

Springfield Junior School

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Consultation: Proposed Changes to Specialist Provision at Springfield Junior School

Date start: 5th May 2026

Finish date: 2nd June 2026

Springfield Junior School (SPJ) is seeking views from parents, carers, professionals, and members of the local community on proposed changes to the school's specialist provision for pupils with Special Educational Needs and Disabilities (SEND).

These proposals aim to strengthen the school's ability to offer high-quality, inclusive provision within a mainstream setting, ensuring that children with diverse needs can access appropriate support as close to home as possible. The local area has seen a marked increase in both the number of pupils requiring specialist provision and the complexity of their needs. SPJ is therefore reviewing its current structure so it can continue to meet these needs effectively and sustainably.

1. Proposal: Convert the Existing ASD ERS to a SEND Unit

The current Enhanced Resource Service (ERS) for pupils with Autism Spectrum Disorder (ASD) would be restructured into a broader SEND Unit able to support children with a wider range of complex needs, including ASD, communication and interaction needs, and cognitive and learning difficulties.

What a SEND Unit Would Provide

- More structured and specialist teaching approaches, including highly personalised learning pathways.
- Higher staff-to-pupil ratios, enabling closer monitoring, quicker intervention, and more time for individualised support.
- Access to therapeutic provision, including speech and language therapy, occupational therapy, and emotional regulation programmes.
- A predictable, low-arousal environment designed to reduce anxiety and support sensory needs.
- Greater flexibility to adapt teaching and provision in response to changing needs over time.

Rationale

- The local area is experiencing increasing complexity in ASD profiles, with many children presenting with overlapping needs.
- Schools require more flexible provision that can support a wide spectrum of need, rather than a narrowly defined category.
- A SEND Unit allows SPJ to ensure greater consistency, specialised capacity, and long-term sustainability across its provision.

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Impact on Pupils and Families

- No loss of places for current pupils; all existing children will continue to have their needs met.
 - Pupils will benefit from a more robust, better resourced environment and a more holistic approach to support.
 - Families will see increased local capacity, reducing the need for children to travel long distances for specialist support.
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2. Proposal: Establish a 16-Place Social, Emotional and Mental Health (SEMH) ERS

A new SEMH ERS would be created to support pupils with significant social, emotional, and mental health needs who require a tailored, therapeutic approach in order to access learning safely and successfully.

Key Features of the New SEMH ERS

- Led by specialist staff with expertise in trauma-informed practice, emotional regulation, and relational approaches.
- Therapeutic support, including mentoring, nurture provision, small-group interventions, and structured emotional regulation programmes.
- Small-group and 1:1 teaching, enabling highly personalised learning that aligns with pupils' emotional readiness.
- Carefully planned reintegration pathways back into mainstream classes where appropriate, supported by ongoing key-worker involvement.

Rationale

- Schools across the region are reporting a significant rise in SEMH needs, often linked to trauma, anxiety, or challenges with emotional regulation.
 - Early, specialist intervention is known to reduce exclusions, prevent crisis escalation, and support long-term outcomes.
 - The ERS would reduce reliance on out-of-area placements, supporting children within their own community and reducing pressure on families.
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3. Admissions

Admissions for both the SEND Unit and the SEMH ERS will continue to be managed jointly by:

- Springfield Junior School
- Derbyshire County Council

Placement decisions will be made at present through the Education, Health and Care Plan (EHCP) process and will take into account:

- the child's assessed needs
- the suitability of the provision
- parental preference
- the ability of the unit to meet the child's outcomes

4. Consultation Details

Consultation period:4 weeks

How to Respond

- **Email:** c.al-hussaini@tapestrylearningpartnership.org

5. Next Steps

At the end of the consultation period:

- All feedback will be reviewed and summarised.
- A formal decision will be published on the school's website and communicated to all stakeholders.

If approved, the changes would take effect from **September 2026**.