

Special Educational Needs and Disability (SEND) School Information Report

School Vision & Ethos

At Springfield, every member of staff and every child has a positive attitude to others with Special Educational Needs and Disabilities (SEND). All teachers are teachers of pupils with SEND. The school environment we create is somewhere where everyone feels safe, cared for and supported whatever their race, colour, gender, class, physical challenge, faith, sexual orientation or lifestyle. Each and every pupil in the school has full access to the curriculum; and the right to learn in a caring and considerate environment where staff and children value their contribution to the life of the school.

Identifying pupils with SEN and assessing their needs

We know your child 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 measures in place during termly Pupil Progress reviews.

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.

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 a SEND has been identified. They are provided with a termly provision map 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 children in meetings about their progress alongside parents where appropriate. We always ask children about their learning and what they feel is important, pupils' views are included in learning plans and any subsequent reviews.

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 work with the child.
- 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), learning plans are reviewed three times a year in October, February and May. 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 Pupil Progress Meetings which are based around individualised targets and the PA Fundamentals. For those children who have an EHC plan; Annual reviews are held (or six monthly if under five) to ensure that children are making progress and to ensure longer term targets remain appropriate. 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 implements a number of provisions to support children moving between phases of education, these include:

- 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

The approach to teaching pupils with SEND

- The class teacher will suggest strategies to support your child and these will be included in the child's Learning Plan.
- The SENDCo 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 in school and at home

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

When a pupil has been identified with special educational needs their work will be differentiated and learning is carefully scaffolded 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 ensure effective engagement with teaching and learning.

In addition to targets related to National Curriculum Outcomes Class Teachers identify smart targets from the following categories depending on the individual need of the child:

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

These targets are recorded on individual Learning Plans, which are monitored regularly by the Class Teacher, SENDCo and Headteacher. Learning Plans are reviewed termly and any additional provisions in place are recorded on Provision maps. Learning Plans and Provision Maps are shared with Parents and Carers and their contributions are included in all learning plans and reviews.

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

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 maybe sourced.

Additional support for learning that is available for pupils with SEND

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 a particular club.
- 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

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

Occasionally a pupil may need more expert support from outside of school such as educational psychology. Where this is the case, a referral will be made with parental consent and forwarded to the most appropriate support agency, support is usually provided to 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

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 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 that a child with SEN is a challenge to participate in a particular activity then adjustments are considered. This may be in form of assistive technology, 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 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 devised. This will consider the particular needs of the child in question, their relationships and how these can be met. Support may include but is not limited to:

- Social skills group.
- Checking in regularly with a member of staff.
- Invitation to attend a particular club after school.
- Interventions with the school's Mental Health Support Practitioner
- Support from WAHMS
- A referral to Young Hackney.
- A pastoral support plan.
- Counselling - RUN.
- A referral to First Steps

In some cases, the emotional and social development may meet the threshold for the SEND register. Social skills groups have been very successful in improving the relationships between children with SEND and their peers. The views of children with SEND are always sought 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.

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 work with 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 you have concerns about your child's progress you should speak to your child's class teacher. If you have further questions or are not happy that the concerns are being managed and that your child is still not making progress, you should speak to the SENDCo.

Formal complaints should be made to governors@primaryadvantage.hackney.sch.uk Springfield follows the 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 Sadia Anwar (SENDCo) who can sign post you to services for support.

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

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 SENDCo:

Sadia Anwar, admin@springfield.hackney.sch.uk

Other key people are:

LAB link member for SEN: Alex Eastwood

If you have any other questions, please contact the school on: 020 8800 9007

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.

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 pupils with disabilities

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 to 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

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>

Priorities for 2022/2023

- To ensure successful handover to the next incoming SENCo
- To continue to make applications for ECHP for identified children
- To secure early years funding for pupils with SEND
- To manage our additional SALT buy-in hours so that our current caseload can be reduced though 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.

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/>



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



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



<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/>