



Springhill Primary Academy



SPRINGHILL
ACADEMY

SEND Information Report 2020-2021

Date: September 2020

Review: September 2021

Introduction

Welcome to our SEND information report which is part of the Staffordshire Local Offer for learners with Special Educational Needs and disabilities (SEND.) All governing bodies of maintained schools, Academies, Free schools and maintained nursery schools, have a legal duty to publish information on their website about the implementation of the governing body's policy for pupils with SEND. The information published must be updated annually.

At Springhill Primary Academy we are committed to working together with all members of our school community. This local offer has been produced with pupils, parents/carers, governors, and members of staff. We would welcome your feedback and future involvement in the review of our offer, so please do contact us. The best people to contact this year are:

Nikita Silvester-Grant - Head teacher / SENDCo

If you have specific questions about the Staffordshire Local Offer please find the link below.

<https://www.staffordshire.gov.uk/education/Access-to-learning/Local-Offer-SEND-Pathway.aspx>

If you think your child may have SEND please speak to their Class Teacher on 01543 225620

Our Approach to Teaching Learners with SEND

At Springhill Primary Academy we believe in participation for all. We want all adults and children to participate in learning and we celebrate all members of our community. We want to create an inclusive culture in our school, and we aim to be more responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills.

We value high quality teaching for all learners and actively monitor teaching and learning in the school.

We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor progress of all learners, and staff continually assess ensuring that learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings, and staff engage in coaching and supervision.

How we identify SEND

At different times in their school career, a child or young person may have a special educational need. The Code of Practice defines SEND as:

"A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

(a) have a significantly greater difficulty in learning than the majority of others of the same age: or

(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."

If a learner is identified as having SEND, we will provide provision that is 'additional to or different from' the normal differentiated curriculum, intended to overcome the barrier to their learning.

Learners can fall behind in school for lots of reasons. They may have been absent from school; they may have attended lots of different schools and not had a consistent opportunity to learn. They may not speak English very well or at all, they may be worried about different things that distract them from learning. At Springhill Primary Academy we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, we will intervene. This does not mean that all vulnerable learners have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.

Our SEND profile for 2020-2021 shows that we have 18% of children identified as having SEND, and 4% of those have an Education Health Care Plan.

Our SEN children have needs in the following areas;

Cognition and learning– 50%

Communication and Interaction- 23%

Social, Emotional and Mental Health- 15%

Sensory and/or Physical- 8%

ASD - 4%

Assessing SEND at Springhill Primary Academy

Class Teachers, support staff, parents/carers and the learner themselves will be the first to notice a difficulty with learning. At Springhill we ensure that assessment of educational needs, directly involves the learner, their parents/carer and of course their Teacher. The Special Educational Needs Co-ordinator (SENDCo) will also support with the identification of barriers to learning. We have a range of assessment tools available within school.

For some learners we may want to seek advice from specialist teams. These are described below:

The agencies used by the school include:

- Autism Outreach Team
- Educational Psychologist
- CAMHS (Child & Adolescent Mental Health Service)
- Attendance Officers
- Special Educational Needs Support Service (SENS)
- Physical Disability Support Service
- Hearing Impaired Service
- Visually Impaired Service
- Behaviour Support Service
- School Nurse
- Health Professionals
- Speech and Language specialists

We also employ highly skilled Teaching Assistants (TAs) who implement quality first interventions with the guidance of the class teacher, SENDCo and outside agency advice.

What we do to Support Learners with SEND at Springhill Primary Academy

Every Teacher is required to adapt the curriculum to ensure access to learning for all children in their class. The Teacher Standards 2012 detail the expectations on all teachers, and we at Springhill Primary Academy are proud of our Teachers and their development.

Our Teachers will use various strategies to adapt access to the curriculum, this might include using:

- Visual timetables
- Writing frames
- Alternative recording devices
- Peer buddy systems
- Positive behaviour rewards system
- Precision teaching
- Variety of technology

Each learner identified as having SEND, is entitled to support that is 'additional to or different from' a usual differentiated curriculum. The type of support is dependent on the individual learning needs and is intended to enable access to learning and overcome the barrier to learning identified. This support is described on a provision map, which although does not detail the individual learner names, describes the interventions and actions that we undertake at Springhill to support learners with SEND across the year groups. We modify the provision map regularly, as our learners and their needs change. The provision map for 2020-2021 is available on our website.

