Springfield Junior School

Special Educational Needs and Disabilities (SEND) Information Report

Department:	Safeguarding and SEND
Policy Owner:	Director of Safeguarding and SEND
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Revision History

Version	Date	Author	Summary of changes

Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school/academy.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website: Springfield Junior School - Home

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

Our SEN policy and information report aims to:

• Set out how our school/academy will support and make provision for children and young people with special educational needs (SEN).

• Explain the roles and responsibilities of everyone involved in providing for children and young people with SEN.

This information report is based on the statutory SEND_Code_of_Practice_January_2015.pdf (publishing.service.gov.uk) and the following legislation:

• Children and Families Act 2014 (legislation.gov.uk), which sets out schools' responsibilities for scholars with SEN and disabilities.

• The Special Educational Needs and Disability Regulations 2014 (legislation.gov.uk), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.

The special educational needs co-ordinator (SENCO) is available to offer support and guidance and make sure outside agencies work well with you to provide a full service to meet your child/young person's needs.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

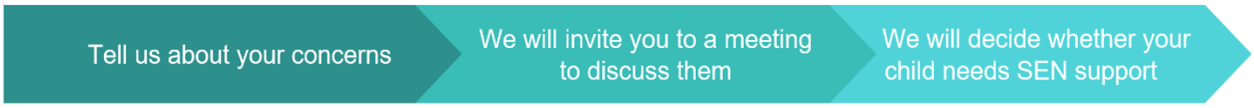
They have a learning difficulty or disability if they have:

• A significantly greater difficulty in learning than the majority of others of the same age, or

• A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

3. What should I do if I think my child/young person has SEN?



If you think your child/young person might have SEN, the first person you should tell is their teacher/tutor.

They will then put things in place to support your child/young person and may pass the message on to our SENCO.

You can also contact the SENCO directly.

Laura Braybrooke

info@spj.tapestrylp.org

We will meet with you to discuss your concerns and try to get a better understanding of what your child/young person's strengths and difficulties are.

Together we will decide what outcomes to seek for your child/young person and agree on next steps.

If we decide that your child/young person needs SEN support, your child/young person will be added to the school/academy's SEND register.

4. How will the school know if my child/young needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any children/young people who are not making the expected level of progress. If the teacher notices that a child/young person is falling behind, they try to find out if they have any gaps in their learning and will then try to support these.

If the child/young person is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child/young person has SEN.

The SENCO will ask for your opinion and speak to your child/young person to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

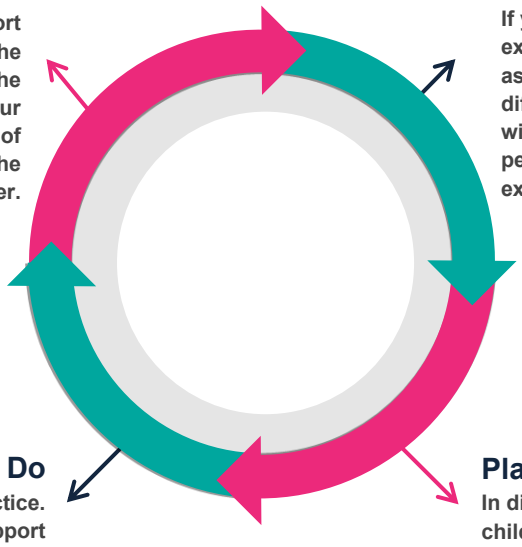
Based on all of this information, the SENCO will decide whether your child/young person needs SEN support.

If your child/young person does need SEN support, their name will be added to the school/academy's SEN register, and the SENCO will work with staff to support them in school.

5. How will the school measure my child/young person's progress?

We will follow the 'graduated approach' to meeting your child/young person's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



Review

We will assess how well the support we put in place helped the child/young person to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer.

Assess

If your child/young person is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child/young person has. We will ask for you and your child/young person's input, as well as getting help from external professionals where necessary.

Do

We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child/young person on a daily basis, and making sure the support we put in place is having the impact we intended.

Plan

In discussion with you and your child/young person, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child/yo0ung person to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.

If we run an intervention with your child/young person, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child/young person's progress.

6. How will I be involved in decisions made about my child/young person's education?

We will provide reports on your child/young person's progress.

