



## Special Educational Needs and Disabilities (SEND) Information Report Updated April 2018

<b>1. Name of the establishment</b>					
<p>Springfield Primary School Cavendish Street Sheffield S3 7RZ Tel: 0114 272 3455 e- mail: <a href="mailto:enquiries@springfield.sheffield.sch.uk">enquiries@springfield.sheffield.sch.uk</a></p> <p>SEN Governor : Mike Patterson- Contact via school SENCO: Sally Holder- Contact via school</p>					
<b>2. A brief overview of the educational provision</b>					
We are a one form entry mainstream school with a nursery. The nursery offers flexible provision for 3 and 4 year olds.					
<b>3. Current Ofsted rating</b>					
Ofsted Inspection Oct 2015: <b>Good</b>					
<b>4. Eligibility for the educational provision</b>					
<p>We offer mainstream educational provision for children aged 3-11 years. The provision primarily supports (or has supported) learners with:</p>					
Social & communication difficulties including Autism	Behavioural Emotional or Social Difficulties	Mental Health Difficulties	Moderate Learning Difficulty	Specific Learning Difficulty (e.g. Dyslexia)	Speech, Language & Communication Needs
<p>We have a high turbulence, so numbers on roll and average class size change frequently. There is a Designated Teacher for children who are in Local Authority Care.</p>					
<b>5. Identification of learners with SEN</b>					
<p>We monitor children's academic progress and emotional well-being closely and offer a range of interventions within school. If these are unsuccessful, we contact external specialists. We also use the Every Child Matters agenda and a range of assessments, including FCAF, to ensure all children are achieving to their full potential. We are concerned with the progress of a child as a whole.</p>					
<b>6. Physical access of setting to all learners</b>					
<p>Springfield Primary School was opened in 1875 and is a typical Victorian building. It is one building with numerous stairs, corridor, floors and sub- levels. It is a Listed Building. Wheelchair accessibility is extremely limited and there is no child disabled toilet. Each phase has its own playground. Within EYFS, the Reception class has a separate playground to Nursery and it is partly undercover. The Nursery playground is totally enclosed, inaccessible from outside and also partly undercover. The KS1 playground has a wall with iron railings and the KS2 playground has a fence all the way around the perimeter. The gates to both are locked during the school day. There are rooms/ spaces available as and when required- depending on the needs of our children. The dining room operates on a rota basis as it is not possible to seat everyone in one sitting. Visual timetables are used; with some children have their own personal timetable. The resources we provide for learners with SEND depend on the needs required and available budget.</p>					

### **7. Adaptation of the curriculum for learners with SEND**

The classteacher is primarily responsible for meeting the needs of all the learners in their class. Where a child requires further support, the SENCo is on hand to advise and liaise with external specialists if required and oversee the provision required. The curriculum is differentiated to meet the needs of all learners and we respond to the needs of the children as far as is practically possible. The Learning Mentor supports children both academically and socially and also liaises with outside agencies.

### **8. Training staff have undertaken in order to support learners with SEND**

Springfield was a pilot school for Achievement for All and achieved the Quality Mark. It also has Healthy Schools status. Staff receive regular training, with some staff specialising in different areas of need eg Speech & Language, Dyslexia, Team Teach. Staff have de-escalation skills. TA's work closely with teachers so that in the event of absence, someone who knows the children well is on hand. Visiting staff are briefed as to the nature of any children with SEND. We take advice from the Educational Psychologist. Learning Support Service, Speech Therapist, Social Communication Teams and other specialists as and when required. With regard to administering medication, a plan is drawn up with the family as and when required. Some staff have been trained to administer Epi- pens and arrangements are in place for children who require regular medication.

### **9. Communicating with and involving families**

School communicates to parents in a variety of ways; letters are sent, there is daily contact between teachers and parents, phone calls are made, bi and tri- lingual staff are available. Parent meetings are held to address a range of topics as requested by parents and as school determines. Parent- Teacher meetings are held regularly. The progress of all children is monitored each half term, with class provision maps drawn up in response to the needs of the class. Structured conversations are also held termly for pupils with SEND and there are more regular updates and contact between home and school as the need arises.

