

Springfield Community Primary School SEND Information Report 2025-2026

Introduction

At Springfield Community Primary School, we are committed to ensuring that every child can learn, grow and thrive. We value the individuality of all pupils and work hard to ensure that children with Special Educational Needs and Disabilities (SEND) are fully included in every aspect of school life.

We believe that high-quality teaching, strong relationships and close partnership with families are the foundations of successful inclusion.

This report explains how we identify, support and monitor pupils with SEND and how families can access support.

SEND Leadership

Headteacher: Jack Sloan

SENDCO: Sadia Anwar

SEND Governor: Janet Taylor

The SENDCO works closely with teachers, support staff, families and external professionals to ensure that pupils receive appropriate support and that provision is regularly reviewed.

What kinds of SEND do we support?

Springfield supports pupils across the four broad areas of need identified in the SEND Code of Practice:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

Our pupils have a wide range of strengths and needs, and support is personalised accordingly.

How do we identify pupils with SEND?

We identify SEND through:

- Ongoing teacher assessment and observation
- Discussions with parents and carers
- Progress and attainment data



- Information from previous settings
- Advice from external professionals
- Screening and assessment tools

Where concerns are identified, we work with families to understand a child's needs and determine the most appropriate support.

How do we support pupils with SEND?

The majority of pupils' needs are met through high-quality teaching in the classroom.

Teachers adapt learning through:

- Careful planning and adaptive teaching
- Visual supports and scaffolds
- Additional modelling and explanation
- Targeted questioning
- Structured talk opportunities
- Specialist resources where appropriate

Some pupils receive additional support through interventions or individual programmes.

Support may be delivered by teachers, teaching assistants or specialist professionals. All staff receive regular training on SEND, including how to support pupils with communication needs, autism, and social and emotional difficulties. Our SENDCO holds the National Award for SEN Coordination and provides ongoing guidance to staff. Teaching assistants receive training in specific intervention programmes and work closely with external professionals

How do we monitor progress?

We use an Assess, Plan, Do, Review approach.

This includes:

- Regular review of pupil progress
- Termly meetings between teachers and leaders
- Individual support plans where appropriate
- Meetings with parents and carers
- Advice from external professionals

Provision is adapted whenever a child's needs change.



Evaluating the Effectiveness of SEND Provision

We evaluate the effectiveness of our SEND provision by:

- Tracking pupil progress against individual targets
- Gathering feedback from pupils, parents and staff
- Reviewing the impact of interventions termly
- Monitoring attendance, engagement and wellbeing
- Working with external professionals to assess outcomes

This information is used to adapt provision and ensure that all pupils make good progress.

Education, Health and Care Plans (EHCPs)

Where a pupil has significant and long-term needs, the school may work with families and professionals to request an Education, Health and Care Needs Assessment from the Local Authority.

Pupils with EHCPs receive provision that is tailored to the outcomes identified within their plan and are reviewed annually.

Working with Parents and Carers

We believe that strong partnerships with families are essential.

Parents and carers are involved through:

- Parents' evenings
- Review meetings
- Annual Reviews
- Meetings with the SENDCO
- Regular communication with school staff

We encourage families to contact us whenever they have concerns or questions about their child's learning or wellbeing.

We involve pupils in discussions about their learning and support wherever appropriate. Pupils contribute to their support plans and are encouraged to share their views during review meetings.

Specialist Services

The school works with a range of external professionals, including:

- Educational Psychology Service
- Speech and Language Therapy
- Occupational Therapy
- Specialist Teachers



- Child and Adolescent Mental Health Services and Mental Health Support Teams
- Child Psychotherapy Service
- Re-engagement and Inclusion Services
- Health professionals and social care services where appropriate

These services help us identify needs, develop provision and support children effectively.

Supporting Emotional Wellbeing

We recognise that wellbeing and learning are closely linked.

Support may include:

- Nurture and pastoral support
- Therapeutic interventions
- Mental health support
- Support during periods of transition
- Work with external professionals where appropriate

Accessibility

Springfield is committed to ensuring that all pupils can access learning and school life.

The school provides:

- Wheelchair access to teaching areas
- Accessible toilet facilities
- Lift access where required
- Reasonable adjustments for pupils with disabilities

The school's Accessibility Plan is available on the website.

Transitions

We carefully support pupils during key transitions, including:

- Nursery to Reception
- Reception to Year 1
- Moving between year groups
- Transfer to secondary school

Additional transition arrangements are provided for pupils with SEND where needed.

The Hackney Local Offer

Information about services available to children and young people with SEND in Hackney can be found through the Hackney Local Offer:



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

What should I do if I have concerns?

If you have concerns about your child's learning, development or wellbeing, please:

1. Speak to your child's class teacher.
2. Contact the SENDCO.
3. Contact the Headteacher if concerns remain unresolved.

If necessary, parents may also use the school's complaints procedure, which is available on the school website. If concerns remain unresolved, parents may use the school's complaints procedure, which is available on our website or from the school office.

Review Date

This report was reviewed in June 2025 and will be reviewed annually.



Appendix 1

Useful Websites



<http://www.netmums.com/parenting-support/special-needs>

contact a family
for families with disabled children

<http://www.cafamily.org.uk/>



<http://www.hiphackney.org.uk/>



Bringing Families Together
OFFERING FRIENDSHIP & SUPPORT

<http://www.specialkidsintheuk.org>

Scope
About disability

<http://www.scope.org.uk/support/families/parents-carers>



<http://www.councilfordisabledchildren.org.uk/>



<http://www.youngminds.org.uk/>



<http://www.nasen.org.uk/>



IPSEA
Independent Parental Special Education Advice

<http://www.ipsea.org.uk/>



<https://www.homerton.nhs.uk/hackney-ark/>



Parents for Inclusion

<http://www.parentsforinclusion.org/>



<http://www.bibic.org.uk/>



(British Institute of Learning Difficulties) <http://www.bild.org.uk/>

all about people



<http://www.dyslexiaaction.org.uk/>

Taking Action • Changing Lives



<http://www.ican.org.uk/>



<https://www.gov.uk/children-with-special-educational-needs/statements>



<http://www.dyspraxiafoundation.org.uk/>