Funding for SEND

Springhill Primary Academy receives funding directly to the school from the Local Authority to support the needs of learners with SEND. REACh2 Academies are committed to working together to improve learning for all, and we are able to share resources and training for learners with SEND. If you would like any further information on SEND please contact our SENDCo through the school office.

How do we Find Out if this Support is Effective?

Monitoring progress is an integral part of teaching and leadership within Springhill Primary Academy. Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEND. We follow the 'assess, plan, do, review' model and ensure that parents/carers and children are involved in each step. Before any additional provision is selected to help a child, the SENDCO, Teacher, parent/carer and learner, agree what they expect to be different following this intervention. A baseline will also be recorded, which can be used to compare the impact of the provision.

Children, Parents/carers and their Teaching and Support Staff will be directly involved in reviewing progress. This review can be built into the intervention itself, or it can be a formal meeting held, where we all discuss progress and next steps. If a learner has an Education Health and Care Plan (EHC plan,) the same review procedures take place, but the EHC plan will also be formally reviewed annually. The SENDCO collates the impact data of interventions, to ensure that we are only using interventions that work. Progress data of all learners is collated by the whole school and monitored by Teachers, Senior Leaders and Governors.

Other Opportunities for Learning

All learners should have the same opportunity to access extra-curricular activities. At Springhill Primary Academy in 2020-2021, we will offer a range of additional clubs and activities. These can be found on our school website or by contacting the school office. We are committed to making reasonable adjustments to ensure participation for all, so please contact our Head teacher/ SENDCO to discuss specific requirements.

All staff at Springhill Primary Academy work within the Equality Act 2010. This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments.'

The Equality Act 2010 definition of disability is:

"A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities." Section 1(1) Disability Discrimination Act 1995

Children and young people with long-term health conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Children and young people may therefore be covered by both SEND and disability legislation.

Preparing for the next step

Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher, or moving on to another school, training provider or moving in to employment. Springhill Primary Academy is committed to working in partnership with children, families and other providers to ensure positive transitions occur.

Planning for transition is a part of our provision for all learners with SEND. Moving classes will be discussed with the parents and child at their summer term review meeting. Transition to secondary schools of children with statements of EHC will be discussed in the summer term of their Year 5, to ensure time for planning and preparation.

Have your say

Springhill Primary Academy is a community-based Academy. We shape and develop provision for all of our learners ensuring achievement for all. This SEND report declares our annual offer to learners with SEND, but to be effective it needs the views of all parents/carers, learners, governors and staff. So please engage with our annual process to 'assess plan, do and review' provision for SEND.

What kind of Special Educational Needs are provided for at Springhill Primary Academy?

Special educational needs and provision can be considered as falling under four broad areas:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with an Autism Spectrum Condition, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than for those with a single sensory impairment.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

What support is there for the Wellbeing of children with SEND?

Springhill Primary Academy holds close links between parents/caregivers and the home environment through the Family Liaison Officer (FLO). The FLO offers emotional and practical support through meetings in school and through home visits to any parent or caregiver with SEND children in school.

Support can include benefit claims, accessing support groups, advice on behaviour as well as school nurse referrals. In managing the administration of medicines and providing personal care, the academy has detailed medical forms which detail medicines specific to students with SEND which are administered by a trained first aider. Specific training is also given to support workers providing personal care with parents or care givers being involved to gain details and agree procedures to meet the child's needs. This is also the case in creating Asthma care plans or in using epipens.

Springhill Primary Academy strongly encourages pupil voice and for all of its pupils, especially SEND, to put forward their ideas and opinions. This is done through either School Parliament or separate pupil voice opportunities carried out by members of the teaching team.

What is our Approach to teaching children with SEND?

At Springhill Primary Academy, we recognise that our pupils have a variety of needs. We are committed to offering a highly differentiated, broad and balanced curriculum which is inclusive of all pupils. Our teachers offer intensive class support to students and set high expectations for both learning and behaviour regardless of the student's needs.

Class teachers

We believe that all children learn best with the rest of their class. Therefore, pupils with identified SEND, work alongside their peers as much as possible and are taught by their teacher. Class teachers are responsible for delivery ensuring that all children have access to quality teaching and that the curriculum is adapted to meet your child's individual needs (known as Quality First Teaching). Where appropriate, teachers have adapted their classrooms and learning areas to ensure students with specific needs can access the curriculum. Some examples include;

- Providing additional practical or visual resources/prompts
- Increased use of praise/reward
- Adapting language used with certain pupils
- Planning additional support from Teaching Assistants
- Using peer-to-peer support
- Providing pupils with alternative ways of recording (ICT/voice recording/scribing)
- Pre-teaching certain concepts to ensure understanding
- Prior notice of new learning, different experiences or changes to normal routine.