Your child/young person's class teacher will meet you to:

- Discuss the support we will put in place to help your child/young person make that progress.
- Identify what we will do, what we will ask you to do, and what we will ask your child/young person to do

The SENCO may also attend these meetings to provide extra support.

If your child/young person's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

If you have concerns that arise between these meetings, please contact your child/young person's teacher/tutor.

7. How will my child/young person be involved in decisions made about their education?

We may seek your child/young person's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Discuss their views with a member of staff who can act as a representative during the meeting

8. How will the school adapt its teaching for my child/young person?

High-quality teaching is our first step in responding to your child/young person 's needs. We will make sure that your child/young person has access to a broad and balanced curriculum in every year they are at our school/academy.

We will adapt how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child/young person.

Please look at the accessibility plan on the school/academy website

These adaptations may include:

- Adapting our curriculum to ensure all pupils can access learning, for example, through flexible grouping, individual support, adapting teaching approaches or adjusting lesson content.
- Adapting our resources, learning environments and staffing to meet individual needs.
- Using recommended aids and resources, such as laptops, coloured paper, visual timetables, Now and Next boards, larger print and sensory resources.
- Teaching assistants providing 1:1 support where identified as necessary to meet individual needs.
- Teaching assistants supporting pupils through small-group teaching and targeted interventions.
- Staff using appropriate emotional regulation strategies, de-escalation techniques, trusted adult check-ins and predictable routines to support pupils' emotional wellbeing and readiness to learn.
- Providing accessible furniture and equipment, adapted PE activities, movement and positioning arrangements, toileting or personal care support, individual healthcare plans, accessibility adaptations and specialist equipment where required.

9. How will the school/academy evaluate whether the support in place is helping my child/young person?

We will evaluate the effectiveness of provision for your child/young person by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions

- Monitoring by the SENCO
- Holding an annual review (if they have an education, health and care (EHC) plan
- Progress will be monitored regularly through the Assess–Plan–Do–Review (APDR) cycle by the SENCO.
- Individual SEND targets and outcomes will be reviewed to check progress.
- Academic progress and attainment will be reviewed alongside the child's individual starting points.
- The child's social, emotional and wellbeing needs will also be monitored.
- Pupil voice will be gathered to find out what the child feels is helping them.
- Parents/carers will be involved in reviews and asked for their views.
- Advice and progress information from external professionals will be considered where appropriate.
- Support will be adapted, increased or changed if it is not having the intended impact.

10. How will the school resources be secured for my child/young person?

It may be that your child/young person's needs mean we will apply for additional funding. This may be needed for:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child/young person access their learning.

11. How will the school/academy make sure my child/young person is included in activities alongside children and young people who don't have SEND?

We make sure that there are no barriers to our children and young people with SEND enjoying the same activities as other children and young people in our school/academy, including physical activities.

All of our extra-curricular activities and school/academy visits are available to all our children and young people, including our before and after-school clubs.

All pupils are encouraged to go on our school/academy trips, including our residential trips.

No child or young person is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

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12. How does the school/academy support children and young people with disabilities?

- Please refer to the school/academy Accessibility plan on the website.
- It is used to look at how we:
    - Increase the extent to which disabled children and young people can participate in the curriculum.
    - Improve the physical environment to enable disabled children and young people to take better advantage of the education, benefits, facilities and services we provide.
    - Improve the availability of accessible information to disabled children and young people.

13. How will the school/academy support my child/young person's mental health and emotional and social development?

We provide support for children and young people to progress in their emotional and social development in the following ways:

- We provide a safe, inclusive and nurturing environment where all pupils feel valued, understood and supported.
- Staff build positive, trusting relationships with pupils and provide regular check-ins and access to trusted adults when additional emotional support is needed.
- We offer targeted social, emotional and mental health (SEMH) interventions, including Thrive, Positive Play, Nurture and ELSA (Emotional Literacy Support Assistant), according to individual needs.
- We provide additional pastoral support for pupils experiencing anxiety, low self-esteem, difficulties with emotional regulation or challenges with friendships and relationships.
- Staff use appropriate emotional regulation strategies, including calm spaces, sensory and movement breaks, predictable routines and individualised regulation plans.
- Through PSHE and whole-school approaches, we support pupils to develop emotional literacy, resilience, self-esteem, empathy and positive relationships.
- We encourage all pupils, including those with SEND, to participate in clubs, extracurricular activities and wider school opportunities to develop friendships, confidence and teamwork.
- We support pupils to develop social communication skills, manage friendships and resolve conflicts appropriately.
- We actively seek pupil voice to understand how children are feeling, identify their concerns and ensure their views are considered when planning support.
- We have a zero-tolerance approach to bullying and take concerns seriously, following our school's behaviour and anti-bullying policies.
- We work closely with parents and carers to develop consistent approaches to supporting pupils' emotional and social development.

