

SEND Information Report

Springfield Infant School

September 2024



Springfield
Infant School

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1. Aims

Our SEND Policy and Information Report aims to:

- Set out how our school will support and make provision for pupils with special educational needs or disability (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Springfield's vision is *'Space to grow and wings to fly'*

Our aims are to create a safe, caring, stimulating and challenging environment in which the potential of every member of the school community is fully developed and each individual achieves success and satisfaction. Springfield is a fully inclusive school and ensures equality and opportunity.

2. Legislation and guidance

The SEND policy and this Information Report is based on the statutory and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN Coordinators (SENCOs) and the SEN information report
- The Equality Act 2010 schedule 10, which sets out the Accessibility Plan
- The Code of Practice (2014)

3. Definitions

In the Special Educational Needs and Disability (SEND) Code of Practice (2014) the definition of SEN is as follows: *'A pupil has SEN where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age.'*

A pupil has SEND 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.

4. Roles and responsibilities

The Inclusion Manager

The Inclusion Manager is Miss N Collins

She will:

- Work with the Headteacher and SEND Governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the 'Graduated Approach' to providing SEND support in planning and accessing relevant resources
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services and provide reports as appropriate
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date
- Oversee the intervention groups, reviewing and evaluating the impact
- Meet with class teachers and attend half termly pupil progress meetings and support with Individual Learning Plans
- Review the Policy and the SEND Information Report
- Provide suitable and specific training for staff
- Teach identified groups of children

- Meet parents and teachers as necessary
- Support identification, assessment and provision for SEND children
- Support staff and children with transition
- Provide a Local Offer for the LEA and the school website
- Lead Early Help Plans and attending TAF meetings
- Use the West Sussex Inclusion Framework to self-evaluate and monitor provision

The SEND Governor

The SEND Governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Headteacher and Inclusion Manager to determine the strategic development of the SEND policy and provision in the school
- Ensuring information from the SEND policy is provided in the prospectus for parents

The Headteacher

The Headteacher will:

- Work with the Inclusion Manager and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

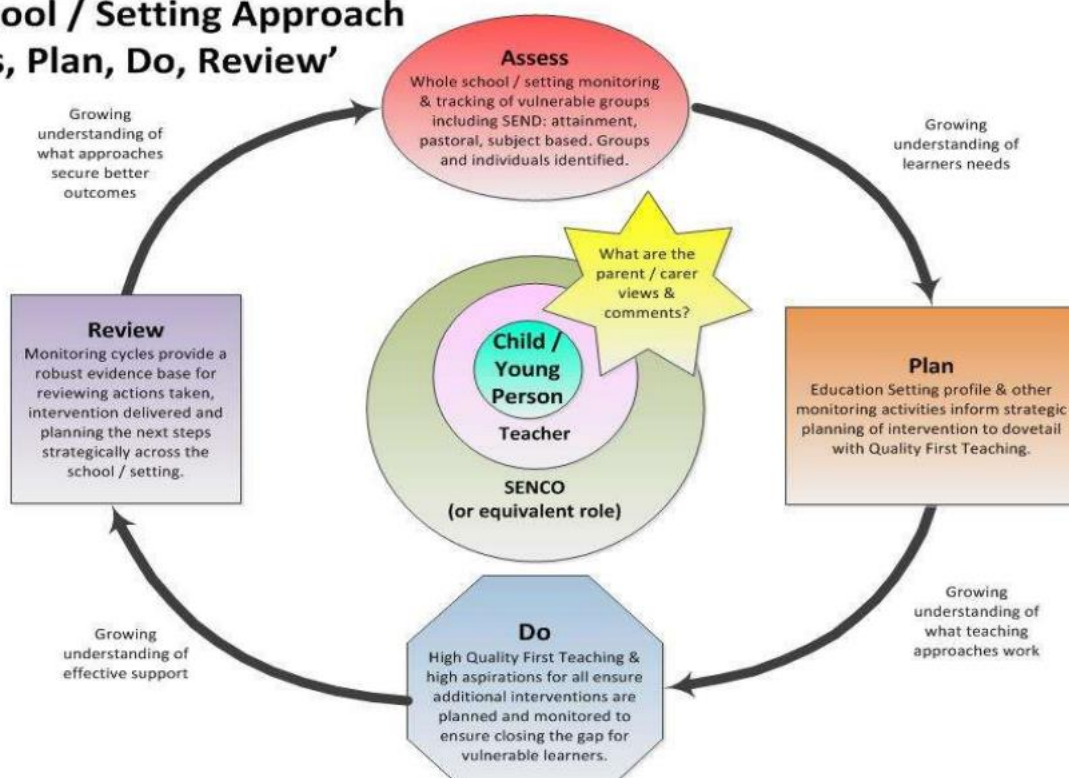
Class Teachers

Each class teacher is responsible for:

