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## SEND Information Report

### July 2021

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Learn together, grow together

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# SEND Information Report

**At Springfield, we Learn Together and Grow Together**



We are proud to be a diverse community school.

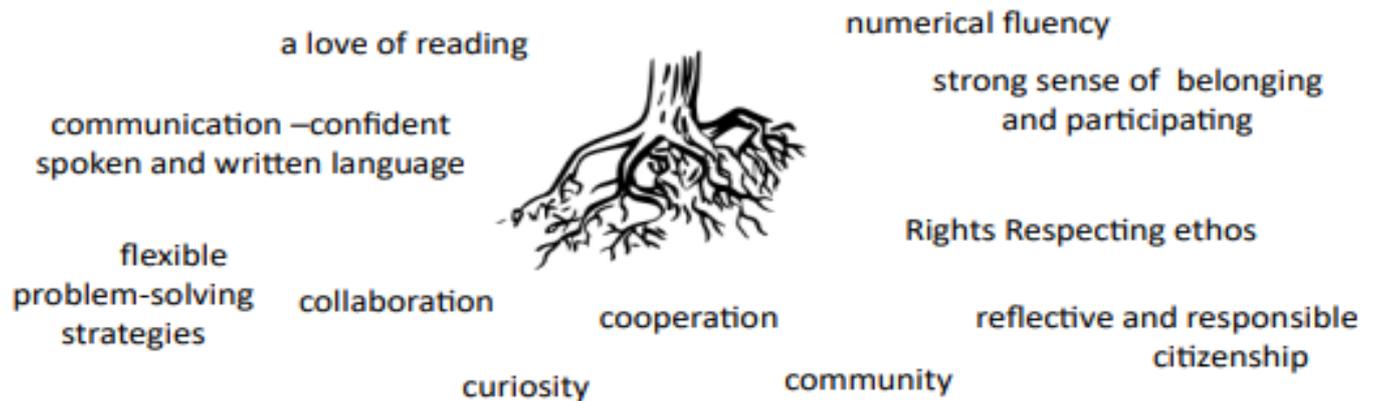


**We plant a special seed: a lifelong love of learning.**

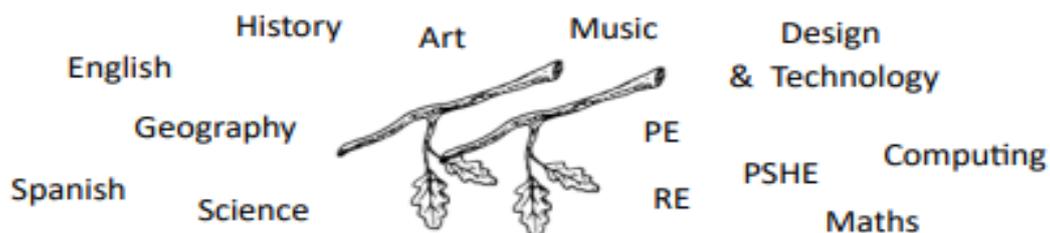
Starting in Acorn class, we ignite children’s curiosity and inspire them with rich and engaging learning.



**We lay firm roots for learning and strong**



**We teach a broad range of subjects so our children develop far-reaching branches of knowledge, skills and understanding.**



**We aim for our children to leave us as tall, strong oaks.**

Springfield children leave us positive and confident about their future and ready to spread their branches further . Our curriculum equips them with what they need for success and happiness in their own future, and to play their part in having a positive impact on the world.

As a community, we stand tall and proud as a whole forest of trees, with deep and far-reaching roots. We know we can learn together, grow together and make a difference.



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## School Vision & Ethos for SEND

We ensure all of our children access our broad and balanced curriculum and that their experience of learning is enriching, challenging and rewarding. We have high ambitions for all of our pupils and our provision ensures that all children, including children with SEND, make excellent progress from their starting points. Every member of staff and every child has a positive attitude to others with Special Educational Needs and Disabilities (SEND). All teachers are trained to teach pupils with SEND. The school environment we create is somewhere where everyone feels safe, cared for and supported. We are inclusive of all members of our community and celebrate our diversity in race, sex, gender identity, disability, faith and sexual orientation. Everyone in the school has a right to full access to the curriculum; and the right to learn in a caring and considerate environment where staff and children value and are valued for their contribution to the life of the school.

