



Springfield Junior School

Special Educational Needs and Disability Policy

and

Special Educational Needs and Disability Information Report

Prepared by	<i>Daniel Jones, Assistant Head</i>
Approved by the Committee/Governing body	<i>Summer 2018</i>
Review date	<i>Summer 2019</i>

Persons responsible for managing the provision we make for children and young people with SEND within our school:

- Mr Michael Lynch – Headteacher and SENDCo
- Alyson Tipping – Governor with responsibility for SEND

Our school has children with a wide range of interests, abilities and aptitudes. All of our pupils are entitled to have their needs met within the nurturing and caring environment of our school.

It is the duty of all staff to support and teach every child or young person, including those with Special Educational Needs and Disabilities (SEND). Within our school every teacher is a teacher of every child or young person including those with SEND and it is the duty of all staff to support the pupils in our care.

Some of our pupils may need support that is additional to or different from what we provide for the majority of our pupils. They may require additional and targeted intervention to support and enable them to meet their full potential and access the curriculum that we offer to our pupils. This policy will outline how we provide that support.

It has been developed in consultation with stakeholders including pupils with SEND and their families, staff and Governors of the school. It reflects the SEND Code of Practice, 0-25 guidance (2015).

Definition of Special Educational Needs

This definition is taken from the SEND Code of Practice (2015).

‘A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.’

Definition of Disability

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is: a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.

Aims

The following principles are incorporated into our school policy:

- To provide every opportunity for all of the pupils with Special Educational Needs within our school to achieve their potential.

- To raise the aspirations and expectations for all pupils with Special Educational Needs within the school.
- To take a personalised approach to learning, recognising that every individual has different needs and needs differing support to reach their potential.
- To ensure that all pupils with SEND are fully integrated in to the life of the school and take a full part in all activities and have an equal opportunity to represent the school in positions of responsibility within school and the wider community.

We believe education is a partnership between the child, guardians and teacher so the views, thoughts and wishes of children and families will be actively sought and the planning and implementation of their support plan will be achieved collaboratively.

Our provision will be underpinned by quality first teaching, planned and delivered by the class teacher, supported by a teaching assistant in class and include targeted intervention support when required.

Objectives

- To identify and provide for pupils who have special educational needs and additional needs.
- To work within the guidance provided in the SEND Code of Practice, 2015.
- To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs. This means all staff are responsible for engaging and developing the physical, emotional, mental and spiritual aspects of every child.
- The SENDCo will provide support and advice for all staff working with special educational needs pupils and seek specialist advice and support when appropriate, liaising with appropriate outside agencies.
- To structure the learning opportunities for children with SEND, using personalised learning targets and through quality first teaching matching our teaching styles to the individual learning styles of the children.
- To develop the use of different resources, specialist programmes and techniques as teaching tools to support children in achieving their goals.
- To support guardians and carers to play an active part in supporting the needs of their child.
- To set stretching targets for pupils with SEND, tracking their progress towards meeting these targets at termly pupil progress meetings and keeping under review the different provision that we make for them.
- To ensure that the interventions we use are matched to the needs of the pupil, are evidence based and achieve the required impact on their progress.
- To increase liaison with other agencies, including feeder schools and also high schools, to ensure the child and staff are well prepared and transition is effective.

- To make accessible and available all of this information through the publication of our Local Offer; this can be viewed on our school website.

Identifying Special Education Needs

There are 4 broad areas defined in the Code of Practice that give an overview of the additional needs that we must plan for in school. Early intervention and planning is crucial to support pupils and we must always remember that every child is an individual, entitled to personalised support.

- **Communication and interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication (for example, children with autism). The needs of these children may change over time.

- **Cognition and learning**

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD), affect one or more specific aspects of learning and encompass a range of conditions such as dyslexia, dyscalculia and dyspraxia.

- **Social, emotional and mental health difficulties**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties.

- **Sensory and/or physical needs**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support.

Other factors

Other factors may impact upon progress and attainment in school but are not in themselves a special educational need. However, pupils who fall into these categories will receive the same support and entitlement:

- Disability – under current Disability Equality legislation we have a legal duty to make ‘reasonable adjustments’ for a pupil with a disability but this alone does not constitute SEND.
- Attendance and Punctuality
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child (LAC)
- Being a child of Serviceman/woman

A Graduated Approach to SEND Support

We know when pupils need help if concerns are raised by the pupil themselves, guardians or carers, external agencies, teachers or the pupil’s previous school regarding a child’s level of progress or inclusion.

The general progress of all pupils in our school is carefully monitored by class teachers and any concerns are communicated to guardians and acted upon promptly. Attainment is rigorously tracked by the class teacher and monitored alongside the Senior Leadership Team at termly pupil progress meetings. Challenging targets are set and pupils are identified if they need to be monitored or are at risk of under-achievement.

Class teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individuals, is the first step in supporting pupils with Special Educational Needs.

As a school we apply the ASSESS-PLAN-DO-REVIEW cycle when considering the strategies and approaches to use in the classroom with children for SEND.

1. Assess

Data on the pupil held by the school will be collated by the class teacher in order to make an accurate assessment of the pupil’s needs. Guardians will be consulted in this early discussion to support the identification of action(s) to improve outcomes.

2. Plan

The class teacher will plan the curriculum and may ask the SENDCo for support and specialist advice in supporting pupils with SEND. Additional training for the teacher

or the purchase of classroom resources may be considered necessary to support the pupil within the classroom setting.

3. Do

SEND support will be recorded on a provision map and implemented regularly. Expected outcomes will include stretching and relevant academic and developmental targets (this may include targets around preparing for transition) and will take into account guardians' aspirations for their child. Guardians and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. A date is set for reviewing attainment.

4. Review

Progress towards the outcomes will be tracked and reviewed termly at pupil progress meetings and/or meetings with the guardians and the pupil. If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the guardians and the pupil will be obtained and further appropriate evidence-based interventions identified, recorded and implemented by the class teacher with advice from the SENDCo.

The cycle runs for as short or long a time as need remains.

Assessments

The class teacher, SENDCo and Senior Leadership Team will look at all the data available, including national assessments. In deciding whether to make special educational provision and plan additional interventions, the SENDCo and class teacher will look closely at the formative assessment evidence gathered in the classroom and the strategies already tried. The SENDCo may use different standardised assessment tools at this point to gain a clear picture of need. These may include the following, dependent on the area of need:

- British Picture Vocabulary Scale III
- Renfrew Language Scales
- Read, Write Inc initial assessment
- Standardised Spelling Test
- New Salford Reading Test
- Diagnostic Reading Assessment
- Phonological Assessment Battery 2 (PhAB2)
- The Dyslexia Screening Test (DST-J)

At this point the SENDCo may wish to draw on more specialised assessments from external agencies and professionals. We may refer the pupil to the appropriate outreach service or request an assessment from an Educational Psychologist.