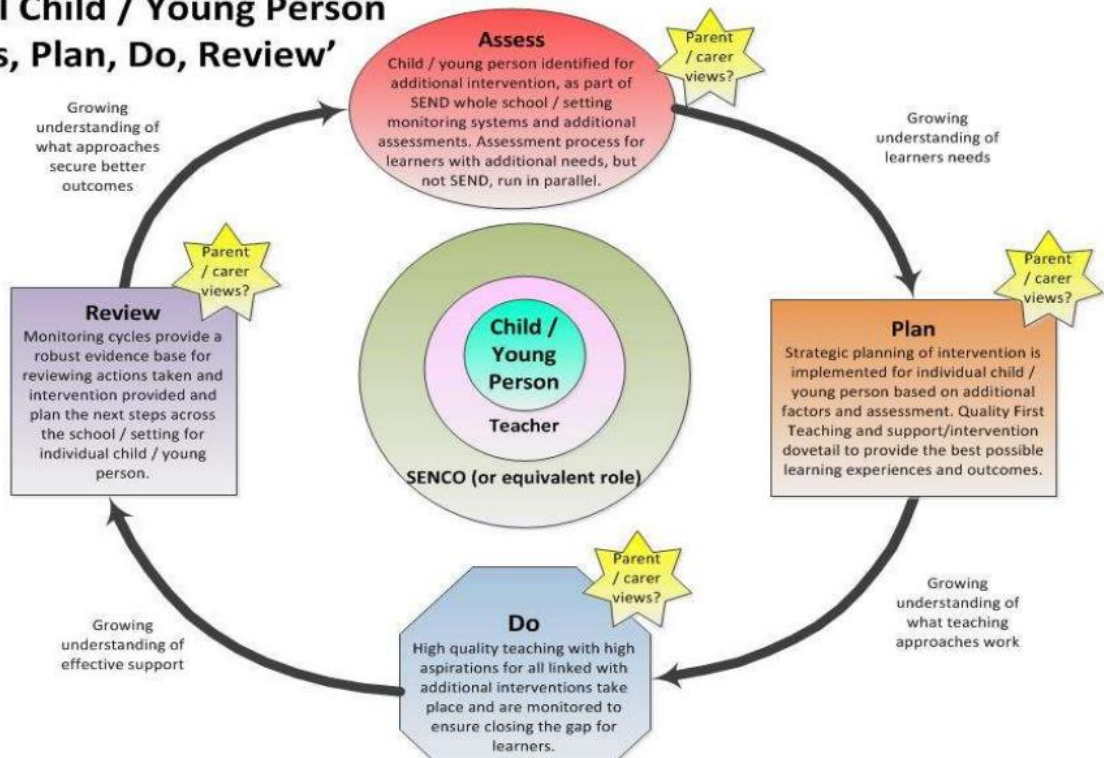
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the Inclusion Manager to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow the SEND policy
- Keeping parents and carers informed of their child's progress, any concerns and actions to be taken
- Implementing and reviewing Individual Learning Plans (ILP)
- Follow the Assess, Plan, Do and Review cycle
- Refer to the West Sussex Ordinarily Available Inclusive Practice document
- Supporting children in their class with an Education Health Care Plan (EHCP) by implementing the child's outcomes and monitoring and reviewing for next steps. The orange folder will be regularly updated by all staff working with the child

- Ensuring that all children identified with SEND have reasonable adjustments made to ensure they are able to be included within the class. (Visual timetables, now and next or choices board and own workstation)
- The class teacher is responsible for ensuring that any support staff/1:1 in their class is timetabled and planned for
- The class teacher is responsible for adapting the curriculum and planning to ensure all children with SEND can engage and make progress from their individual starting point
- Teachers will work with external agencies (LBAT, ASCT) to develop their skills and knowledge to support children in their class with specific additional needs. For example, autism.

