



Springfield Junior School

Special Educational Needs and Disability (SEND): Information Report

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.Springfield Junior School



**SPECIAL EDUCATIONAL NEEDS AND
DISABILITY INFORMATION REPORT
FOR PARENTS**

2023/2024

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1. Introduction

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with Special Educational Needs and/or Disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

The following report (in addition to the SEND policy) is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for Education, Health and Care (EHC) Plans, SEND co-ordinators (SENDCo) and the SEND information report.

The SEND policy and Information Report also complies with our funding agreement and articles of association.

This information report is updated annually.

All Derbyshire maintained schools and academies have a similar approach to meeting the needs of pupils with Special Educational Needs & Disabilities (SEND) and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need and/or Disability being met in a mainstream setting wherever possible and where families want this to happen.

The school has particular expertise in catering for children with Autistic Spectrum Disorder (ASD). As a school with an Enhanced Resource Unit, we are fortunate to be able to offer specialist support and dedicated provision for pupils with autism. The Enhanced Resource Unit (known as Jaguar Class) allows for a flexible and personalised education alongside their peers within the mainstream classes.

As a school, we take great pride in our highly inclusive approach where all staff strive to know, understand and support each pupil individually.

2. Identifying pupils with SEND

A pupil is defined as having SEND if they have a learning difficulty or disability which requires an educational provision that is additional to, or different from, that made generally for other children of the same age by a mainstream school. This may include progress or provision in areas other than attainment, such as social needs. Slow progress or low attainment does not automatically mean that a pupil is recorded as having SEND.

Our highly inclusive and individualised approach to teaching and learning for *all* pupils ensures that the monitoring of pupil progress is proactive. We are able to identify when pupils need something different or additional if:

- Tracking of individual outcomes indicates less than expected progress
- Concerns have been raised by current or previous teaching staff
- Concerns are raised by parents/carers
- There is a significant change in the pupil's attitude or behaviour within school
- A pupil asks for help
- Our observations indicate that a pupil may have additional needs in one of the following areas:
 - **Communication and Interaction**
 - For example, Autistic Spectrum Disorder, Asperger's Syndrome, Speech and Language difficulties
 - **Cognition and Learning**
 - For example, Dyslexia, Dyscalculia, Dyspraxia
 - **Social, Emotional and Mental Health**
 - For example, Attention Deficit Hyperactivity Disorder (ADHD), Anxiety, Depression
 - **Sensory of Physical**
 - For example, Visual Impairment, Hearing Impairment, Processing Difficulties, Epilepsy

3. The Graduated Approach

We will follow the graduated approach and the four-part cycle of ***assess, plan, do, review***.

All pupils are provided with high quality, personalised teaching that is differentiated to meet the diverse needs of all learners. Reasonable adjustments are provided to increase access to the taught curriculum. A pupil's progress is closely monitored by their class teacher, SENDCo and parent/carer. A child will move through the following graduated approach model, as required.

Quality First Teaching

- Teaching and support staff have the highest possible expectations for your child and all of the pupils in the class.
- All teaching is based on pupils' prior knowledge, skills and understanding.
- Teaching is adapted and suited to pupils' needs to enable all children to participate fully in the learning experience.
 - Adaptations include: seating arrangements, types of grouping, teaching style, different recording methods, multisensory opportunities, allowing longer processing time, pre-teaching of key vocabulary, reading instructions aloud etc
- A 'Growth Mindset' approach is used throughout school to develop positively reinforced, independent learning skills.
- Pupils have their own focus areas to work towards which are continually monitored by the class teacher and teaching assistant. These *may* be recorded on a Pupil Profile.
- Pupils may be given access to specific resources or aids.
 - These could include: laptops, coloured overlays, coloured backgrounds, pencil grips, visual timetables, enlarged font, writing slopes, concentration aids (fidgets), short brain breaks
- Close monitoring and liaison with the SENDCo to ensure pupils are supported to make the best possible progress.

Specific group or individual sessions

- Additional sessions may be offered which focus on a specific area of a pupil's education or social skill.
 - Phonics; spelling; handwriting; reading; numeracy; communication skills; speech and language; nurture; Positive Play
- The sessions will be led by a teacher or teaching assistant who has been appropriately trained.
- Sessions will usually run for a term.
- The intervention will be monitored and reviewed regularly.

Specialist support from outside agencies

- More specialist input may be required.
- Parental permission will be sought prior to making a referral to a specialist professional.
- The school will discuss the pupil's needs and may request that a report is provided.