Guardians, families and young people are fully involved in this process from the earliest opportunity and guardian concerns about progress and attainment are always communicated to the Senior Leadership Team. Guardian consent must be sought prior to referral to an outside agency.

Managing Pupils on the SEND Register

All pupils with SEND are recorded on a register which is shared with teachers to ensure everyone is informed. Children with SEND needs will be recorded in a single category 'SEND Support'. Those children with an Education Health Care Plan or a Statement are highlighted. This is a live document and is updated when necessary.

Pupil Centred Planning – One Page Profiles

From September 2014, the children on the SEND register will have their own one page profile which will replace previous Individual Education Plans. This provides a more person centred approach. These will reflect the aspirations, likes and difficulties of the children in our care and will highlight learning strategies identified to support them. The profiles are written with the input of the child, their class teacher and the SENDCo.

These will be live documents and will be updated as necessary. Individual literacy and numeracy targets will not necessarily be included in the profile as the children all have their own targets alongside their peers in the classroom. The class teacher holds the responsibility for evidencing progress according to the outcomes described in the plan and reporting on this progress to guardians each term during a consultation and to the Senior Leadership Team in the pupil progress meeting.

The Use of Effective Interventions

The SENDCo works alongside the Senior Leadership Team to map additional provision across the school and deploy additional staff to deliver small group and specialist 1:1 interventions which are time-monitored and have explicit targets. These are recorded on the school provision map which is a live document.

As part of the 'Graduated Approach', it may become evident that pupils require additional specialist support programmes in addition to quality first teaching in the classroom. Dyslexic pupils, for example require a multisensory, cumulative teaching programme with opportunities for overlearning. In school, individual interventions will be implemented with the expectation that children make accelerated progress as a result of the additional support. On entry, assessment will take place and clear exit criteria will be drawn up to measure the success of the intervention.

Additional support programmes include:

- Read, Write Inc

- Dancing Bears
- Beat Dyslexia
- Plus One
- Power of 2
- ELKLAN Speech and Language Support
- Friendship groups
- Social and emotional wellbeing groups (including pottery, fishing)

In addition to these published programmes, specialist approaches and individual support may be drawn up by the SENDCo in consultation with the class teacher, for example 'Precision Teaching' of specific skills.

Additional funding may be requested to support pupils with SEND. Strict criteria are set out by the Local Authority and a system of high tariff need funding can be applied for each term. This is allocated on an audit basis when the needs of the pupils are considered by a panel based on the evidence submitted on behalf of the school by the SENDCo.

At this point, the SENDCo may take advice from external specialists and a referral may be appropriate to a specialist county based outreach or inreach provision to support pupils with SEND. We draw upon the specialist knowledge of external agencies when planning our provision.

Education, Health and Care Plan (EHCP) and Statements

The SEND code of practice (2015), states that EHCP will replace the Statements. If a child already has a Statement, the provision will continue until a transfer meeting is completed. This meeting will review the current Statement's objectives, consider the current need of the child and recommend whether a transfer to an EHCP is necessary. There is currently a rolling transition programme set up by the Local Authority for this process.

If a child does not make progress over a period of time, in spite of high quality, targeted support, it may be decided that an EHCP referral is appropriate; this process is always done in consultation with guardians. Guardians can, independently, request for an EHCP referral directly from the Local Authority.

The guidelines for an EHCP are set by the Local Authority and are very specific. Generally, they are only considered if the child is Looked After and therefore is additionally vulnerable; the child has a lifelong disability which means they will always need support to learn effectively; or the child's achievements are so far below their peers that it is likely alternative provision will be required at some point. Children, who are considered to be able to manage within mainstream provision, albeit with support, are less often assessed for an EHCP. Having a diagnosis (for example, Autistic Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD), dyslexia), does not mean that a child needs or will qualify for an EHCP.

If the referral for an EHCP is successful, a member of the Local Authority will begin the assessment process. If a referral is refused at any point of the process, the guardian can appeal the decision.

EHCP are a legal document and are reviewed annually by the school with the guardian and child. The recommendations made from the outcome of this review are sent to the Local Authority to consider and make any necessary adjustments to the EHCP.

Criteria for Exiting the SEND Register

When children have completed an intervention, an exit assessment will take place and the effectiveness of the intervention considered. At this point, if the pupil has made accelerated progress and they are considered 'on track' against end of year expectations they may exit the SEND register and be monitored through pupil progress meetings. Guardians will be consulted through an exit discussion.

Supporting Pupils and Families

This policy is published on our school website as part of our local offer to young people, guardians, carers and the wider community. This provides a direct link to the local offer provided by the Local Authority through the Access Unlimited web site.

The SEND Information Report, also published on the school website, is a resource for guardians, setting out our arrangements for access to services and arrangements at Springfield Junior School in a user-friendly way.

The families of young people with SEND may also be supported through the Common Assessment Framework (CAF) or Team Around the Child (TAC) in school if it is considered that this will deliver positive outcomes for the pupil and their families. It may also be appropriate to request support from the school nurse or other medical professionals.

Admission Arrangements

It is the aim of our school to be fully inclusive and no child will be refused admission to the school solely on the grounds of having Special Educational Needs. We also recognise that a request may be received from the Local Authority to support a child with Special Educational Needs through admission to our school.

Transition

Additional transition support may be required to support our pupils with SEND. Some children may require support to move between lessons during the day and prepare for changes to their daily routine. Additional planning and transition work may be necessary at the end of the school year as a child moves between classes and works with different adults in school. Links with secondary schools are clearly established and the SENDCo discusses transfer of pupils with SEND with receiving school staff.

Pupils with an Education, Health and Care Plan will have transition support at the earliest opportunity.

Supporting Pupils at School with Medical Conditions

We recognise 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 pupils may also have Special Educational Needs (SEN) and may have a statement, or Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

Accessibility

Our Accessibility Plan describes the actions the school has taken to increase access to the environment, the curriculum and to printed information. It is available via the school website.

Monitoring and Evaluation of SEND

Scrutiny of our SEND policy and practice is monitored as part of our ongoing school improvement cycle and the policy is reviewed annually. The views of all stakeholders, guardians, young people and staff will be sought through pupil and guardian perceptions. This is an active process that will be regularly reviewed.

Training and Resources

The governing body will oversee the effective use of financial resources available. The school's budget is made up of a basic allocation and high tariff need funding. SEND has an annual allocated budget to spend on resources and these are kept centrally and can be accessed by all teaching and support staff.