Whole School / Setting Approach 'Assess, Plan, Do, Review'



Individual Child / Young Person 'Assess, Plan, Do, Review'



5. SEND Information Report

Context

Category	School Data
School Size	<p>Springfield is an average size Infant School. There are currently 174 pupils. There are 2 classes per year Reception to Year 2.</p> <p>The Nursery can also take up to 40 children.</p>
Gender	<p>Girls and boys are fairly balanced across the school. Some classes are slightly unbalanced.</p>
FSM & Ever 6	<p>The number of pupils eligible for Pupil Premium Grant funding is 15%</p> <p>Ever 6 – 0</p> <p>PPG+ – 0</p> <p>Services – 2</p>
First Language	<p>EYPP (Early Years – Nursery Pupil Premium)</p> <p>0</p> <p>The proportion of current FSM in the school is 27 pupils.</p> <p>The school deprivation factor is 0.17</p> <p>The National is 0.21</p> <p>The number of children listed with English as an Additional Language is 50.</p> <p>28%</p>
SEND	<p>The number of children on the school SEND register is 36 = 21%</p> <p>33 children SEND Support – 18.97%</p> <p>3 children have an EHCP = 1.72%</p> <p>The National Average of children with an EHCP is 4%</p> <p>The National Average SEND support – 13.6%</p>
Care	<p>0</p>
Stability	<p>There is little movement in and out of school.</p>

The kinds of SEND that are provided for;

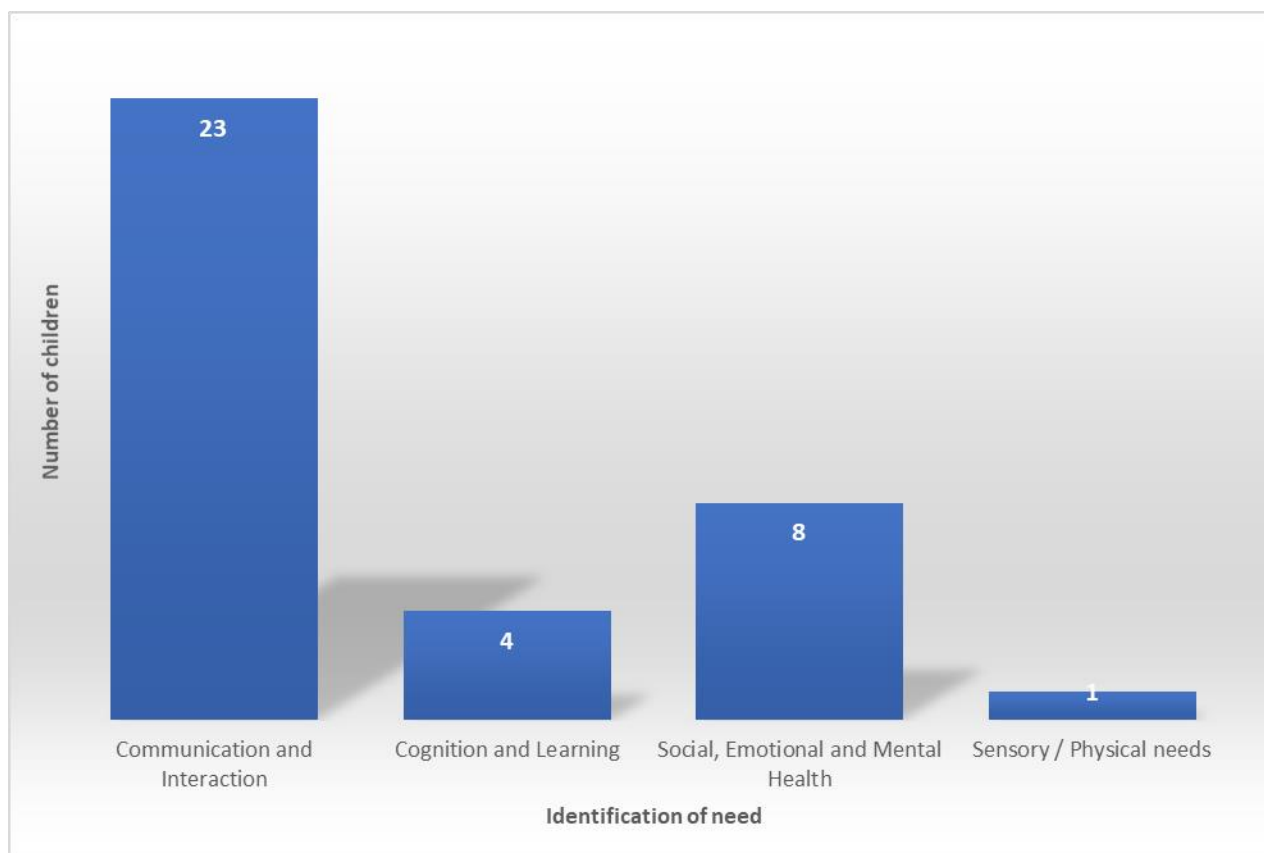
Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, Autistic Spectrum Disorder, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia – Developmental Coordination Disorder DCD, learning delay/difficulties
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), social & communication difficulties, behaviour, anxiety
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy, sensory processing, Occupational Therapy support