## What is SEND?

High quality teaching for all is at the heart of our offer at Springfield, however for some children there will be occasions when further support is needed to help them achieve their learning and make progress. At different times in their school life, a child or young person may have a Special Educational Need/Disability (SEND) which means they need to access support over and above what is provided for all children. The *Code of Practice 2014*, sets out 4 broad areas of need. These are:

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

## Identifying pupils with SEN and assessing their needs

We know a pupil needs help if:

- Concerns are raised by parents/carers, teachers or the child.
- Limited progress is being made.
- There is a change in the pupil's behaviour or progress.
- Outside agencies inform us of identified needs.

As part of the school's admissions process, home visits or in-school meetings are held with parents/carers and the child before they start the school. This is to discuss any needs that the child may have and to discuss how we can ensure that the child's needs are met.

If a member of staff has a concern about a child's learning need or if they believe that a child needs additional support, they are encouraged to speak to the SENDCO immediately and complete the referral to SENDCO form. Where leaders are concerned about the progress of children's attainment, teachers are asked to discuss progress and explain the support in place in pupil progress meetings.

The SENDCO and class teacher will then meet to discuss the child's needs. If it is felt that the child needs additional support and is to be placed on SEN support then a further meeting would be organised with the child's parent/carer, a plan made and any referrals to professionals made.

If the parent or school feels the child requires an education, health & care (EHC) needs assessment, then a request is made.

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## What kinds of special needs are provided for in this school?

We provide for all kinds of needs at the school, usually grouped into four categories:

- Communication and interaction
- Cognition (thinking) and learning
- Physical and sensory
- Social, emotional and mental health needs.

## Arrangements for consulting parents and children with SEND

Parents are invited to school when SEN has been identified. They are provided with a termly support plan and invited to provide their feedback and contribute to plans. If a parent wants to request an EHC needs assessment and the school is in agreement with this, then the SENDCO will support the parent in completing the request if the school is not yet in a position to make the request (i.e. reports from professionals have not yet been received).

We always involve pupils in meetings about their progress alongside parents, where appropriate. We regularly ask pupils about their progress and ensure we incorporate their thoughts and feelings in each progress meeting and annual reviews using an 'all about me' page on their profile.

## Arrangements for assessing and reviewing pupil's progress towards outcomes

- The class teacher will work with the SENDCO to discuss individual needs
- The SENDCO will talk to the child and parents/carers to find out their views and needs
- The SENDCO will come to lessons and complete observations/assessments
- There may be referrals to outside agencies (consent from parents/ carers is always obtained first).

For all children on the SEND register (EHCP and SEN support), support plans are reviewed three times a year in October, March and June. This allows for plans to remain in place over transitional periods of the year. Additional information around the progress of these children is gathered from children in pupil progress meetings. When a child has an EHC plan. Annual reviews are held (or six monthly if under five years old) to ensure that children are progressing as expected. If it is felt that the EHC plan requires review prior to this schedule, then an emergency annual review is held. Parents and the children are involved in all review meetings, unless it is not considered appropriate to involve the child.

## Arrangements for supporting pupils moving between phases of education and preparing for adulthood

For all children on the SEND register (EHCP and SEN support) the school puts in to place a number of provisions to support children moving between phases of education. These include:

- Home visits
- Staggered start (EYFS)
- Meet the teacher events
- Social stories
- Inviting secondary school staff to annual reviews and to visit the child at school
- Liaising with the secondary school to arrange additional transition support such as visit days
- Transition groups with SENDCO or Speech and Language therapist
- Use of transitional objects



# SEND Information Report

## The approach to teaching pupils with SEND

We understand that children learn and develop in different ways. Teachers and teaching assistants recognise this and vary approaches depending on the content being taught, adapt resources and plan learning scaffolds and challenges to meet the needs of all children in the classroom. Our primary focus is high quality teaching as we know this enables all children to make progress. Our approach to teaching pupils with SEND

Each child's teacher will be finding ways to support them such as:

- Changing the way activities are planned and delivered
- Matching activities to the ability / need of each child (differentiation)
- Adapting learning materials such as equipment and activities to suit each child's needs
- Other small group support to promote skills identified in the child's support plan
- Using additional adults within the classroom to support vulnerable learners