It is the role of the SENDCo to attend courses for school improvement and report back to staff during staff meetings.

Individual staff development needs can be addressed informally or through performance management targets and the SENDCo can provide support or suggest courses to attend.

Newly qualified teachers and trainees are made aware of school SEND policy and have time with the SENDCo to discuss school procedures and their training needs.

Teaching and Learning Support Assistants are entitled to staff development and can attend specific training programmes.

Roles and Responsibilities

The key responsibilities of the SENDCo include:

- Overseeing the day-to-day operation of the school's SEND policy and coordinating provision for children with SEND.
- Liaising with the relevant Designated Teacher where a looked after pupil has SEND.
- Advising teaching and non-teaching staff working day to day with pupils on the graduated approach to providing SEND. support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with guardians of pupils with SEND.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- The SENDCo is a key point of contact with colleagues within the local authority and its support services.
- Liaising with the next providers of education to ensure a pupil and their guardians are informed about options and a smooth transition is planned.
- The Assistant Head Teachers are the line managers for all learning support assistants who work with pupils who have additional needs. They will undertake their annual performance management review.
- Ensuring evidence based interventions are used to support pupils with SEND and that these are carefully planned and their impact monitored.
- Oversee the records on all pupils with Special Educational Needs. (For confidentiality reasons, individual files are kept in the SENDCo's room)
- Maintain an up to date SEND register.
- Ensure that the Local Offer published on our school web site remains current.
- Complete the high tariff need funding termly and co-ordinate the gathering of evidence across the school.
- Make school referrals for Education, Health Care plans when appropriate.
- Alyson Tipping is the governor with responsibility for SEND. She reports each term to governors about all issues relating to SEN and their responsibilities.
- The school has a statutory responsibility to provide a SEND information report each year and this is published on our school website.

Storing and Managing Information

All files relating to the Special Educational Needs of individuals are kept in a secure cupboard in the SENDCo's room. Day to day summative assessment information is kept by the class teacher. All information is passed onto next providers when children move provision.

Complaints Procedure

Day to day concerns are addressed to the class teacher, the SENDCo or the Headteacher. Please refer to the Governing body complaints procedure if you consider the matter to require further investigation.

Bullying

At all times our aim is to safeguard the needs of pupils with SEND, promote their independence and build resilience in their learning. Day to day concerns should be addressed to the class teacher, the SENDCo or the Headteacher. Please refer to our bullying policy for further information.

Monitoring and Review

This policy will be reviewed in line with the school's policy review cycle.

Review Date: Summer 2019

Linked Documents

- Accessibility Plan
- Medical Conditions Policy
- School Information Report
- Suffolk County Council's Local Offer
- SEND Code of Practice (January 2015)

**Special Educational
Needs and Disability
(SEND)
Information Report**

*(In partnership with the
Suffolk Local Offer for SEND)*

Updated: Summer 2018

Review date: Summer 2019

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What is SEND?

SEND stands for Special Educational Needs and Disability. A pupil will be identified as having SEND if they require provision that is different from and additional to that which is provided for all pupils of the same age. This means provision that goes beyond the differentiated approaches, learning approaches and learning arrangements normally provided as part of high quality, personalised teaching. It may take the form of additional support from within the school setting or require involvement from support services.

The SEND Code of Practice (January 2015)

In 2014, the Children and Families Act led to a new Code of Practice for Special Educational Needs and disability. The latest version of this document can be found via the following link:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

A SEND guide for parents and carers linked to the Code of Practice can be found via the following link:

www.gov.uk/government/publications/send-guide-for-parents-and-carers

The SEND Code of Practice (January 2015) clearly states that schools must do their best to ensure that all pupils receive an appropriate education that fulfils their needs and enables them to reach their potential; including all pupils with special educational needs and disabilities. There must be an identified teacher who is responsible for ensuring that this is in place for pupils with SEND and for ensuring that parents are aware if their child has been identified as having SEND; this person is called the SEND Coordinator or SENDCo. There must also be an identified governor who is responsible for ensuring that the school is doing its best for pupils with SEND.

The SENDCo is Mr Michael Lynch.

The SEND governor is Mrs Alyson Tipping.

Both can be contacted via the school office on 01473 741300

What is the Local Offer?

The SEND Code of Practice (January 2015) requires all local educational authorities to publish their arrangements for children and young people with SEND. This means that parents and carers can see what is offered across the county and what they can expect to be produced for their child. This information is referred to as the Local Offer.

This school information report has been produced in partnership with Suffolk's Local Offer which can be found via the following link:

<https://www.suffolk.gov.uk/children-families-and-learning/send-and-the-local-offer/>

Further information about SEND in Suffolk can be found on the Local Authority's 'Access Unlimited' website via the following link:

<https://www.access-unlimited.co.uk/>

What is the School SEND Information Report?

The SEND Code of Practice (January 2015) requires all schools to publish their arrangements for children and young people with SEND. This means that parents and carers can see what is offered in the school and what provision they can expect to be provided for their child. This information is referred to as the School SEND Information Report and is specific to the school.

The School SEND Information Report is linked to the School's SEND Policy, a copy of which can be found on the school website.

SEND Independent Support Service

There is also a support service for SEND which is known as SENDIASS (Special Educational Needs and Disabilities Information Advice and Support Service). This is an independent service that supports parents of and young people with, SEND. They can be contacted via the telephone helpline on (01473) 256210 or via following the link below:

<https://www.suffolk.gov.uk/children-families-and-learning/send-and-the-local-offer/sendiass/>

Our Vision for SEND at Springfield Juniors

We believe that all pupils should be respected and valued as per our own school values (persevere, believe, learn and achieve).

We strive hard to ensure that all pupils:

- Have a wide and balanced curriculum which is differentiated to meet individual needs.
- Can learn and make progress according to their individual development trends
- Are assessed using appropriate tools and guidelines
- Have equal access to resources, provision and intervention as needed

All teachers at Springfield Juniors are teachers of SEND pupils and as such provide quality first teaching which takes account of the particular individual needs of pupils with SEND within the classroom.

How do we identify SEND?

At Springfield Juniors, we follow the 'assess, plan, do, review' cycle for SEND as outlined in the SEND Code of Practice. We ensure that we monitor and review progress regularly against national and age related expectations. This information is shared with parents via half termly reports. If a teacher is concerned about a pupil, they will discuss their concerns with the SENDCo who will communicate these concerns to the parents/carers. Equally, parents/carers

themselves may have the initial concerns and they too can make contact with the school to discuss them either via the class teacher or SENDCo. Consideration and review of educational progress and identification of medical conditions will support the identification process. A meeting will be held to discuss the pupil's needs and if it is felt that a pupil does require provision that is different from or additional to that which is available to other pupils then an assessment of need will be carried out. This assessment may be carried out in school by the SENDCo or their teacher but if not, requests may be made to outside agencies where appropriate. Parent/carer permission is always sought before referring to outside agencies. Following the assessment(s) another meeting will take place to discuss the next steps and what the school can put in place to meet the pupil's needs. A support plan, known as a 'One Page Profile' will be drawn up outlining the plan that is to be put in place; this support plan will be reviewed regularly.

