

SEN Information Report



Supporting children to overcome barriers to learning

At Springfield lower school all pupils are viewed as individuals who develop and learn at different rates and in different ways. Teaching is planned to support a variety of interests and learning styles, and the creative curriculum focuses on independent learning tasks

which enables pupils to work at their own level of attainment for a large part of the week. Despite this some pupils will be identified as having a greater difficulty in learning, having a disability which hinders their access to learning, or having social emotional or behavioural difficulties which effect their ability to learn. These pupils will need extra support and be referred to as having special educational needs. For some pupils, with additional support they can overcome their difficulties quickly. Others will need help for longer periods and for a few, they will need support throughout all of their schooling.

1. How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?

- Pupil progress is monitored by the class teacher and discussed regularly in meetings with the head teacher so that pupils who are not making expected progress can be helped.
- Parents see the class teacher at the start and the end of each day and this allows parents to have daily contact to address concerns. Parents can also request to meet with the Teacher, Senco or Head teacher when they want to discuss something at length.
- Teacher/parent consultation meetings are held to keep you informed.
- Annual reports go out to the parents of pupils at the end of each school year.
- Individual targets for your child are written and shared with you. They are reviewed and new targets are written at least 3 times a year.
- When other professionals come into school and offer advice to help your child. Parents are invited to meet with them and discuss their findings.

2. How accessible is the setting / school / college environment?

- Building is fully wheelchair accessible.
- We have several pupils with hearing impairment and the environment is adjusted to suit their needs.
- Other changes to the environment and resources are made to meet the needs of pupils as they arise.
- Parent communications are available in Polish, Italian, Hindi, and Punjabi.
- We endeavour to source interpretation as appropriate.

3. How does the setting / school / college know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?

Pupils are identified through:

- **Teacher concerns due to lack of progress despite intervention.**
- **Identification of a significant difficulty in one area.**
- **Identification from an external agency or professional.**
- **Identification from a previous setting.**
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Parents can discuss their concerns with the class teacher/senco/head teacher by requesting a meeting with them at anytime.

4. How will early years setting / school / college staff support my child/young person?

Support is planned by the class teacher supported by the Senco and where appropriate other professionals.

Support is delivered by staff leading additional interventions and the class staff as appropriate. This support may take place in adult led small groups or on a 1-1 basis.

This support is monitored through a provision map which looks at the success of the additional support pupils receive or through IEP's which parents sign and discuss with the class teacher at least 3 times a year. Individual pupils progress is discussed regularly at meetings held between class teachers and the head.

5. How will the curriculum be matched to my child's/young person's needs?

The school follows a creative curriculum and focuses on independent learning tasks which enables pupils to work at their own level of attainment for a large part of the week. Differentiation varies in order to meet the needs of individuals by using a variety of resources and strategies. E.g. the use of clicker resources for a pupil who finds writing difficult or a visual timetable for a pupil who has difficulty understanding written and oral words.

6. What support will there be for my child's/young person's overall well being?

- **Medical protocols with suitably trained staff supported by the school nurse.**
- **Behaviour reward and sanction system across the school.**
- **There are many opportunities for pupils achievements in all areas in or out of school to be celebrated.**
- **The School council give all pupils a voice and their views are sought in individual questionnaires. Pupils with a statement of need also give their views at annual reviews.**
- **Outside agency support is requested for pupils with emotional or behaviour difficulties where appropriate. (Chums, CAMH, Educational psychologist)**
- **We are a values school and PSHE lessons reflect this work.**
- **Playground friends are used to support pupils during unstructured breaks.**

7. What specialist services and expertise are available at or accessed by the setting / school / college?

The school has access to all of the professionals available from the borough. We also access outside agencies where appropriate to meet the needs of pupils. Staff are trained to meet medical needs, safeguarding and SEN as appropriate.

<p>8. How will my child/young person be included in activities outside the classroom including school trips?</p>
<p>All pupils are encouraged to fully participate in all aspects of school life. All pupils attend school trips and parent helpers are encouraged especially where a 1-1 support is seen as helpful. The school has a breakfast club and pupils from all vulnerable groups are encouraged to attend. After school clubs are available or parents are supported to find an appropriate club outside of school to meet individual needs.</p>
<p>9. How will the setting /school / college prepare and support my child/young person to join the setting /school / college, transfer to a new setting / school / college or the next stage of education and life?</p>
<p>Transition is supported by:</p> <ul style="list-style-type: none"> • Additional visits for pupils. • Staff visit the setting which a pupil is transferring from in order to meet and observe individuals where appropriate. • For appropriate pupils books of pictures are supplied which enable pupils to remain familiar with their new setting/staff over the holidays. • Transition meetings between SENCO's from both settings take places in order to share information on the pupils who are transferring. A • For some individual pupils, meetings are held with all professionals involved prior to their transfer.
<p>10. How are the setting's / school's / college's resources allocated and matched to children's/young people's special educational needs?</p>
<p>Staffing arrangements are made by the head teacher who arranges for staff to be made available to deliver additional provision to meet the needs of pupils. Additional support in small groups or 1 to 1 is allocated and identified through pupil progress meetings.</p> <p>Support can be:-</p> <ul style="list-style-type: none"> • In class by additional staff. • By allocating pupils to small ability groups for individual areas of the curriculum, • Additional interventions which are run by additional staff outside of the class. • Adult led individual programs to meet targets set on IEP's • Individual support to access whole class sessions and to complete differentiated tasks. <p>The outcomes of this support is measured and discussed at parent/ teacher consultation meetings.</p>
<p>11. How are parents involved in the setting / school / college? How can I be involved?</p>
<p>The school welcomes the views of parents and the following systems are in place in order for parents to have opportunities to voice them</p> <ul style="list-style-type: none"> • Parent questionnaires for big decisions. • Parent surveys • Active PTA • Parent governor can be contacted • Open door policy • Open days

12. How are children and young people included in the planning for their support and provision?

Pupils are aware of the targets set for them as appropriate to their level of understanding and maturity.

They are encouraged to voice opinions and develop independence as part of the ethos within the school.

The school has an active school council which seeks pupil views regularly.

13. Who can I contact for further information?

As previously stated the school has an open door policy. Daily contact is available with the class teacher and meetings can be arranged to discuss your concerns with them. Meetings can also be requested with the SENCO (Mrs Shuker)

If you are considering whether your child should join the school, please contact the Head teacher Mrs Allen in the first instance who can arrange for you to tour the school and answer any questions which you may have.

Are you a school specifically supporting people with:	Please Tick
Autistic Spectrum Conditions	/
Communication Impairment	/
Hearing Impairment	/
Learning Disability	/
Mental Health Conditions	/
Visual Impairment	/
Physical Impairment	
Other (please specify)	