Identification of Need - September 2024

There are 36 children on the SEND register including 3 children in the school that have an EHCP. Speech and Language is the area of greatest need for children at Springfield. There are 3 children with a diagnosis of autism. At Springfield Infant School and Nursery we are committed to working with the AET Schools Autism Standards to ensure we are making reasonable adjustments and that our environment is supporting children on the autistic spectrum so that they can learn effectively in the classroom and whole school environment. We have achieved the Silver Award for the Autism Aware Award in schools.

Communication and Interaction, children with a Speech and Language need is the greatest area of need at Springfield. (Some children may have more than 1 area of need identified)



Identifying pupils with SEND and assessing their needs

Prior to entry into Springfield Infant School and Nursery, transition meetings are held between Early Years staff and parents and the pre-school setting. Families have the opportunity to discuss any concerns at the home visit. The Inclusion Manager liaises with appropriate professionals and the school operates an “open door” policy for parents to visit and discuss any additional needs their child may have. In addition to this Parents’ meetings are also held for new parents to attend. The purpose of the meeting is to share Reception practice and the Inclusion Manager is available for parents to discuss any issues or concerns that they may have about their child.

Through observation, monitoring and assessment a child’s progress is tracked and parents are quickly informed of any concerns through informal meetings and formal reporting.

At any stage of their education parents are welcome to discuss their child’s learning needs with the class teacher and the Inclusion Manager if appropriate.

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child’s previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

At Springfield we use the West Sussex Ordinarily Available Inclusive Practice document (OAIP) to support us identifying barriers and/or need and implement strategies and approaches. This document also supports us with setting outcomes on the Individual Learning Plan.

Consulting and involving pupils and parents

At Springfield we ensure that early identification is key and ensure that a discussion with the pupil and their parents takes place when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil’s areas of strength and difficulty
- We take into account the parents’ concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil’s record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEND support.

In addition to normal reporting arrangements, children who have additional SEND needs will receive an Individual Learning Plan (ILP), which will be reviewed each term. There are informal opportunities to speak to the class teacher and regular invitations to discuss provision with the Inclusion Manager. In some cases

the Inclusion Leader will also invite parents in to 'Structured Conversation' meetings where parents have the opportunity to discuss their child in more depth.

Springfield Infant School has an "open door" approach to parents and champion the partnership between home and school.

If your child has an EHCP you will be invited to attend an Annual Review meeting where you can work with school and other professions to discuss your child's learning and plan ways forward.

Home/School communication is considered to be extremely important at Springfield Infant School. In some cases, a communication book can be set up and used if agreed appropriate. Teachers are happy to have informal meetings at the start and end of the day.

The Headteacher, Deputy Headteacher, Inclusion Manager are also happy to meet parents at any stage to talk about their child.

Assessing and reviewing pupils' progress towards outcomes

At Springfield, we follow the graduated approach and the four-part cycle of **assess, plan, do, review**.



The class teacher will work with the Inclusion Manager to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Teachers' assessments, phonic scores, reading assessments
- The individual's development in comparison to their peers and national data,
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress. Children will have an **Individual Learning Plan (ILP)** to set challenging but achievable targets, which will be reviewed regularly. Parents will be invited to three review meetings throughout the school year.

Parent Information Evenings	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Formal Parents Evenings		November		March		
Informal Parents Evenings and celebration of work/Book Look	October		January		May	
Teachers Reports			Report 1 – February			Report 2 – July
New Individual Learning Plan targets are sent home to parents (existing plan)	October					
Reviewed and new ILP targets are sent home to parents		Review 1		Review 2		Review 3
Final reviewed ILP are sent home to parents						July

Risk assessments are reviewed with parents and children each term or more frequently if necessary.