- Where additional support is required, the SENCO may seek advice or make referrals to external professionals and specialist services.

14. What support will be available for my child/young person as they transition between classes or settings or in preparing for adulthood?

Between years

To help children and young people with SEND be prepared for a new school/academy year we:

- Transition information is shared as they are preparing for transition.

Between schools/academies

When your child/young person is moving on from our school/academy, we will ask you and your child/young person what information you want us to share with the new setting.

We will ask the parents of incoming pupils into our school/academy to discuss how we can best welcome their child/young person into our community.

We will share any files or documents with relevant agencies if appropriate with your permission.

Onto adulthood

We provide all our children and young people with appropriate advice on paths into work or further education.

We work with the child/young person to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

15. What support is in place for looked-after and previously looked-after children and young people with SEN?

The Designated teacher will work with our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after child/young person 's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children and young people who are looked-after or previously looked-after will be supported much in the same way as any other child or young person who has SEND. However, looked-after children and young people will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

Each child's individual strengths, needs and circumstances are considered when planning provision. Staff provide a safe, consistent and nurturing environment, recognising the possible impact of trauma, attachment difficulties and disrupted experiences on learning and wellbeing. Children are supported to develop positive relationships, emotional regulation, confidence and a sense of belonging.

The school works collaboratively with parents/carers, social workers, Local Authority services and other professionals, where appropriate. Additional or specialist support is sought when a child's needs cannot be fully met through ordinarily available provision. Support is reviewed regularly and adapted in response to the child's changing needs and progress.

16. What should I do if I have a complaint about my child/young person's SEN support?

Please look at the school/academy's complaint procedure. Springfield Junior School - Policies and Procedures

If you are not satisfied with the school/academies's response, you can escalate the complaint.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

17. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child/young person and your family.

To see what support is available to you locally, have a look at Derbyshire County Council's offer on their website: Home - Derbyshire Local Offer

National charities that offer information and support to families of children with SEND are:

- IPSEA – Independent advice on SEND law, EHCPs and educational rights.
- SEND Family Support – Information and support for families navigating SEND.
- NSPCC – Guidance on keeping children with SEND safe.
- Family Action – Practical and emotional support for families.
- Special Needs Jungle – SEND information, news and guidance for parents.
- Contact – Advice, information and support for families with disabled children.
- National Autistic Society – Information and guidance about autism, education and family life.
- ADHD Foundation – Support and resources for children and families affected by ADHD and other neurodevelopmental differences.
- British Dyslexia Association – Information and support relating to dyslexia and literacy difficulties.
- Speech and Language UK – Resources and advice for families of children with speech, language and communication needs.
- YoungMinds – Mental health information and support for children, young people and parents.
- Cerebra – Advice and support for families of children with neurological conditions.

18. Glossary

- **Access arrangements** – special arrangements to allow children and young people with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a child/young person's EHCP
- **Area of need** – the 4 areas of need describe different types of needs a child or young person with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a child/young person's needs

- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHCP. The local authority will do an assessment to decide whether a child/young person needs an EHCP.
- **EHCP** – an education, health and care plan is a legally-binding document that sets out a child/young person's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school/academy or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the school/academy provides support in successive cycles of assessing the child/young person 's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the child/young person
- **Intervention** – a short-term, targeted approach to teaching a child/young person with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for children and young people with SEN in the local area
- **Outcome** – target for improvement for children and young people with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school/academy must make to remove or reduce any disadvantages caused by a child/young person's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools/academies must follow to support children and young people with SEND
- **SEN information report** – a report that schools/academies must publish on their website, that explains how the school/academy supports children and young people with SEN
- **SEN support** – special educational provision which meets the needs of children and young people with SEN
- **Transition** – when a child or young person moves between years, phases, schools/academies or institutions or life stage