With the permission of parents, we may seek additional advice from outside specialists such as speech and language therapists, occupational therapists, health professionals, specialist teachers or educational psychologists who would:

- Carry out further assessment of the child's needs
- Provide advice to schools on how to best support the child
- Suggest resources that would help the child make progress

Our teachers and teaching assistants work in partnership with parents and the SENDCo to find ways to support each child with their needs, including giving parents ideas on how to help their child at home. Our school staff will set targets for SEND pupils which will be shared with parents, either during Parents' Evening or a Review Meeting once a term. Throughout this support process, the child's wishes, aspirations, understanding of their own need and best ways to support them will be at the centre of the process.

## How adaptations are made to the curriculum and the learning environment of pupils with SEND.

When a pupil has been identified with special needs their work will be differentiated by the class teacher to enable them to access the curriculum and make progress. Members of support staff may be allocated to work with the pupil in a 1:1 or small focus group to target more specific needs.

If a child has been identified as having a special educational need they will have an individual Support Plan. Targets will be set in accordance with their area of need. These will be monitored by the class teacher regularly and by the SENDCO at least three times a year. Provision maps will be discussed with parents/carers at teacher consultations (three per year).

If appropriate, specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, and pen /pencil grips.

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## Additional support for learning that is available for pupils with SEN

The school works with both a Speech and Language Therapist and Educational Psychologist who attend the school. Other additional support comes in the form of:

- Specific resources to help the learner e.g. sensory aids, assistive technology or visuals support.
- TA adult support in class that promotes independence.
- Interventions provided by either a teacher or teaching assistant e.g. speech and language, phonics, motor skills.
- Invitation to attend an after-school club with a particular focus.
- Mentoring from a member of the pastoral team/ SLT.
- WAMHS – Well-being and Mental Health in Schools.
- MHST – Mental Health Support Team
- Contextual Safeguarding Unit

## Arrangements for Identification and assessment of SEND pupils:

All pupils' progress is monitored closely. Where a learning issue is identified, strategies are put in place to address gaps in the child's learning and they are added to the raising attainment tracking sheet. Along with the Senior Leadership team, the SENCo and class teacher looks at the classroom practice to see if small changes can be made to provide extra support. Where these strategies are not successful further assessment is carried out and extra advice is sought from our Educational Psychologist, professionals at the Hackney Ark, a Speech and Language Therapist or hospital consultants. Once parents have agreed, the pupil will be placed on our SEN register. This is the first response of a graduated response model and is recorded on a personal support plan. All pupils have their progress and learning needs discussed termly at pupil progress meetings. Support is monitored and either continued or new strategies tried as the next step in a graduated response. Where a new child joins the school, the previous school will be contacted and information gathered to best support the child. This starts the process of 'plan, do, review'. Parents of SEN children are also offered meetings throughout the school year to keep them updated and informed; an open door policy is in place and parents can easily access the SENCo and Headteacher.

## Update on SEN Provision Arrangements (Curriculum and Interventions)

Interventions are part of Quality First Teaching and include differentiated tasks and explanations.

SEN classroom strategies are monitored through teaching observations, book monitoring and pupil progress meetings and these indicate that teachers and teaching assistants are skilled in using a range of strategies to include and motivate children in lessons.

Specific interventions are targeted at SEN Support and pupils with an EHCP and include:

- Targeted interventions for literacy and numeracy skills from a teacher, which address specific needs identified by the class teacher -available to all year groups.
- Speech and language interventions for school identified targeted areas -available for all year groups.
- Small group phonics tuition using RWI materials.
- Lego therapy for building social skills- available for all years .
- Circle of Friends and Friendship groups.
- Pre, Post and Precision Teaching.
- Use of appropriate resources e.g. individual visual timetables, social stories, work stations.
- Toe by Toe- focused reading phonics programme- available to all years.
- Numbers Count - 1:3 numeracy catch up- less intensive- available to Year 2,3,4.
- Access to the Rainbow Room - a quiet space to self-regulate.