In rare cases, where a child has significant needs, it may be appropriate for a request to be made to the Local Authority to carry out an Education, Health and Care needs assessment. Requests can be made by either the school or parents. Where the Local Authority agrees to carry out a needs assessments, they will use the information gathered to decide whether it is necessary to make additional provision through an Education, Health and Care Plan (EHCP).

What should parents/carers do if they have a concern about their child's learning?

If a parent/carer is concerned about their child's progress they should speak to their child's class teacher in the first instance. The class teacher may then speak to the SENDCo or refer the parent/carer directly to the SENDCo. If a parent/carer does not wish to speak to the child's class teacher about their concerns, or has already spoken to the class teacher and would like to discuss their concerns further, they should make an appointment to speak to the SENDCo via the school office.

What kinds of SEND are cater for?

In accordance with the SEND Code of Practice all SEND will be categorised under one or more of the four broad areas of need: cognition and learning; communication and interaction; social, emotional, mental health; sensory and/or physical. These are explained in more detail in the diagram below:

<p>Communication and Interaction <i>Children may experience difficulties in one or more of the following areas:</i></p> <ul style="list-style-type: none"> ☐ Speech, language and communication needs (SLCN) <ul style="list-style-type: none"> ☐ Receptive language/understanding ☐ Expressive language/speech ☐ ASD, including Asperger's Syndrome and autism 	<p>Cognition and Learning <i>Children may experience difficulties in one or more of the following areas:</i></p> <ul style="list-style-type: none"> ☐ Children who learn at a slower pace than their peers, even with appropriate differentiation. ☐ Moderate learning difficulties (MLD). ☐ Severe learning difficulties (SLD) ☐ Profound and multiple learning difficulties (PMLD) ☐ Specific learning difficulties (SpLD) - dyslexia, dyscalculia and dyspraxia.
<p>Social, Emotional, Mental Health Difficulties <i>Children may experience difficulties in one or more of the following areas:</i> Becoming withdrawn or isolated or displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as:</p> <ul style="list-style-type: none"> ☐ Anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. ☐ Attention deficit disorder (ADD), ☐ Attention deficit hyperactive disorder (ADHD) ☐ Attachment disorder 	<p>Sensory and/or Physical Needs <i>Children may experience difficulties in one or more of the following areas:</i></p> <ul style="list-style-type: none"> ☐ Vision impairment (VI) ☐ Hearing impairment (HI) ☐ A multi-sensory impairment (MSI) ☐ Physical disability (PD)

At Springfield Juniors, we will do our best to meet the needs of pupils with SEND within the four broad areas of need outlined above.

What is the approach to teaching pupils with SEND?

The school provides a graduated response to each child dependent on their level of need. These are often referred to as 'waves of intervention'.

Wave 1: High quality teaching through differentiation.

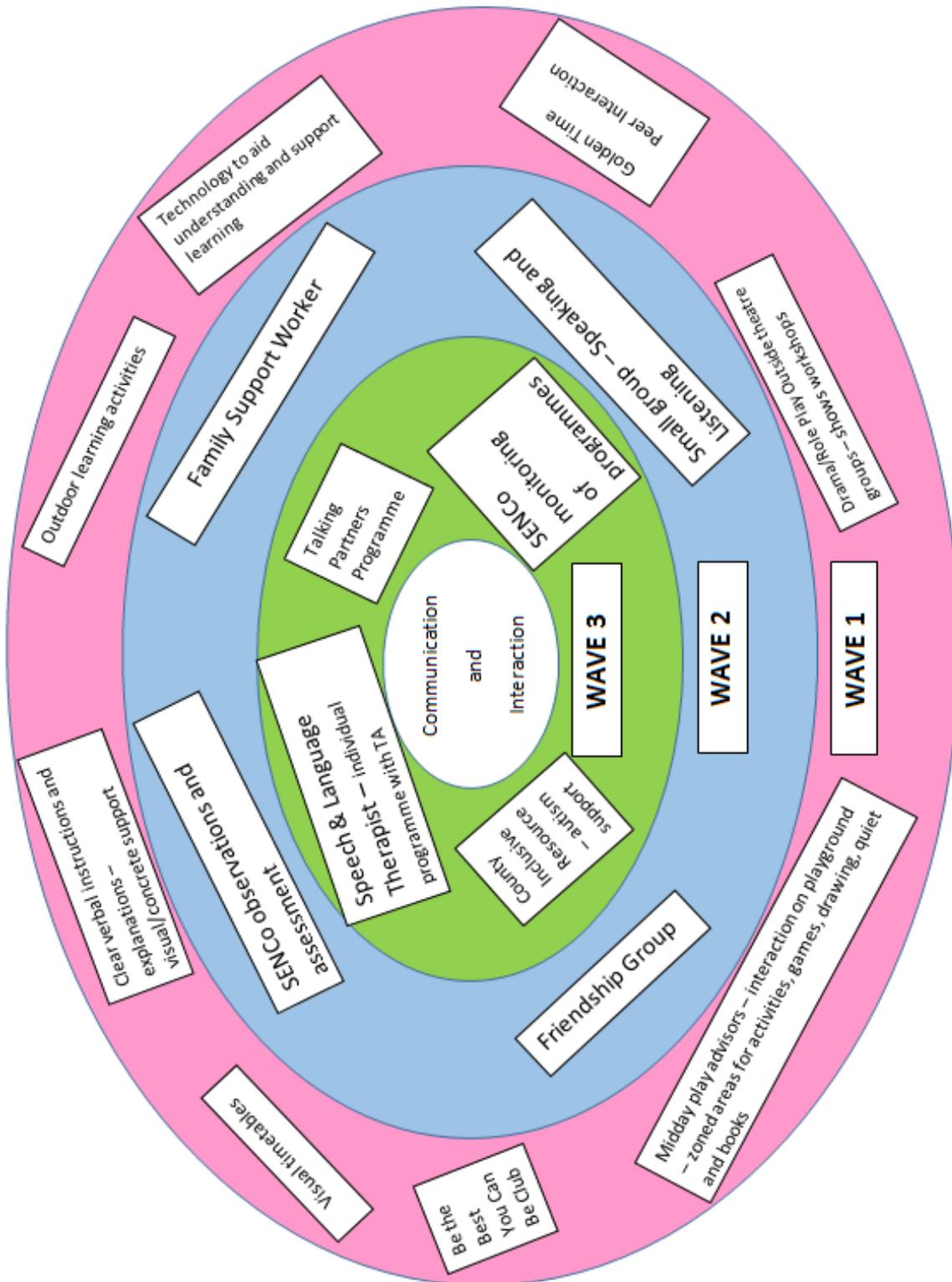
Wave 2: Small group support for those pupils who are working below age related expectations.