### **10. Evaluating the effectiveness of the provision for learners with SEND**

The progress of all children is rigorously monitored each half term, with class provision maps drawn up in response to the needs of the class. However, if a particular intervention is unsuccessful/ further need identified, the school will act. We are in a constant cycle of Assess, Plan, Do & Review, according to the needs of the child.

### **11. Support provided for the learners' overall wellbeing**

The Learning Mentor provides support to children who we assess as vulnerable. We call on external professionals as and when required eg Speech and Language Therapists, Educational Psychologists. Each teacher uses the Every Child Matters headings for every child in their care as this provides an assessment of the whole child. The SEAL programme is used throughout school. Anti-Bullying week is run annually and the school has an Anti-Bullying policy and this includes E- Safety. If a child has SEND and is under the care of the Local Authority, regular meetings are held. We are also able to access the Multi- Agency Support Team (MAST) to enable early intervention work and assist with parental support.

### **12. Behavioural interventions used**

We have a whole school and consistent approach to behaviour as outlined in the behaviour policy and Springfield Primary School staff are very experienced in behaviour management. There is a system of positive reinforcement and rewards within school. These can be adapted when necessary to suit particular situations and particular times. School makes immediate contact with parent if behaviour is giving cause for concern. The Learning Mentor monitors attendance closely and attendance is reported weekly in Assembly. Rewards are given for excellent attendance. When attendance is causing concern, Parents/ Carers are invited to Attendance Panels with the Learning Mentor and Headteacher to explore the causes of this and to see if any support can be offered.

### **13. Inclusion of learners with SEND in non-classroom based activities**

We aim to make all our activities available for all our learners. Where we have concerns, we discuss with the family prior to any trip/ specific activity. We offer extra-curricular After School and Lunchtime Clubs. The Learning Mentor arranges activities for targeted children in conjunction with external providers.

### **14. Consultation with and involvement of learners in their education**

Pupils are involved in all stages of their learning, through discussion with teachers in class and parent & teachers at Parent- Teacher meetings where appropriate. We conduct pupil

surveys and we have a School Council. Pupils with SEND complete a Pupil Profile together with their parents and classteachers.

#### **15. Preparation of learners with SEND to progress to, from and within your setting?**

We undertake transition work and activities prior to the summer holidays, in advance of a child's move to a new class. Additional transition activities are offered to those who require it at whatever stage of transition. The Learning Mentor runs sessions on transition from KS2-3 in order that all our children are fully prepared for the next phase of their education. This involves close liaison with the secondary schools. The SENCO meets with all the secondary SENCOs prior to children leaving KS2. We normally send children to 7 or 8 settings so each has different requirements.

#### **16. Online prospectus and open days for families and learners**

Due to the high numbers of children we admit throughout the year, once we receive an allocation, the Learning Mentor initiates contact with the family and invites them to visit. Any other interested/ prospective families should contact school for further information and to request a visit.

#### **17. Outreach to home educating families**

We are not aware of any family within our area who is home educating.

#### **18. Additional services for learners with SEND**

Springfield Primary is a member of the Sheaf Co-operative Learning Trust and the TRIAD (A group of school with a similar context and setting) and the SENCO works closely with schools in these groups and other schools in the locality.

All of these groups offer training/ advice and support as often there will be siblings from one family across different settings and sometimes families move within the area, which entails a move of school. This also aids transition from Primary to Secondary.

In addition, the SENCO is one of the Lead Area SENCOs for the Locality.

We also welcome visits from other professionals who feel we may be able to offer them some professional development.

#### **Complaints**

Any complaints regarding the provision for SEND should be made in the first instance to the SENCO. If the issue remains unresolved, then it will be dealt with under the school's complaints policy. Copies of this policy are available upon request from the school office.