



SEND Information for Parents 2021-2022



How does the school know if children need extra help?

We know when pupils need help if:

Concerns are raised by parents/carers, teachers, or the pupil's previous school.

Half termly tracking of attainment outcomes indicate a lack of progress.

A child continues to have difficulty after intervention or has a high level of difficulty when they join us.

A child has been given support and interventions in an assess, plan, do and review cycle twice and made little or no progress.

Pupil observation indicates that they have additional needs in one of the four areas.

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory/Physical

If a child is considered to have special educational needs (SEN), they are placed on the SEN List. Parents will be informed of this and a collaborative approach adopted to plan and review next steps. An Individual Action Plan, IAP, is written specifically for them and reviewed termly with parents.

What should I do if I think my child may have SEN?

If you have any concerns then please firstly discuss these with your child's teacher.

This may then result in a referral to the school SENCO whose name is Mrs Rushton and you can contact her via the office,

office@springcroft.staffs.sch.uk or telephone on 01782 394793

How will I know how my child is doing?

Attainments towards identified learning outcomes will be shared with parents termly through Parents Evenings, Annual Reports and Individual Action Plan reviews.

At other times, where appropriate, parents are encouraged to arrange an appointment to discuss their child's progress with the class teacher, the SENCO or a member of the Senior Leadership Team.

How will the curriculum be matched to my child's needs?

Teachers plan using pupils achievement levels, differentiating work to match and challenge ability for all pupils in the classroom.

When a pupil has been identified as having SEN their work will be further differentiated to enable them to access the curriculum more easily. An Individual Action Plan , IAP, will be written in consultation with the child, parents and teacher. These are reviewed termly by the teacher, with parents and the child. Both parent and pupil voice is valued throughout the process.

In addition, they will be given extra support from a teaching assistant in class, small group or individual support out of class or alternative resources such as a sloping board, ICT access or visual prompts.

Following this, if a child continues to have difficulty, or a Specific Learning Difficulty, SPLD, we will seek professional advice from specialist support services such as Speech and Language Therapists, Visual/Hearing Impairment teachers, Health professionals, Special Educational Needs Support teachers and Educational Psychologists.

Educational and Health Care Plan

From September 2014, all children and young people from age 0-25, who have significant special educational needs will undergo an Education Health and Care (EHC)

Assessment (unless their parents, carers or the young person opt out of the new system). This will lead to an EHC Plan instead of a Statement of SEN.

If you would like to know what provision is in place for your child or if you have any concerns that your child has some additional needs, please speak to your class teacher, who can put in place a plan to support your child, if necessary. You are also very welcome to make an appointment with our SENCO or Headteacher. Appointments can be made through the school office (01782 394793).

How will the school support my child's medical needs?

Pupils with medical needs will be provided with a detailed Health Care Plan, (detailing your child's individual medical condition, requirements and action to be taken), compiled by the school nurse in partnership with the school, parents and if appropriate, the pupil. A medication administration form (detailing the exact medication and dosage) needs to be completed by the parent before medication can be administered.

Staff who administer medicine complete training and medicine administration Procedures adhere to the Staffordshire County Council guidelines included within **Supporting Pupils at School with Medical Conditions (DFE) 2014**.

What support will there be for my child's overall well-being?

Springcroft Primary School aims to help our children, with the co-operation of their parents, to develop into happy and confident individuals with lively and enquiring minds, which secure a firm foundation in learning that will last throughout their lives. Pastoral support is a high priority for all children for both their personal development and welfare. We know that our children's mental health and well-being are vital to our ability to thrive and achieve and with this in mind, we now offer support through the Hope Project. Please see our Social, Emotional and Mental Health Well-being Statement and Policy for further information and how to access this support.

All children at Springcroft Primary School are instrumental in the further development of the school. The school Council is a vehicle for this process, acting as a pupil voice and promoting and shaping ideas for development. All children feel respected and valued as unique individuals and this is reflected in the warm, caring and friendly atmosphere of the school. The school uses positive behaviour strategies and rewards, to celebrate individual achievements and differences, encouraging the children to effectively evaluate their own behaviour: helping them to grow into responsible young people who can make the correct choices in life.

Ensuring Quality of Provision

How will the school staff support my child?

We have a highly experienced team of staff, who may be involved in supporting your child at Springcroft Primary School. These include:

The Special Educational Needs Co-ordinator (SENCO)

The Special Educational Needs Co-ordinator (SENCO), along with the Senior Leadership Team and the Governing Body, is responsible for overseeing and co-ordinating the day to day policy and practice for pupils with SEND.

HOPE Mentor

A child, young person or family may need someone to talk to about emotional, behavioural, social difficulties or general advice. HOPE provides this support. This support is designed to prevent problems escalating to crisis and promotes a whole school approach to well-being.

The Class Teacher

The class teacher is responsible for setting relevant targets, planning and ensuring delivery of additional support for children with SEND (supported by the SENCO). They will provide access to the curriculum and will liaise with the Senior Leadership Team and SENCO to identify, monitor and assess pupils with SEN.

Teaching Assistants (TA)

Teaching Assistants support all pupils in class. We have several additional TA's who help support groups and individual children with their learning and a HLTA (Higher Level Teaching Assistant), who with additional expertise and training is the Assistant SENCO.

Specialist Support

Sometimes school may commission Specialist Support to work with identified children with a particular focus e.g. Educational Psychologists, Behavioural Support, Autism Outreach Team, Speech and Language Therapists or Occupational Therapists.

Please have a look at the Who's Who in About Us to see who we are

What specialist services and expertise are available at or accessed by the school?