- Specialist support services
 - Educational Psychologist; Occupational Therapy; Behaviour Support Service; Speech and Language Therapists; School Nursing Team; Support Service for Special Educational Needs (SSSEN-Cognition and Learning); Physiotherapy Service; Visual Impairment Team; Hearing Impairment Team; Autism Outreach Team; Child and Adolescent Mental Health Service (CAMHS); Support Service for Physical Impairment; Educational Welfare Officers; Social Services; Moving and Handling Advisor

Significant and complex needs (Local Authority Support)

- Sometimes a pupil's needs are so significant and complex that the provision required to meet their needs can not be reasonably provided from within the school's own resources.
- School may request additional funding from the inclusion team via an Inclusion Fund.
- A request may be made to the Local Authority to conduct an Educational, Health and Care Needs Assessment(EHCNA) .
- This may result in an Education, Health and Care Plan (EHCP) being provided which is a legal document detailing the amount of support your child will receive.
- EHCPs must be reviewed formally on an annual basis. Recommendations for possible amendments must be sent to the Local Authority following this review.

4. Parental involvement

It is essential for parents and school to work together. This provides continuity and consistency for the children. We have an 'open door' policy and welcome parental involvement.

The initial point of contact for parents who have concerns about their child's progress will always be the class teacher. After discussion with the teacher, the SENDCo will be informed of any concerns raised and the strategies agreed. Following the SEND referral flow chart, teachers must then implement the graduated approach and monitor the pupil closely.

- Class teachers and teaching assistants are regularly on the playground at the end of the day if you wish to have a brief chat.
- Appointments can usually be made with the class teacher, teaching assistant or SENDCo should you need to speak with us in more detail.
- Class teachers are also available via email. Notes to and from home in your child's reading diary (or more detailed contact book, if necessary) support ongoing communication.
- You are able to discuss your child's progress at Parent Consultation Evenings which are held twice a year.
- Annual written reports are provided in the summer term, giving details of your child's progress.
- Parents are involved with any referral to outside agency support and are given feedback about the recommendations.
- Pupil Profiles are shared with parents. Parents are encouraged to comment on their child's Pupil Profile and give possible suggestions that could be incorporated.
- Parents are invited to workshops, open days/evenings and focus group meetings.

Support services for parents of pupils with SEND.

A parent focus group is currently (2023-2024) being organised at Springfield Junior School, which aims to enable parents of pupils with SEND to meet and connect with other parents who may have similar circumstances. Its aim is for us to have a local, easily available location to meet informally and chat to others in a positive, supportive environment. The school SENDCo (or other member of the school inclusion team) will also be available at these informal sessions.

In addition to the support and advice provided by the school, there are various other services available for parents to access. These range from smaller, informal parent support groups to larger, well-known charities and services. As a parent, you are able to access these at any time when you feel it could be beneficial.

The school SENDCo, or one of the services below will also be able to give you details of further places to seek advice or support.

- *Derbyshire Information Advice & Support Service for SEND*
<https://www.derbyshireiass.co.uk/home.aspx>
- *Special Needs Jungle*
<https://www.specialneedsjungle.com/>

5. Pupil involvement

The most important people are the pupil themselves, who are regularly involved in their own target setting, and pupil voice is at the centre of our approach to learning.

- Pupils are involved in creating their personal profile pages.
- Pupils are asked to contribute ideas about their targets.
- Discussions include staff members, parents and pupils about the strategies being used.
- Pupils are encouraged to comment on their learning.
- Learning walks include time to speak with individual pupils about their opinions.
- Pupil Voice surveys/questionnaires provide invaluable feedback.

Pupils with SEND are active members of our whole school community and are encouraged to participate in all elements of school life.

- School Council representatives
- Inter-house activities throughout school
- Attendance on school visits
- Residential trips
- Super Student Scheme
- Celebration assemblies
- Extra-curricular activities
- Breakfast club attendance
- Pupils are not excluded from taking part in activities due to their SEND.

A pupil focus group is currently being run at the school, which aims to give pupils with SEND an opportunity to talk honestly and openly about their personal experiences within school. The focus group will include pupils from across the school, with a variety of additional needs. It is run by the school SENDCo on a termly basis. Key points from these meetings are shared throughout school and followed up, if required.

Pupils with a disability

As a school, we are happy to discuss individual access requirements at the point of entry which is then regularly reviewed. We seek additional advice from specialist services where required.

We currently have:

- Disabled toilet facilities
- Hoists
- Ramped access to buildings
- ICT facilities including laptops and ipads

For further details, our Accessibility Plan can be accessed via our website or school office.