Wave 3: Focused individualised programmes for pupils working well below age related expectations.

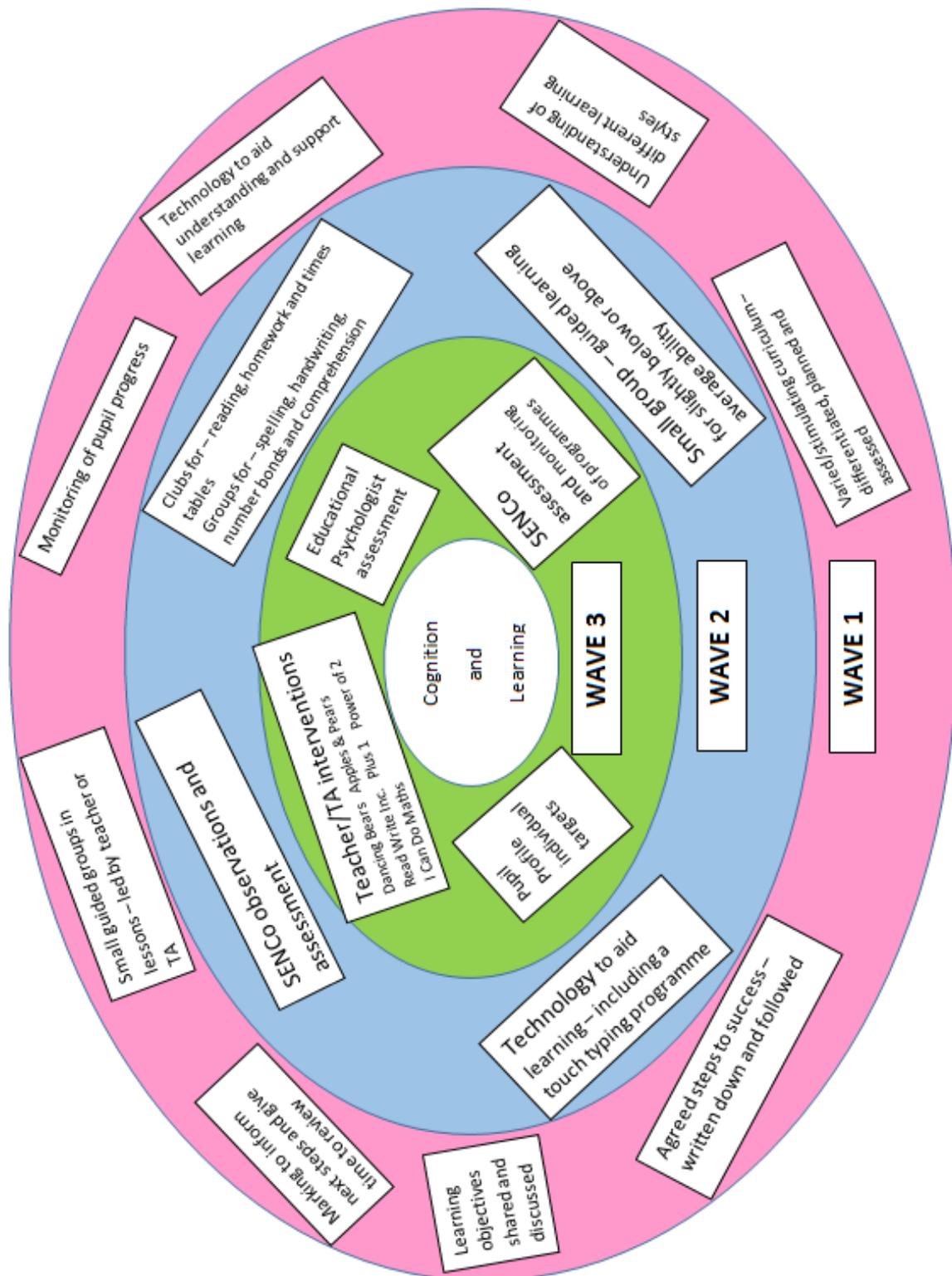
In most instances, children will have their learning needs met through high quality first teaching within their class. Sometimes, a child may require provision that is additional to or different from their peers. In these instances, the child's individual needs will be carefully considered and targeted additional support will be offered.

For each of the four areas of need, the diagrams below show the type of support available at each wave. They are colour coded to relate to the different waves of intervention identified above.

