



SEND Information Report

Reviewed September 2019

Learn together, grow together

Special Educational Needs and Disability Children and Families Bill 2013



The Children and Families Bill takes forward the Coalition Government's commitments to improve services for vulnerable children and support strong families. It underpins wider reforms to ensure that all children and young people can succeed, no matter what their background. The Bill will reform the systems for adoption, looked after children, family justice and special educational needs.

The Government is transforming the system for children and young people with special educational needs including those who are disabled (SEND), so that services consistently support the best outcomes for them. The Bill will extend the SEND system from birth to 25, giving children, young people and their parents/carers greater control and choice in decisions and ensuring needs are properly met.

It takes forward the reform programme set out in Support and Aspiration: A new approach to special educational needs and disability:

Progress and next steps by replacing statements and learning difficulty assessments with a new birth- to-25 Education, Health and Care Plan, extending rights and protections to young people in further education and training and offering families personal budgets so that they have more control over the support they need and improving cooperation between all the services that support children and their families and particularly requiring local authorities and health authorities to work together; and requiring local authorities to involve children, young people and parents in reviewing and developing provision for those with special educational needs and to publish a 'local offer' of support.

What is the Local Offer?

The **Local Offer** was first introduced in the Green Paper (March 2011) as a local offer of all services available to support disabled children and children with SEN and their families. This easy to understand information will set out what is normally available in schools to help children with lower-level SEND as well as the options available to support families who need additional help to care for their child."

Click the link above to open the Hackney Local Offer website or visit: <http://www.hackneylocaloffer.co.uk/kb5/hackney/localoffer/home.page>

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Springfield Community Primary School is part of *Primary Advantage* - a Federation of schools that reflect and celebrate the cultural, religious and linguistic diversity of all the people of Hackney. We are an inclusive community that promotes mutual respect based on celebrating achievement and high standards of social behaviour. We protect the dignity of all our pupils, parents, carers and staff by actively opposing all forms of prejudice and discrimination.

Springfield School's motto is '**Learn together, grow together**' and this is reflected in all we do.

Learn together towards an Outstanding school with a balanced curriculum that inspires all pupils through an enriching and creative learning experience; celebrating personal success, a journey of progress and achievement.

Grow together towards all pupils, carers and staff increasing their participation within our school through the development of inclusive policies and practices that take account of disability, race and gender to create a secure and accepting community where everyone feels valued.

What is SEND?

The four broad 'areas of need' are:

- Communication & Interaction
- Cognition & Learning
- Social, Emotional and Mental Health Difficulties
- Sensory & Physical Needs

At different times in their school life, a child or young person may have a Special Educational Need. The *Code of Practice 2014* defines SEN(D) as:

"A child or young person has SEN(D) if they have a learning difficulty or disability which calls for special education provision to be made for them. A child of compulsory school age... has a learning difficulty if:

- A) he or she has a significantly greater difficulty in learning than the majority of others of the same age, or
- B) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools...

Learners can fall behind in school for many reasons. They may have been absent from school, they may have attended lots of different schools and not had consistent opportunity to learn. They may not speak English very well or at all, they may be worried about different things that distract them from learning. We are committed to ensuring that all learners have access to learning opportunities and for those who are at risk of not learning, we will intervene. This does not mean that all vulnerable learners have SEND. Only those with a learning difficulty that requires special educational provision would be identified as having SEND.

At Springfield Community Primary School we strive to support all children to enable them to achieve at school.

In order to do this many steps have been taken to support them through their learning journey. Quality teaching is vital; however for some children there are occasions when further additional support may be needed to help them achieve their targets.

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The Special Educational Needs & Disabilities Coordinator (SENDCo) is Melanie Lines

If you wish to contact Melanie, please do so via the school office: 020 8800 9007



The Governor with responsibility for SEN is Alex Eastwood.

In line with statutory guidelines every school in the UK has to provide parents and carers with information about how they support their children's needs.

How does Springfield Primary School know if children need extra help?