Supporting pupils moving between phases and preparing for adulthood

Prior to entry into Springfield Infant School, transition meetings are held between Early Years staff and parents and the pre-school setting. Families have the opportunity to discuss concerns at the home visit. The Inclusion Manager liaises with external professionals who are involved with the child and the school operates an “open door” policy for parents to visit and discuss any additional needs their child may have.

Transition programs are in place to support children moving from year to year and then to their next school. These involve additional visits to the new environment and preparation books to take home over holidays. Some children get additional opportunities to visit and voice worries and concerns.

We ensure that we share information with the Junior School the pupil is moving to. We will agree with parents and pupils which information is shared as part of this.

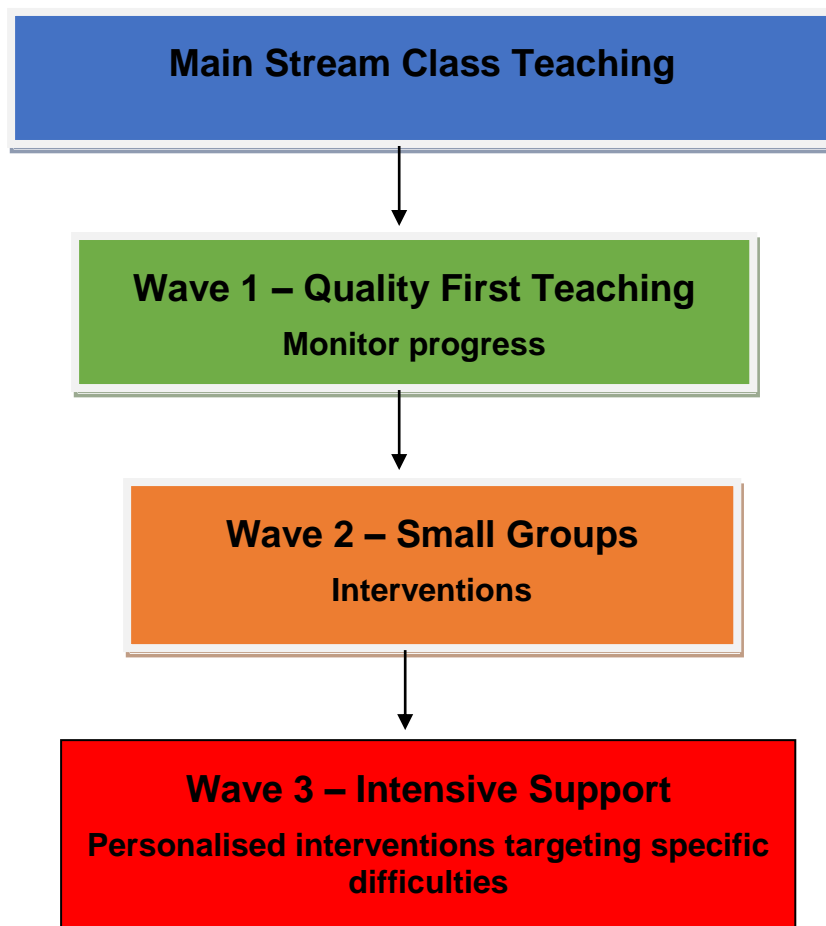
Meetings are set up in the summer term to liaise with the child’s receiving school regarding SEND and vulnerable pupils who are transferring. All pupil records are passed to the SEND department prior to the pupils starting. Staff from the new schools are invited to significant meetings in the summer term.

We are legally obligated to copy and send on any Child Protection records to the new school. We also retain a copy for our records.

Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.