Although Class Teachers have overall responsibility for student progress, they may at times direct Teaching Assistants to work with SEND pupils on a one to one or small group basis. The impact of these interventions is closely recorded and monitored by support staff and the teacher to decide on the next steps for learning and progress.

Teaching Assistants

Teaching Assistants are directed by the SENDCo or class teachers to support pupils with SEND when it is felt that this will improve outcomes for the student. This could take the form of planned small group interventions (known as Wave 2 provision) or more specific one-to-one support (known as Wave 3 provision). Both Wave 2 and Wave 3 provision usually take place away from the main classroom. Teaching Assistants may also work in the classrooms to maximise the impact on learning during the planned activities. For pupils with very high or complex levels of SEND, a Teaching Assistant may be directed to support an individual pupil for longer periods of the school day. However, the school aims for pupils to work as independently as possible and with a wide range of peers and adults so even pupils with such high levels of SEND are included in classroom activities as much as possible.

Support from external agencies

If your child has been identified as needing more specialist input instead of or in addition to classroom teaching and Wave 2 and Wave 3 intervention delivered in school, referrals are made to outside agencies who can support the school in enabling your child to make progress. The view and opinion of parents/carers would be sought at this time. External agencies which the school can make referrals to can be found in the 'Assessing SEND' area of this document. Once a professional from an external agency is involved in supporting your child, they may work with your child and the school in a variety of ways, including: supporting your child in class, observing your child and producing reports and recommendations, working 1:1 with your child on a regular basis for a specific amount of time and communicating all necessary information with both you and the Academy.

How does the Academy maintain SEND records?

SEND Register

All pupils with an identified SEND will be added to the school SEND Register and the school information management system (Arbor). This register contains basic SEND information, such as each pupil's category/categories of need. This is updated every half term by the SENDCo. All teaching and TA staff have a copy of the SEND Register for the year groups in which they teach/support.

Individual Education Plan (IEP)

Every pupil on the SEND Register has an Individual Educational Plan that is updated half termly by the class teacher supported by the SENDCo. This includes more detailed information about the pupil, such as involvement of external agencies, curriculum access strategies and targets for the forthcoming half term. Copies of these are also given to parents and other adults working with the child. On each IEP, there are a number of targets related directly to that child's individual small steps to aid their progress. The targets given will be measurable and will clearly identify how

often the target will be addressed and by whom. The targets will be reviewed half termly and amended as necessary. Individual Educational Plans will outline all provision that a pupil with SEND is receiving. This provision will be under three headings:

Wave 1 Provision:

- Provision that takes place within the classroom, that all adults need to be aware of
- Curriculum access strategies
- Adaptations to the classroom environment to support the pupil
- Access to specific resources to support the pupil

Wave 2 Provision:

- Provision that takes place within a small group usually outside of the classroom, usually led by a Teaching Assistant
- Small group work includes support for reading/writing/maths interventions.

Wave 3 Provision:

- Individual or 1:1 provision that is given to the child, usually outside the classroom, usually led by a Teaching Assistant
- 1:1 reading/writing/maths interventions
- Individual support for behaviour/social skills

All Wave 2 and Wave 3 provision will be given as measurable targets, in order to ensure that class teachers are able to review progress towards outcomes.

Wave 2 and Wave 3 Intervention Record Sheets

Any pupil receiving Wave 2 (small group) or Wave 3 (one-to-one) support/ intervention will be recorded on record sheets. These records detail specific measurable outcomes for each half term, and are updated with progress information weekly. Overall responsibility for maintaining these records lies with the class teacher, but TAs delivering interventions will add to these on a weekly basis.

Pupil SEND Record Folders

Any pupil with SEND needing regular additional provision will have a SEND Record Folder which is kept within the pupil's classroom and within the school's central records. These will be updated regularly as needed.

How does the Academy measure progress of pupils with SEND?

Your child's progress is continually monitored by their class teacher. His/her progress within the National Curriculum for reading, writing and maths is reviewed formally every half term or sooner if appropriate and reported back to the SENDCo/ SLT. When reviewing targets on the IEP, class teachers will gather evidence of progress from a range of sources and may also enlist the advice of the supporting Teaching Assistant as well as External Agencies. Class teachers will also consult with parents when reviewing progress and will inform parents of any additional support they can provide at home.