We know your child needs help if:

- concerns are raised by parents/carers, teachers or the child
- limited progress is being made
- the child asks for help
- there is a change in the pupil's behaviour or progress

What should I do if I think my child may have special educational needs?

- The class teacher is the initial point of contact for responding to parental concerns
- It may be necessary for the teacher and parents to consult with the SENCO, or Special Educational Needs Coordinator. Mel Lines is available for discussions at the end of day.

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How will I know how Springfield Primary School supports my child?

- Each pupil's education programme will be planned by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or support staff in class.
- If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, numeracy and literacy skills etc then the pupil will be placed in a small focus group. This intervention will be run by the class teacher or a member of support staff. The length of time the intervention will vary according to need but will generally be for one term. The interventions will be regularly reviewed by all involved to ascertain the effectiveness and impact of the provision and to inform future planning. These interventions are recorded on a Group Provision Map (this is a record of the intervention, timings, strategies and impact).
- Pupil progress meetings are held each term. In these meetings the class teacher meets with the SENCO and a member from the Senior Leadership Team to discuss the progress of all pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned.
- Occasionally, the school may need expert advice from outside of school such as Educational Psychology. Where this is the case a referral will be made, with your consent, and forwarded to the most appropriate support agency.
Where appropriate, a pupil will undergo a number of assessments and support may be necessary in the form of an Educational Health and Care Plan.
- The Governors at Springfield Primary School are responsible for entrusting a named person to monitor Safeguarding and Child protection procedures. The named governor is Alex Eastwood.

How will the curriculum be matched to meet my child's needs?

- When a pupil has been identified with special educational needs and disabilities (SEND), their work will be differentiated by the class teacher to enable them to access the curriculum and make progress.
- Support staff may be allocated to work with the pupil though withdrawal in a small focus group to target more specific needs.
- If a child has an EHCP, they will work on specific targets set accordingly to their area of need. These will be monitored weekly by the class teacher, and reviewed by the SENCO at least three times a year.
- If appropriate, specialist equipment may be used by pupils, eg. writing slopes, walking frames or a special pen and pencil grips .

How will I know how my child is doing?

- You will be able to discuss your child's progress at Parents Evenings.
- Your child's class teacher will be available at the end of each day if you wish to raise a concern. Appointments can be made with the class teacher and/or the SENCO if further discussion is required.

How will you help me to support my child's learning?

- The class teacher may suggest strategies of how to support your child at home.
- The SENCO may meet with you to discuss how to support your child with strategies at home.
- If outside agencies have been involved, suggestions and programmes of study are normally provided that can be used at home.

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What support will there be for my child's overall well-being?

The school offers a wide variety of pastoral support for pupils who have emotional difficulties, these include:

All members of staff are readily available for pupils who wish to discuss issues and concerns.

The playgrounds are divided into zones to create quiet areas during break-times.

Each class holds weekly 'Circle Time' activities that address specific concerns and worries relevant to the class.

Pupils with medical needs

Pupils with a medical need have a detailed Care Plan drawn up by the school nurse in consultation with parents/carers and medical professionals in the case of diabetes, epilepsy, anaphylaxis and asthma. All staff have read and understood the procedures as set out in the Care Plan.

Should the use of an epipen be needed, appropriate members of staff will be trained.

Where necessary, and in agreement with parents/carers medicines are administered in school but only where a signed Medicine consent form is in place to ensure the safety of both the child and the staff member.

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

These services are accessed depending on the level and type of need.

- Educational Psychologist
- Speech and Language Therapist
- CAMHS (Child and Adolescent Mental Health Service)
- Hackney Ark
- First Steps
- Social Care
- Occupational Therapy
- School Nurse
- School Doctor
- Tyssen Family Support

What training have the staff supporting children with SEND completed or are currently completing?

- Different members of staff have received training related to SEND, these have included:
- How to support children with speech and language difficulties
- How to support children on the autistic spectrum
- How to support children with behavioural, social and emotional needs
- How to support children in literacy and numeracy.
- The SENCO has the National Qualification.

How will my child be included in activities outside the classroom including school trips?