We will also provide the following interventions and support:

- Precision Teaching
- Phonic Support
- Jump Ahead Motor Support
- Physical Support – gross motor skills and fine motor
- Speech and Language Interventions
- English as an Additional Language Support
- Attention and Listening skills
- Lego Therapy
- Nurture Groups
- Anxiety Support
- 'Well-being' Support
- Behaviour Support
- 1:1 and small group support
- Read 2 dogs

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style and content of the lesson
- Adapting our resources and staffing
- Using recommended aids, such as laptops, visual timetables, larger font and now and next boards, coloured overlays for reading
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud and taking into account the children's individual leaning styles
- All areas of the school buildings are wheelchair accessible
- There is an accessible toilet in the Hygiene room
- Toilet platforms, steps and specialist chairs are available for children with physical needs
- Sensory 'wobble' cushions are available for children who require them

Please see Accessibility Plan

- **How does the school communicate with Parent/Carers whose Infant language is not English?**

Springfield Infant School has an increasing bank of resources to communicate with parents whose Infant language is not English. We have a Learning Support Assistant who supports children with vocabulary skills. We are also supported by the EMTAS (Ethnic Minority Traveller Achievement Service.) Direct work and First Language Assessments can be arranged for the children.

Additional support for learning

We have two Learning Support Assistants who are trained to deliver the interventions listed above in addition to the class Learning Support Assistants who also carry out planned interventions.

Support Staff will support pupils on a 1:1 basis when they need an individualized learning plan, for example Speech and Language or EHCP targets and children working with a Learning Mentor.

Support Staff will support pupils in small groups when they have been identified as a group needing some extra support, for example phonic or fine motor support.

We work with the following agencies to provide support for pupils with SEND:

- Speech and Language
- Occupational Therapist
- Educational Psychologist phone consultations
- Autism & Social Communication Team (ASCT)
- Learning and Behaviour Team (LBAT)
- Early Help
- School Nurse

Expertise and training of staff

The Inclusion Manager has achieved the National Award for Special Educational Needs Coordination training. She works full time to manage SEND provision across the school.

We have a strong team of Learning Support Assistants, which includes three qualified teachers who are trained to deliver SEN provision. They observe, assess and record. They also attend regular meetings with class teachers and the Inclusion Manager.

In the last academic year, staff have been trained in;

Safeguarding

Asthma and Epi Pen training

Autism – PDA training

We use specialist staff for our speech and language interventions.

Evaluating the effectiveness of SEND provision

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

- Reviewing pupils' individual progress towards their goals each half term in pupil progress meetings
- Reviewing Individual Learning plan targets
- Reviewing the impact of interventions after each half term
- Using pupil questionnaires
- Monitoring by the Inclusion Manager
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans
- Pupil progress meetings to evaluate the impact of any intervention groups

Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to take part in sports day/school plays/special workshops, trips and forest school activities

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are also encouraged to be part of the Eco club to promote teamwork/building friendships
- Nurture groups are in place to support children in class and at lunchtimes
- Learning Mentor support children with self-esteem issues

We have a zero-tolerance approach to bullying.

The Head Teacher is responsible for Child Protection Matters there are 4 child protection officers in school and a Governor. All staff members are also trained in Child Protection procedures and practices.

The Inclusion Manager is responsible for the monitoring of pastoral needs and provision with the class teachers having responsibility for the pupils in their care. All school staff have a responsibility to report to a senior staff member if they have any observations or concerns for a child. Support and provision for social and emotional needs are strong, with some provision for 'Play Therapy Sessions' offered. The Inclusion Manager and Well-being Lead are able to signpost parents to other external services if appropriate.

The school's Lead First Aider is presently responsible for children's medical needs and is supported in this role by the Inclusion Manager. The School Nursing Service also supports the school to manage medical issues and vulnerable pupils.

Springfield Infant School has a policy for the administering of medicines and this is adhered to and managed by the office staff and other Infant Aid trained staff members. Medical Care Plans are agreed for pupils when appropriate and staff are made aware of additional medical needs on a "need to know" basis.

Children's personal care is managed very much on an individual's needs. This will be written into the care plan and can be supported by the School Nursing Service. There is an accessible toilet in the Hygiene Room.

Working with other agencies

Springfield supports families through the use of the Early Help system. This can include support from the School Nurse and a Family Support Worker. A 'Team Around the Family' (TAF) meeting takes place regularly to ensure the appropriate support is in place to meet the child individuals needs or to support the family.