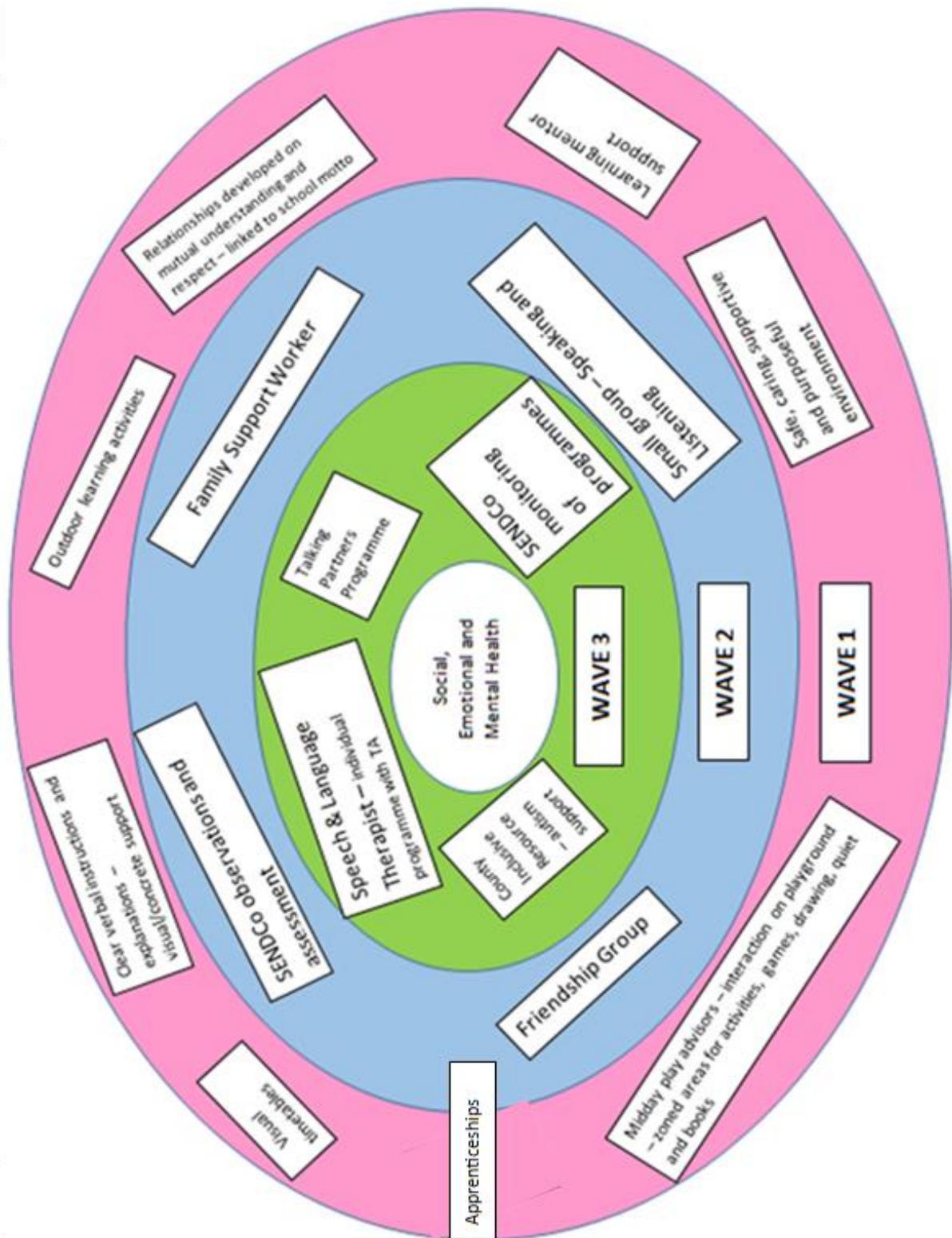
Below is a diagram showing the graduated approach to teaching and supporting pupils with Communication and Interaction needs.



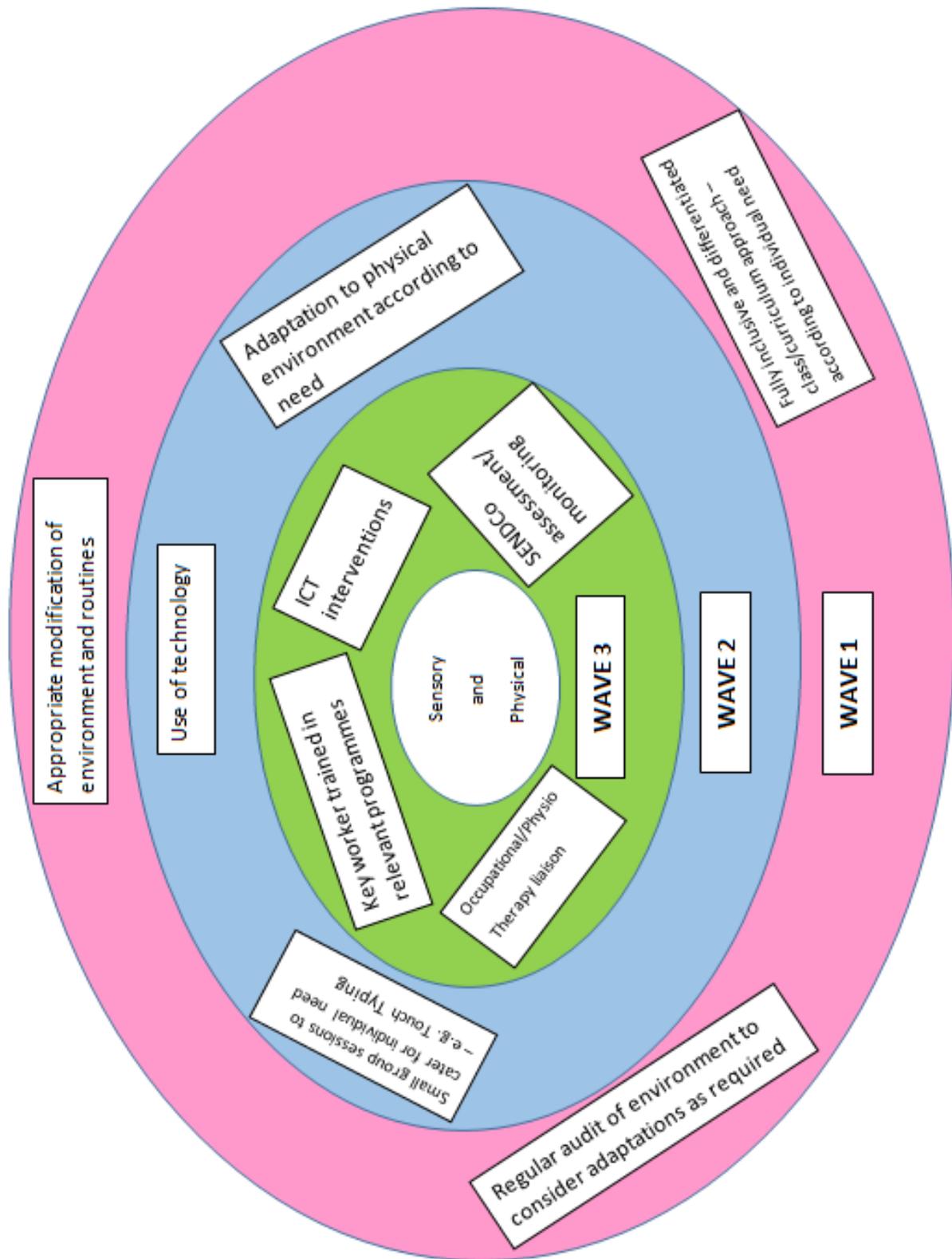
Below is a diagram showing the graduated approach to teaching and supporting pupils with Cognition and Learning needs.



Below is a diagram showing the graduated approach to teaching and supporting pupils with Social, Emotional and Mental Health needs.



Below is a diagram showing the graduated approach to teaching and supporting pupils with Sensory and Physical needs.



How will the curriculum and environment be adapted for pupils with SEND?