6. Evaluation of Provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term through Pupil Progress Meetings with teachers
- Reviewing the impact of interventions
- Using pupil questionnaires
- Holding pupil focus groups
- Ongoing monitoring by the SENDCo
- Using provision maps to monitor provision in place across the school
- Holding annual reviews for pupils with EHC plans

7. Transition Points

At Springfield Junior School, we are aware of the differing needs of every pupil in relation to transition points throughout their education. Numerous strategies can be put into place, dependent upon need. Carefully planned transition periods are arranged in consultation with pupils, parents, teachers and new/old settings.

- We encourage parents to accompany their child for as many visits as needed, to allow the child to become familiar with the staff and other children in their class. This also allows parents and staff to discuss the child's needs and enable them to work together closely in the future.
- The SENDCo/ERS Lead attend Annual Reviews of Y2 children with EHCP's.
- If needed, relevant staff can visit the pupil in their current setting.
- SENDCo/ERS Lead attends transition meetings with Y2 and Y7 staff each year as well as at other times for children transferring mid Key Stage.
- Information sharing sessions are held when pupils move between classes, year groups or schools.
- Y3 staff hold conferences with Y2 staff in Summer term to discuss pupil needs.
- Parents and children with SEND are invited to school and meet the Headteacher and the SENDCo prior to admission.
- SENDCo/ERS Teacher liaises with Y2 and Y7 staff to individualise transition arrangements for SEND children.
- Teacher and TA profiles are shared with pupils, as required
- Individual social stories are created, depending on need
- Pupils moving between classes may have additional transition sessions to become familiar with their new classroom and teacher
- Enhanced transition sessions are planned each summer for phase transfer pupils

8. Expertise and training of staff

Our SENDCo, Mrs Rebecca Tree, has held the SENDCo position at Springfield Junior School since September 2018 and has achieved the National Award for SEN Coordination (NASENCo).

The SENDCo is supported by our experienced Jaguar (ERS) Teacher and deputy SENDCo, Mrs Laura Braybrooke; works closely with the headteacher, Mrs Lisa Kay; in addition to our designated safeguarding lead, Mrs Kerry Parker.

The governor responsible for SEND is Mr John Duggins.

All members of staff are expected to provide support for pupils to improve their emotional and social development through encouraging pupils with SEND to participate in a variety of teamwork and friendship building activities. In addition to this, staff are aware that pupils with SEND can be more vulnerable to incidents of bullying so they carefully monitor and investigate where required.

To ensure that all staff have the skills and knowledge to support children with SEND, we regularly offer and participate in, staff development opportunities. This includes training delivered by school staff, more experienced individuals or external specialists.

Current training includes:

- Neurodiversity
- Autism Advocates
- Phonics training (SoundsWrite)
- Nurture Group - Networking opportunities
- Positive Play
- SENDCo Networking opportunities
- Colourful Semantics
- Behaviour as Communication
- Escalation Curves
- Team Teach (Level 1)
- Attachment and Relationship Awareness
- Law and Guidance
- Cognitive Behavioural Therapy Awareness
- Sensory Processing Needs
- Dyslexia Awareness
- Attachment Disorder
- Bereavement

In addition, our highly skilled teaching assistants have been trained to deliver a variety of intervention programmes:

- Better Reading Partnership
- Precision Teaching
- Inference
- Catch Up Literacy
- Rapid Reads
- Positive Play
- Nurture Group
- Lego Therapy
- First Class at Number
- Positive Play
- Phonics

Enhanced Resource

As an Enhanced Resource School (ERS), we are fortunate to have a dedicated provision for pupils with autism; Jaguar Class. This helps the rest of the school to benefit from a particular expertise in catering for children with Autistic Spectrum Disorder (ASD).

The LA determines the number of places available (currently 14) and allocate the placements in consultation with the SENDCo and ERS teacher, accordingly.

Our ERS Teacher is Mrs Laura Braybrooke, who also our Deputy SENDCo. She is supported by a team of teaching assistants, who all have a genuine interest in working with pupils with SEND.

The ERS team also work within the mainstream setting to support pupils with SEND and provide valuable ideas and advice to other members of staff too.

9. Handling complaints

If you are unhappy about something regarding your child's schooling, in relation to SEND provision and wish to discuss it further please contact your child's class teacher, the school SENDCo, SEND governor or Headteacher. You will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

10. Links with other policies

Other policies which are pertinent to this information report:

- SEND Policy
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions
- Safeguarding Policy

11. The Local Offer

Our contribution to the local offer is that we provide an inclusive mainstream setting, in addition to having an Enhanced Resource Unit (Jaguars).

The Local Authority (LA) initiates, in consultation with parents, the placement of children with Education, Health and Care Plans (EHCP's) at Springfield Junior School.

The Local Authority's local offer can be found here:

<https://www.localoffer.derbyshire.gov.uk/home.aspx#!/directory>