Complaints about SEND provision

Complaints about SEND provision in our school should be made to the Class Teacher, Inclusion Manager and the SEND Governor in the first instance. They 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

Contact details of support services for parents of pupils with SEND

Where necessary consent to share information with outside agencies from parents/carers is always sought prior to information being divulged or discussion taking place. Outside Agencies might include the Educational Psychology Service, The Medical/Health Support Service, (Child Development Centre/ CAMHS/ Pediatric Occupational Therapy Service/Physiotherapy Service), Speech and Language Therapy Service, Learning Inclusion and Advisory/Social Communication Team, sensory Support Service Team, Educational Welfare Service, Think Family, Children and Young Persons' Planning Forums or Social Care Services. Some of these agencies have regular visits to the school. In addition to these maintained services the school will draw on the expertise and support of voluntary organisations in order to meet the needs of pupils with SEND.

The local authority local offer - <https://www.westsussex.gov.uk/local-offer/information/>

The West Sussex Local Offer helps you find information about local services, support and events for children and young people aged 0 - 25 years who have special educational needs or disabilities (SEND).

Contact details for raising concerns

Headteacher: B Wycherley
Inclusion Manager: N Collins
SEND Governor – N Marshall

Telephone – 01903 219243

6. Monitoring arrangements

This policy and information report will be reviewed by the Inclusion Manager and Headteacher every year. It will also be updated if any changes to the information are made during the year.

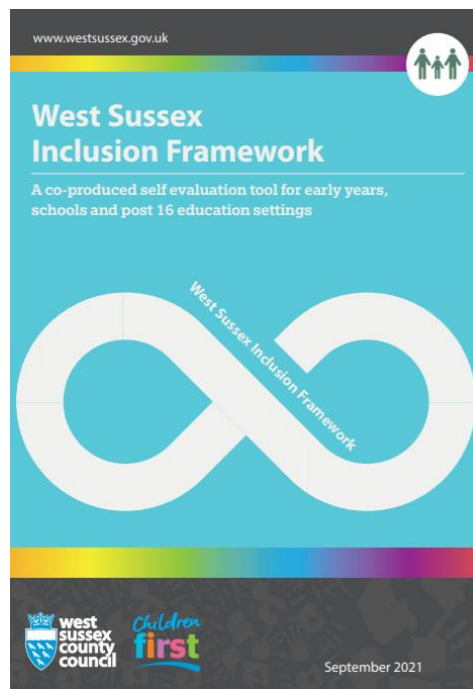
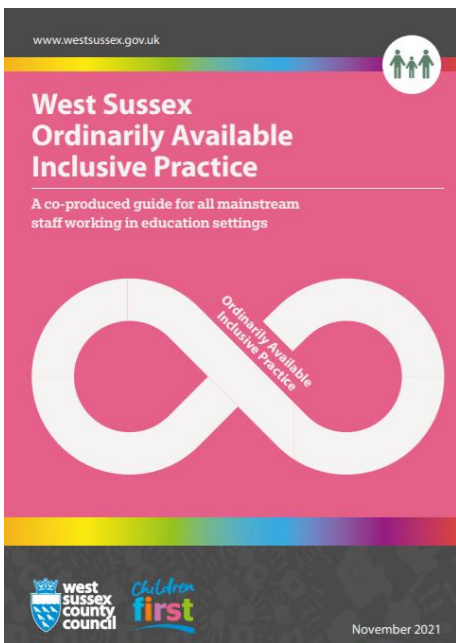
It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- SEND Policy
- Local Offer
- Safeguarding and Child Protection
- Accessibility plan
- Behaviour Policy
- Equality information and objectives
- Supporting pupils with medical conditions
- Complaints Procedure
- Early Help
- Continuum of need
- West Sussex Ordinarily Available Inclusive Practice (OAIP)
<http://schools.local-offer.org/wp-content/uploads/2020/12/WSX-OAIP-Nov-2021.pdf>
- West Sussex Inclusion Framework
<http://schools.local-offer.org/wp-content/uploads/2021/08/WSX-Inclusion-Framework-Sept-2021.pdf>
 - Supporting Quality Improvement Early Years
https://www.westsussex.gov.uk/media/2636/qi_criteria.pdf
 - Pre-Key Stage 1
 - Tools for schools

<https://schools.local-offer.org/>





National curriculum assessments

Key stage 1

Pre-key stage 1: pupils working below the national curriculum assessment standard

For use from the 2018/19 academic year onwards


Standards
& Testing
Agency

Glossary

SEND – Special Educational Needs and/or Disability

LEA – Local Education Authority

SEAL – Social and Emotional Aspects of Learning

ILP – Individual Learning Plan

LSA – Learning Support Assistant

TA – Teaching Assistant

EHCP – Education, Health and Care Plan