Should there be continued concerns regarding progress and attainment, following the additional SEND support provided by the school, then support will be sought from one of the local authority or medical specialist support agencies.

These include:

Local Authority

- Specialist SEND Support Teachers ~ 03001118030
- Educational Psychologist ~ 03001118030
- Autism Outreach ~ 01785 356830
- Visual/Hearing Impairment Team ~ 01785 356830
- Behaviour Support Team ~ 03001118030
- SEND Assessment and Planning ~ 03001118007

Medical

- Occupational Therapists ~ 03001231161
- Physiotherapists ~ 03001231161
- Speech and Language Therapists ~ 03001231161
- School Nurse ~ 03001231161
- Child and Adolescent Mental Health Service (CAHMS) ~ 03001230907

What training have the staff supporting children and young people with SEND had or having?

In order to ensure our staff have the skills and knowledge to support children with SEND, there is a programme of on-going training both in school, elsewhere and also that provided by key specialists involved with individual pupils. Training provided to date includes:

- Preparing Autistic and SEND children for going back to school ~ May 2020
- Asthma ~ May 2020
- Using the outdoors to support well-being ~ May 2020
- Supporting young people to break the cycle of self-harm ~ May 2020
- Support a safe and successful return to school using the SWAN framework ~ May 20
- Understanding Autism ~ May 20
- Introduction to Dyslexia and Inclusive Practise ~ May 2020
- Attachment in the Early Years ~ April 2020
- An Introduction to Speech, Language and Communication ~ April 2020
- Childhood Bereavement ~ May 2020
- Level 3 Child Psychology ~ February 2020
- Promoting Emotional Regulation in Autistic Children ~ June 2020
- Adverse Childhood Experiences and Trauma ~ March 2020
- Therapeutic Storytelling ~ November 2019
- Sensory Integration ~ January 2020
- Supervision Skills for Reflective Practice ~ October 2019
- Sensory Projects for the Classroom ~ December 2019

How will my child be included in activities outside the classroom including school trips?

Our curriculum includes not only the formal programme of learning, but the 'informal' programme of a wide range of extra curricular activities, curriculum visits, visitors and trips as well as the school ethos, which permeates all aspects of school life. All children are encouraged to participate in all areas of the curriculum both formal and 'informal' and where necessary risk assessments are carried out, and reasonable adjustments can be made to facilitate the needs of children with SEND. In these circumstances, parents and pupils are consulted closely as to the nature of the adjustments required.

How accessible is the school?

To ensure access for pupils and parents with disabilities the school has ramp access, ground floor changing, toilet facilities as part of the School's Accessibility Plan. The layout of the school building includes two first floor classrooms and an ICT suite, located at the top of stairs, which impedes accessibility. The 'Jubilee Room' offers a soft area for quiet 'time out' periods, and provides an opportunity to develop a nurture area for pupils with behavioural, social and emotional difficulties.

School teaching tools are appropriate to the needs of pupils, e.g. suitable measures implemented for visual impairment, dyslexia etc.

Classrooms are equipped with interactive whiteboards, networked PCs and laptops. Additional resources for SEND pupils are secured via the Local Authorities Inclusion/SEND Support Teams or via the application to the Local Authority for additional educational needs funding.

How are the school's resources allocated and matched to children's educational needs?

In Staffordshire, all mainstream schools have funding within their delegated budget to support pupils with SEN. They receive this through a funding formula that reflects the incidence of SEN measured in various ways, these include:

- Attainment Levels
- Free School Meals
- Numbers of pupils with SEND

How is the decision made about how much support my child will receive?

For pupils with SEN but without an Education and Health Care Plan, the decision regarding the support required will be taken at joint meetings with the SENCO, Head-teacher, class teacher and parent. For pupils with an Education and Health Care Plan, this decision will be reached when the plan is being produced.

How are parents involved in the school? How can I be involved?

We believe that working together in partnership with parents is essential in order to prepare every child with the necessary skills to succeed in an ever changing world. Parental interest, encouragement and support, therefore, are vital to a child's educational development and happiness. Consequently, we provide a range of opportunities to encourage parents to become involved in school life.

Transition into and from Springcroft Primary School

How will the school prepare and support my child when joining Springcroft Primary School?

A number of strategies are in place to enable effective pupil's transition.

On entry:

A planned programme of visits are provided in the Summer term for pupils starting in September. The Reception class teacher visits children in their Early Years Setting.

Parents/carers are invited to a meeting at the school are provided with a range of information to support them in enabling their child to settle into the school routine.

The SENCO and class teachers meet with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be identified prior to entry.

If pupils are transferring from another school, the previous school records are requested immediately and a meeting will be set up with the Headteacher and parents to identify and reduce any concerns that they may have.

Transition to the next school

Springcroft Primary School works closely with all settings to ensure that transition from our school is as smooth for the child as possible. The parents, child, Headteacher, SENCO, Class teachers and all other parties involved with the child, meet to share all relevant information and to plan next steps and appropriate provision: this may include the application for additional needs funding. In addition to this transition, visits to the new setting can be planned, along with a transition passport or pack being provided.

Transition meetings for pupils with an EHC plan are held, extra visits arranged when needed, and a transition report submitted to the Local Authority, highlighting any need to amend or change the statement.

Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact the following:

Your child's class teacher

SENCO ~ Mrs Rushton

Headteacher ~ Mr Drew

For complaints please contact the school for the Complaints policy and address to the Chair of Governors, Mr Duncan Chadwick

[Staffordshire Connects Web address ~](#)

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?localofferchannel=0>

SEND Family Partnership Services (SENDIASS) telephone ~ 01785 356921 or email <https://www.staffs-iass.org>