How does the school consult with parents and pupils with SEND?

The concept of parents as partners is central to the SEND Code of Practice (2015) and is essential to ensuring that pupils achieve the best possible outcomes. Parents will always be kept informed about their child's progress at school and any significant difficulties will be made known to parents at the earliest stage by class teachers. Parents of pupils with SEND are encouraged to make informal arrangements with class teachers and the SENDCo to discuss ongoing progress throughout the school year. Additionally, Springhill Primary Academy produce a one-page overview which is used to record the child's strengths and interests, what they like about school, what they find hard and what helps them to achieve. This is completed with the child and is a guide for the class teacher.

Parents will also be encouraged to attend more formal termly review meetings, where they will have the opportunity to express their feelings about their child's progress. They will also have the opportunity to discuss the Individual Educational Plans targets and how they will support them at home.

How are school staff trained to support pupils with SEND?

All of our teachers are trained to work with children with SEND. All staff have access to advice, information, resources and training to enable them to teach all children effectively. Part of the SENDCo's role is to identify any training staff may need in order to meet the needs of pupils with SEND. Staff training takes place in a variety of ways including:

- Staff sharing good practice with each other (e.g. during staff meetings/phase meetings)
- Staff working alongside one another to improve practice (mentoring)
- Advice/training from specialist staff
- Attending training courses
- External agencies leading staff meetings/TA meetings on specific areas of SEND

How does the school deliver support for students with social, emotional and mental health difficulties?

Whole school approach

Our ethos is to work in a positive learning climate where praise and celebration of all peers' achievement is part of the daily routine. In addition, positive reward strategies are used with all pupils and weekly celebration assemblies. Springhill Primary Academy recognises that this system may not work for all pupils, and particularly for pupils where there are underlying emotional or mental health difficulties. Some pupils are therefore given individual rewards and consequence programs which cater more for their individual needs.

Class teachers

Class teachers will adapt their teaching to ensure that the needs of pupils with any emotional, social or behavioural difficulties are catered for. This may include planning individual activities, adapting language, providing additional resources, allowing pupils 'time-out' or introducing individual rewards and consequences with more immediate results. Class teachers use the school's PHSE curriculum to develop behaviour and social skills with the whole class or with small groups as appropriate. It is the class teacher's responsibility to ensure that pupils with such difficulties make progress in line with their peers.

Teaching Assistants (TAs) may be used to deliver specific interventions for pupils with emotional, social or mental health difficulties. This could be in the form of Wave 2 (small group) support such as social skills groups or in the form of Wave 3 (one-to-one) support such as specific emotional literacy programs. TAs may also be directed by class teachers to support pupils within the classroom or to contribute to any individual rewards and consequence programs.

Support from External Agencies

How have we made the school accessible to pupils with SEND?

Springhill Primary Academy is disability friendly. Corridors are wide and an easy access toilet which is suitable for students with disabilities is available. All of our students have equal access to before school and after school clubs to promote engagement and interest in the curriculum. No child is excluded from a trip because due to SEND or medical needs. Springhill Primary Academy involves parents and care givers in the planning process for such trips and gives maximum chance for attendance. When possible, teachers will visit sites with adequate time ahead of trips to discuss alternative arrangements for SEND students.

How does the school support pupils when they are leaving the school?

We recognise that transition between year groups and between schools can be difficult for a child with SEND and we take steps to ensure that any transition is as smooth as possible.

Transition to the Academy

- Parents visit the Academy for a school tour and are given a prospectus. A meeting is then arranged with the SENDCo who will discuss the learning environment for the SEND students' needs as well as being available to answer any questions the parent or caregiver may have

Transition to a new school

- We contact the school SENDCo and discuss SEND arrangements or support that need to be made for your child
- If possible, we arrange additional visits to the new school (particularly when a child is moving from Year 6 to Year 7)

- We make sure that all records about your child are passed on as soon as possible, and remain in contact with the receiving school if necessary

Transition to a new class

- Information is passed on to the new class teacher in advance and a planning meeting will take place with the new teacher
- For some pupils, additional visits to their new classroom will take place and a transition support book may be set up.

What should I do if I have a complaint?

In all cases where a parent/care giver has concerns about a SEND matter, or in the instance that they may like to be more involved in the decision making process, we would encourage them to contact the class teacher in the first instance. Following this, a meeting can be arranged with the SENDCo/ Head teacher.

Parents may also write to the Chair of Governors and the school's Complaints Policy is available on request.