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## **WAMHS Initiative and SEN:**

The Wellbeing and Mental Health in Schools (WAMHS) project is an initiative led by the CAMHS Alliance with the support of the Children and Young People's Integrated Commissioning work stream in City & Hackney. This innovative service aims to improve mental health and wellbeing support for children and young people in schools in Hackney.

Supported by Dr Natalie Bailey, our CAMHS support worker, we have developed children's resilience through teaching self-regulation strategies. Pupils have been taught how to use the Zones of Regulation where they identify a 'feeling colour' and with support choose strategies which enable them to focus, think positively and work collaboratively towards achieving success.

## **The expertise and training of staff to support pupils with SEND, including how specialist expertise will be secured**

Regular INSET is held in school with foci that are identified from the school's development plan. These may be held by the SENDCO, another member of the SLT with a particular expertise or a professional service that works with the school. If it is felt that there is a need which cannot be met by this group, then an external company would be secured.

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.
- How to support Mental Health needs in the school

We are also highly responsive to the needs of our pupils. Where additional, external expertise is required (such as a report from an educational psychologist), a referral will be made with parental consent and forwarded to the most appropriate support agency. If appropriate a pupil will undergo a number of assessments and support is usually provided to both the school and parents/carers.

Expert services are accessed depending on the level and type of need, which can change on a regular basis.

- Educational Psychologist
- Speech and Language Therapy
- First Steps (CAMHS)
- CAMHS (Child and Adolescent Mental Health Service)
- Social Services
- Occupational Therapy
- Hackney Ark (sometimes referred to as MARS – Multi Agency Referral Service)
- School Nurse
- School Doctor
- Inclusion Team

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## **Continued professional development (2020-21):**

In Spring term 2021, many of our additional adults completed accredited online courses run by UCL and Middlesex University. Training included, Makaton, the recovery curriculum, signing for the hard of hearing, supporting Autism in the classroom, English grammar and Word Aware.

A visit from an out of borough Autism specialist in EYFS in March, 2021 skilled up staff in the skill of 'Intensive Interaction' as a specific intervention for pupils on the Autism spectrum. Additional training was provided by our SALT brought-in service which modelled the use of visual support for EAL and ASD pupils.

As our focus this year has been on mental health and supporting children's wellbeing in the classroom, all adults in school have received training in 'emotion coaching in the classroom', and 'Zones of Regulation'. Recently, all teachers have been additionally trained by Hannah Jones, our Educational Psychologist, in using Cognitive Behaviour Training techniques in the classroom.

## **How equipment and facilities to support children and young people with SEND will be secured**

Some pupils may require additional equipment, resources or facilities. This may include a writing slope, pencil grip, specialist walker or additional changing facilities. This is assessed on a case by case basis and where needed additional funding may be sourced.

## **How the effectiveness of the provision made for pupils with SEN is evaluated**

Provision for all pupils is observed during regular learning walks and through book looks. There is a focus on SEND on a regular basis and this is evaluated by the SLT. During Fundamental check meetings, teachers are asked to discuss the effectiveness of intervention. We use Provision Mapper to monitor the impact of provision for SEND

## **How are pupils with SEN are enabled to engage in activities available with those in the school who do not have SEN?**

All children are encouraged to participate in a wide range of activities. Where it is felt than a child with SEN is a challenge to participate in a particular activity then reasonable adjustments are considered. This may be in form of assistive technology or additional adult support. This would be facilitated on a case by case basis.

## **What is the support for improving emotional and social development?**

Emotional and social development are promoted across the curriculum and in particularly in the PSHE curriculum. Where there is a concern around a child's emotional or social development then a plan to provide additional support is implemented. This will consider the particular needs of the child is question, their relationships and how these can be met. Support may include but is not limited to:

- Social skills group.
- Checking in regularly with an identified member of staff.
- Interventions with the school's Mental Health Support Practitioner
- Support from WAHMS
- A referral to Young Hackney.
- A pastoral support plan.
- A referral to First Steps

In some cases, the emotional and social development may meet the threshold for the SEN register. The views of children with SEND are always sort, through conversations with the SENDCO or their class support where appropriate. Questionnaires are completed with the children and families to find out their views and to discuss aspects of emotional and social development including bullying.



