network \(councilfordisabledchildren.org.uk\)](http://councilfordisabledchildren.org.uk)

Local charities that offer information and support to families of children with SEND are:

[Nottshelpyourself | Ask Us Nottinghamshire \(formerly the Parent Partnership Service\)](#)

[Nottingham City Nottinghamshire Parent Partnership Service \(autism.org.uk\)](http://autism.org.uk)

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

18. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENDCO** – the special educational needs and disabilities co-ordinator
- **SEN** – special educational need
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEND
- **SEND support** – special educational provision which meets the needs of pupils with SEND
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stage