At Springfield we endeavour to adapt the curriculum and learning environment to meet individual needs where it is possible and reasonable. When necessary, advice is sought from a range of professionals to ensure appropriate adaptations are made. Within reason, we will carry out adaptations that make the building as accessible as possible and provide resources that enable pupils to fully access the curriculum. Appropriate adaptations to the curriculum and learning environment may include: individualised curriculum planning, for example in P.E. or reduced timetables; considering learning styles; enlarging print; using coloured paper or overlays or using prompt cards or visuals. On an individual basis, we will assess when this commitment may require a high level of funding and seek financial support from the Local Authority High Tariff Need Funding.

How are children with SEND enabled to engage in activities available with children who do not have SEND?

We are an inclusive school and children at Springfield Juniors have equal access to activities irrespective of their individual needs. We endeavour to provide a range of activities and opportunities to make learning interesting and enjoyable. All trips and visits are carefully considered and planned to allow all pupils, regardless of any SEND, the opportunity to attend. Pupils with SEND are always encouraged to join in and where necessary, we make sure they have the support to do so. Children have regular opportunities to work in mixed ability groups and we actively try to identify opportunities for pupils with SEND to take the lead role in activities and be a role model for other children.

How will the child's progress be assessed and reviewed?

Provision for pupils with SEND is tracked and regularly reviewed by the SENDCo and senior leadership team. The child's progress towards their targets will be assessed by the class teacher under the guidance of the SENDCo. Ongoing assessment of the child's learning will take place during lessons and marking of work. In addition, specific assessments may be carried out in order to measure the child's progress towards outcomes.

In order to inform our review, we consider the following factors listed below:

- Gain feedback given by the staff who support the provisions;
- Communicate with the class teacher, teaching assistant and any other adults involved with the child;
- Review half termly assessment data;
- Review data from any specific assessments undertaken;
- Listen to the child's and parent/carer views.

This information will contribute to the review of provision and amendments will be made to the support plan as necessary. It may be decided that a provision will be maintain, discontinued or a new one introduced. If an outcome has not be met, limiting factors will be discussed and the plan will be adjusted accordingly.

How will pupils, parents and carers be communicated with?

We believe that communication is extremely important and will always aim to ensure that pupils and their parents/carers are kept informed. We offer a number of occasions throughout the school year where pupil progress will be discussed such as half termly reports, mentor meetings and parents' evenings. We also offer informal events such as tea afternoons, assemblies and showcases to allow the children to share their work and progress with parents/carers.

A parent can make a request to meet and discuss issues surrounding their child's progress or needs with either their class teacher or SENDCo throughout the year. This can be requested via the school office or letter to the teacher.

If a child needs an assessment that is additional to the normal classroom assessments, parental permission is always sought. Before referrals to outside agencies can be made, permission will also be sought.

How will the school support transition between classes and key stages?

All children are supported in moving between phases of their education whether it is when moving to a new teacher between academic years or moving between key stages. There are two key stage transitions at Springfield Juniors - from year 2 to year 3 (Key Stage 1 to Key Stage 2) and from year 6 to year 7 (Key Stage 2 to Key Stage 3).

Teachers work together to plan and prepare pupils for these moves by ensuring that all information and records are passed on and by giving pupils opportunities to experience their new environment. We work closely with the feeder and high schools to ensure an effective transition is planned and managed. During any transition, support is enhanced for SEND pupils through targeted support from our staff and/or outside agencies; this support is tailored to the needs of the individual child.

We will evaluate any SEND provision the child receives and inform the new school of this. When a pupil leaves during the academic year, we will ensure that records are forwarded in a safe and timely manner and liaise with the new school where appropriate.

What support is available for improving emotional and social development of children with SEND?

At Springfield Juniors, we recognise that most children need support in their social and emotional development from time to time. Therefore, we are committed to ensuring that all of our pupils are supported socially and emotionally whenever it is needed. We pride ourselves on having a very caring staff, who take the time to get to know the children they work with. They are skilled in spotting children who may be having difficulties and we have a range of strategies and support we can put in to place to support individual needs. Some of our support strategies are listed below:

- Friendship groups
- 'Change for Life' club
- Breakfast club
- Nurturing lunch clubs
- Family Support Worker
- Meet and greet
- 'Chat time'
- Celebration of all in class and assemblies (for example; Achievement Assembly, Writer and Mathematician of the Week)

We recognise that children with SEND are sometimes vulnerable to factors that may impact on their self-esteem. We are aware of this and consider this as part of the child's one page profile and support plan.

The achievements of all children are celebrated at Springfield Juniors and any concerns regarding bullying are dealt with immediately in accordance with our anti-bullying policy.

What outside agencies and support will the school use to help pupils with SEND?

There are a number of services across education, health and social care that we can seek support and guidance from. Referrals to these services will be made, where appropriate, with consent of the parent/carer. The following table gives an overview of the kinds of services we can call upon, but is by no means exhaustive.

Education	Health	Social
Education Other Than at Home (EOTAS) Pupil Referral Units (PRU) Thomas Wolsey Outreach Dyslexia Outreach Service County Inclusive Support Service (CISS) Education Welfare	School Nursing Team Occupational Therapy (OT) Physiotherapy Speech and Language Therapy (SALT) Primary Mental Health Team (CAMHS) Special Schools Outreach Ipswich Hospital	Integrated Team School Family Support Worker (FSW) Team Around the Child (TAC) Child in Need (CIN) Child Protection (CP) Children's Centres Anglia Care Trust Suffolk Family Carers Young Carers

How will staff be trained to support pupils with SEND?

At Springfield Juniors, all teachers are teachers of children with SEND. We ensure that all staff have the opportunity to request information and training in any aspect of SEND that they require. This may be to enable them to plan learning effectively, to provide effective pastoral care, to nurture inclusion or to effectively evaluate progress. The SENDCo is available to offer support and guidance to teachers in relation to individuals or specific need and where appropriate, will arrange training for staff; this may be through in-house training or arranging for outside agencies to deliver training. In some cases, it may be appropriate for staff to go off-site for training and we will endeavour to facilitate this. In addition, we currently work closely alongside a number of specialist professions, such as the Speech and Language Team (SALT) and County Inclusive Support Service (CISS), to ensure the needs of our pupils are met.

Family Support Worker

Our Family Support Worker is here to support parents and children with any difficulties that they are experiencing in a friendly, non-judgemental way.

Our Family Support Worker can offer support in a number of ways:

- Provide information and support to children and families to get the help they feel they need.
- Promote and enhance the relationship between home and school.
- Provide opportunities for children and families
- Work in partnership with a range of agencies and professionals to deliver support and interventions.
- Support with parenting offering helpful routines and strategies to use in the home.
- Offer emotional and social support for children whilst in school.