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### **How the school involves other bodies, including health and social care bodies, local authority (LA) support services and voluntary sector organisations, in meeting pupils' SEND and supporting their families**

At Springfield, we involve a range of external services to support our children and families. These include:

- Speech and Language Therapist
- WAMHS
- RUN (Counselling service)
- MHST
- CAMHS
- Children's Social Care
- Contextual Safeguarding Unit
- Family Support
- Multi Agency Team (MAT under 5s)

### **Arrangements for handling complaints from parents of children with SEND about the provision made at the school**

If parent's have concerns about their child's progress, they are encouraged to speak to their child's class teacher. If there are further questions or additional concerns regarding the management of the concerns or a child's progress, parents/carers are advised to speak to the SENCO and/or the Headteacher.

Formal complaints should be made to [governors@primaryadvantage.hackney.sch.uk](mailto:governors@primaryadvantage.hackney.sch.uk). The school follows Primary Advantage federation's complaints procedure, which is available here: <https://primaryadvantage.co.uk/about-us/governance/primary-advantage-policies/>

### **Contact details of support services for parents of pupils with SEND**

In the first instance, please contact Melanie Lines SENCO who can sign post you to services for support.

### **Named contacts within the school for when young people or parents have concerns**

If you a parent/carer wishes to discuss their child's educational needs, contact the school office to arrange a meeting with the class teacher or the SENDCO: Melanie Lines 0208 800 9007

Other key people are:

LAB link member for SEN: Alex Eastwood

Federation link governor for SEN: Heather Rockhold

### **The school's contribution to the local offer and where the LA's local offer is published**

The Children and Families Act 2014 requires the publication of a local offer of all services available to support disabled children and children with SEND and their families. This easy to understand information will set out what is normally available in schools to help children with lower-level SEN as well as the options available to support families who need additional help to care for their child.

Hackney Education will allow the local offer to provide parents/carers with information about how to access services in their area, and what they can expect from those services. With regard to education, it will let parents/carers and young people know how school and colleges will support them, and what they can expect across the local settings.



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The Local Offer Steering Group has developed questions for schools, and trialled them with a small number of settings.

The local offer website can be accessed here: <http://www.hackneylocaloffer.co.uk>

There are 17 questions, devised in consultation with parents/carers and other agencies, which reflect their concerns and interests. These will be answered by agencies, schools and colleges to provide information to parents and carers to enable them to make decisions about how to best support their child's needs.

## The arrangements for the admission of disabled pupils

The Disability Discrimination Act 1995 defines a disabled person as one *who has a physical or mental impairment which has a substantial and long-term adverse effect on a persons ability to carry out normal day-to-day activities*. Most children with Special Needs will not be disabled within the meaning of the Act. The admission of pupils with disabilities is considered in the first instance in the same way as non-disabled pupils. Further considerations are made in the light of need and accessibility. Following this any reasonable adjustments will be made to support the child's needs.

## The steps we have taken to prevent disabled pupils from being treated less favourably than other pupils

It is Springfield's duty accommodate pupils with disabilities should parents wish and individual needs are planned for to prevent any pupils being treated less favourably than other pupils. In practice we ensure that classroom and extra-curricular activities encourage the participation of all pupils, including those categorised as having Special Educational Needs. Staff organise human and physical resources within the school to increase access to learning and participation by all pupils.

The facilities we provide to help disabled pupils access our school

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

- Low level access to all school buildings and a lift to access small teaching rooms on the first floor
- The school's accessibility policy can be requested via the school office
- Transport can be organised to and from school by the Hackney Learning Trust via the following details: Phone 0208 558 4283, Fax 0208 8532 8926, email [transport@learningtrust.co.uk](mailto:transport@learningtrust.co.uk)

## How to find our school's accessibility plan

The school accessibility plan is updated at least every three years. You can find a copy on our website here:

<https://springfield.hackney.sch.uk/wp-content/uploads/sites/5/2020/07/7.2-Springfield-Accessibility-Plan-2020-1.pdf>



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## Priorities for 2021/2021

- To gather enough evidence towards applying for five EHCPs
- To secure early years funding for SEN pupils
- To manage our additional SALT buy-in hours so that our current caseload can be reduced through the provision of universal support in the EYFS and KS1
- To continue to manage the WHAMS project in line with the Wellbeing Audit and School's Development Plan.