- Activities and school trips are available to all.
- Risk assessments are carried out and procedures are put in place to enable all children to participate.
- If it is felt necessary, a parent or carer may be asked to accompany a child during the activity depending on the intensity of the 1:1 support.

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How accessible is the school environment?

As a school we are happy to discuss individual access requirements. Facilities we have at present include:

- Lift access to all floors
- Low level access to all school buildings
- Accessible toilet and bathroom.

How will the school prepare my child when joining Springfield Primary School or transferring to a new school?

Many strategies are in place to enable the pupil's transition to be as smooth as possible.

These include:

- Discussions between the schools to pass on pupil information.
- All pupils attend a transition session in which they spend time with their new class teacher.
- Additional visits are arranged for pupils who may need extra time in their new school/class.
- A passport accompanies each child highlighting the support they may need.
- Where a pupil has an EHCP, a separate meeting may be arranged with the new SENCO, and parents/carers and pupil if appropriate.

How are the school's resources allocated and matched to the pupil's special educational needs?

- The SEND budget is allocated each financial year. This is used to provide small group support, peripheral support in the form of prompting, or resources put in place dependant on an individual's needs.
- The additional provision may be allocated after discussion with the class teacher at a SEND review, or if a concern has been raised at another point during the term.
- Resources may include deployment of staff depending on a child's needs.

How is the decision made about how much support my child will receive?

- These decisions are made in consultation with class teacher, SENCO and Senior Leadership Team. Decisions are based upon termly tracking of pupil progress and as a result of assessments by outside agencies.

How will I be involved in discussions about and planning my child's education?

All parents are encouraged to contribute to their child's education; this may be through:

- Discussions with class teacher
- Discussions with SENCO, Senior Leadership Team or other professionals
- Termly and Annual Review meetings
- SEND Coffee mornings

Who can I contact for further information?

If you wish to discuss your child's educational needs please contact the school office to arrange a meeting with the class teacher or the SENCO.

If you have any other questions, please do not hesitate to contact the school.

School contact Number : 020 8800 9007

Please go to www.hackneylocaloffer.co.uk to read more about Hackney's Local Offer

SEND Abbreviations

There are many SEN terms that are abbreviated which can lead to confusion (even for us!).

Below is a glossary of the most used SEN terms.

AAP	Attendance Advisory Practitioner
ADD	Attention Deficit Disorder
ADHD	Attention Deficit & Hyperactivity Disorder
ASD	Autistic Spectrum Disorder
BESD	Behavioral Emotional & Social Difficulties
CAF	Common Assessment Framework
CAMHS	Child & Adolescent Mental Health Service
COP	Code of Practice
CP	Child Protection
DCD	Developmental Co-ordination Disorder
EAL	English as an Additional Language
EHCP	Education, Health & Care Plan
EP	Educational Psychologist
FSM	Free School Meals
GPM	Group Provision Map
HI	Hearing Impairment
IEP	Individual Education Plan
ISR	In School Review
KS	Key Stage
LAC	Looked After Child
LEA	Local Education Authority
MLD	Moderate Learning Difficulty
NC	National Curriculum
OT	Occupational Therapist
PSP	Pastoral Support Programme
PP	Pupil Premium
SaLT	Speech & Language Therapy
SEN	Special Educational Needs
SEND	Special Educational Needs & Disability
SENCO	Special Educational Needs Co-coordinator
SLD	Specific Learning Difficulty
VI	Visual Impairment

Useful Websites



www.netmums.com/parenting-support/special-needs



www.ipsea.org.uk



www.councilfordisabledchildren.org.uk



www.scope.org.uk/support/families/parents-carers



www.cafamily.org.uk



www.parentsforinclusion.org



www.specialkidsintheuk.org



www.nasen.org.uk



www.youngminds.org.uk



www.hiphackney.org.uk



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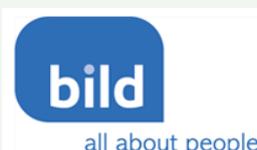
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www.dyslexiaaction.org.uk



www.bild.org.uk