Our Family Support Worker is Dave Rycraft, he can be contacted via the school office on 01473 741300

Medical Conditions

All staff, who work within the school, are trained to meet the basic first aid needs of children. In the instances where more specific training is required to meet the medical needs of your child, we will consider the following points, if relevant:

- Liaise with the school nurse, parents and staff to provide support in writing care plans for pupils with more complex medical needs;
- Ensure that key staff working with your child are full trained;
- Ensure that extra staff are trained so that someone is always available to support your child;
- Ensure that medicines are kept securely in the office or in your child's classroom if immediate access to them is required;
- Liaise closely with medical professions such as the diabetes nurse to ensure that we receive the necessary training and advice to support your child's needs.

How are children who are looked after and have a SEND supported?

Children who are looked after and have SEND will be identified and receive all necessary provision in line with their peers. However, in order to avoid breakdown in their care placement, we will endeavour to ensure that we address their needs immediately and as efficiently as possible. The SENDCo will liaise with the designated teacher to ensure accurate completion of Personal Education Plans (PEP) and other relevant paperwork.

The designated teacher for Child Looked After (CLA) is Mr M. Lynch.

How will the school evaluate the effectiveness of the provision for pupils with SEND?

At Springfield Juniors, we undertake a number of measures that contribute towards evaluating the effectiveness of provision for pupils with SEND across our school, which are detailed below:

- Half termly data tracking;
- Pupil Progress Meetings;
- Provision mapping;
- Learning walks and lesson observations;
- Book and planning scrutiny;
- Pupil and parental input.

These are conducted by the SENDCo and members of the senior leadership team.

By using a range of measures we are able to robustly evaluate the effectiveness of the provision we provide for pupils with SEND and make any necessary amendments where identified.

How is information about SEND shared with the Local Authority?

The Local Authority requires schools to provide specific information to them regarding SEND. As a school, we submit a twice yearly school census that details the number of children identified as having SEND. We also keep our school records on the county-wide system (SIMS - School Information Management System) up to date which details the children identified as having SEND and their category of need. This system can be accessed by the Local Authority.

In addition, we are required to submit paperwork regarding Statements and Education, Health and Care Plans (EHCPs) to the Local Authority for their consideration; this includes referrals, transfer and annual reviews.

How will the school handle complaints about SEND?

At Springfield Juniors, we take any complaints very seriously and will always strive to do our best to resolve them. This is best achieved through open and honest meetings involving all relevant parties and where necessary, independent support. The SENDIASS service can help, either by supporting parents at meetings or informing them of any further course of action that they can take. They can be contacted via the telephone helpline on (01473) 256210 or via following the link below:

<https://www.suffolk.gov.uk/children-families-and-learning/send-and-the-local-offer/sendiasm/>

If a parent/carer wishes to make a complaint about the SEND provision provided by our school they could do so in the following ways:

- Speak with the class teacher or school office;
- Write to or make an appointment with Head Teacher (Mr M. Lynch);
- Write to the SEND Governor (Mrs A. Tipping) or Chair of Governors (Mrs. R Wright) at the school address.

Conclusion

We hope that you have found the information contained in this report helpful and informative. If you have any questions or comments about the provision for children with SEND at our school, please get in touch via the school office.

Address: Springfield Junior School
Kitchener Road
Ipswich
Suffolk

IP1 4DT

Telephone Number: 01473 741300

Glossary of Key Terms

ADD - Attention Deficit Disorder

ADHD - Attention Deficit and Hyperactivity Disorder

Annual Review - A meeting held annually to review a pupil's Education and Health Care Plan or Statement of Educational Needs

ASD - Autistic Spectrum Disorder

Barrier to learning - A difficulty or difficulties experienced by a pupil within their everyday environment that may inhibit their learning.

CAF - Common Assessment Framework

CAMHS - Child and Adolescent Mental Health Service

Children with additional needs- A general term used to describe any child, who at any point may require extra support from Education, Health or Social services.

CIN - Child In Need

CISS - County Inclusive Support Service

CLA - Child Looked After which refers to a child in care

Cognition - The process of knowing, thinking and reasoning

CP - Child protection, every school must have a named person (designated person)

Differentiation - Adaptations to the curriculum to meet individual's needs.

Dyslexia - A specific learning difficulty where individuals typically have difficulties with learning to read, spell, write, manipulate numbers and developing organisational and coordination skills.

Dyspraxia - A specific learning difficulty affecting motor coordination. Children may appear clumsy in their general movement, writing or pronunciation.

EHCP- Education and health care plan will replace what was previously known as a statement of special educational needs/disability

EOTAS - Education Other Than at Home

EWO- Education Welfare Officer

Expressive Language - Difficulties in using language to express oneself

Fine motor skills - Ability to use smaller muscles in the body for precise tasks

FSW - Family Support Worker

Graduated Approach - an approach that recognises that there is a continuum of special educational needs and that specialist action and intervention should be based on the degree of need/difficulty. It is basically responding to the need of the individual child.

Gross motor skills - The ability to use larger muscles in the body for activities for example, jumping.

HI - Hearing Impairment

HTNF- High Tariff Needs Funding

Inclusion - Creating an appropriate learning environment for all children

LA - Local Authority

MLD - Moderate Learning Difficulties

MSI - Multi-Sensory Impairment

MSI - Multi-sensory Impairment

NHS - National Health Service

One Page Profile - A plan that outlines an individual's strengths, interests, areas of needs and strategies to overcome any barriers to learning they may have.

This is a working document to be shared with both parents/carers, individual child and professionals.

OT - Occupational therapist/therapy

PD - Physical Disability

PEP - Personal Educational Plan

PMLD - Profound and Multiple Learning Difficulties

PRU - Pupil Referral Unit

SALT - Speech and Language Therapy

SEN CoP- The document published by the government in January 2015 outlining the requirements that must be made for children with special educational needs and/or disabilities

SEND - Special educational need and/or disability

SENDCo - Special Educational Needs and Disability Coordinator

SENDIASS - Special Educational Needs and Disabilities Information Advice Support Service

SIMS - School Information Management System

SLCN - Speech language and communication needs

SLD - Severe Learning Difficulties

SLD - Severe Learning Difficulty

SLT - Speech and Language Therapist

Special School - A school specially organised and designed to support children with complex needs

SpLD - Specific Learning Difficulty

SSC - Special Support Centre

TA- Teaching Assistant

TAC - Team Around the Child

Transition Plan - A plan that is devised to support an individual with specific transitions, for example, between different classes or schools

VI - Visual Impairment

Wave 1 - The inclusion of all pupils within the classroom met through high quality teaching and appropriate classroom differentiation

Wave 2 - Small group support for those pupils who are working below age related expectations

Wave 3 - Focused individualised programmes for pupils working well below age related expectations