

Springhill Primary Academy



Special Educational Needs & Disabilities (SEND) Policy

Date Completed: September 2024

Review Date: September 2025

Reach High, Learn Together

At Springhill Academy, all children have a right to be valued, encouraged, and accepted equally, regardless of their ability, gender, family background or culture. At Springhill Primary Academy, we believe that all children have the right to the highest quality of education according to their needs. We provide a continuum of support for pupils with special educational needs.

Springhill Academy provides a broad and balanced curriculum for all children, planned to address National Curriculum expectations. Teaching and learning at Springhill Academy aims to meet the specific needs of our pupils, including those who experience barriers to learning and require provision that is additional to or different from others of the same age. This need for extra provision is known as Special Educational Needs.

This policy has been written regarding the requirements of the Special Educational Needs and Disabilities Code of Practice: 0 to 25 years (2014 revised 2015) and outlines our school approach to meeting the needs of pupils with Special Educational Needs and Disabilities to ensure that they make the very best possible progress in our school, preparing them for their next stage of life.

We are aware of the Government Green paper (2022) which may result in actions to reform the SEND system in England. We will update this document where Government policy dictates.

What are the aims of this policy?

From September 2015, following the introduction of the Code of Practice, the expectation is that all settings will have a graduated response to identify and meet the needs of any pupil with special educational needs as set out in Chapters 5 and 6 (Early Years, 5.36-5.48; Schools 6.44-6.62) of the Special Educational Needs and Disability Code of Practice 0-25 years.

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

The graduated response includes the expectation that.

'Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.' (6.44 P100)

'The first response to such progress should be high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the class or subject teacher, working with the SENDCo, should assess whether the child has SEN...schools should not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required.' (6.19 P96)

The aims of our special educational need and disability information report/policy and practice at Springhill Academy are:

- To ensure an inclusive environment for children with SEN and/or a disability.
- To ensure that all children with Special Educational Needs have those needs addressed.
- To ensure that those children with difficulties have the greatest possible access to all subjects prescribed under the National Curriculum.
- To reduce barriers to progress/achievement, and to use our best endeavours to secure special educational provision that is additional to and different from that provided within an adapted curriculum (with reasonable adjustments) where this is required. Every class teacher is a teacher of Special Educational Needs.
- To identify children who may experience difficulties at the earliest possible stage.
- That we implement the Code of Practice in full and ensure that all staff are aware of its requirements.
- To work in partnership with parents and carers to ensure that all children progress to their greatest potential.
- To give children a voice to enable them to make choices about their own development and provision.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.

- To include all children in activities of the school, ensuring that as far as possible, children with disabilities are not placed at any disadvantage in relation to those who are not disabled.
- To support pupils with medical conditions so that they are included in all school activities.
- To work in cooperative and productive partnership with Local Authorities and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all learners with SEND.

The Staffordshire local offer sets out the services that are available to parents and young people in the local area and gives information on how to access these services.

This information can be located at:

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page>



Information on the Staffordshire Graduated Response to Special Educational Needs can be located at:

<https://www.staffordshire.gov.uk/Education/Access-to-learning/Graduated-response-toolkit/Graduated-response.aspx>

Information showing how this is applied at Springhill can be found on the school website at:

<https://www.springhillacademyreach2.co.uk/send-at-springhill>

Parents without internet access or difficulties accessing information can make an appointment with the SENDCo for support to gain the information they require.

This policy is written in line with the requirements of:

- The Children and Families Act 2014
- SEND Code of Practice 2015
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets and Direct Payments) Regulations 2014
- The Equality Act 2010

This policy should also be read in conjunction with the following policies: Equal opportunities, Safeguarding, the school accessibility plan, Behaviour, Anti-Bullying, Pupils with medical needs, Data Protection and the school Complaints policy. A range of teaching and learning policies should also be considered, as provision for SEND is embedded across practice in all curriculum areas.

Definition of Special Educational Needs and Disabilities

'A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable.' (6.15 P95)

The SEN Code of Practice 2015 gives the following definitions:

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her' (xii P15)

Post-sixteen institutions often use the term learning difficulties and disabilities (LDD). The term SEND is used in this Code across the 0-25 age range but includes LLD.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age.
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-sixteen institutions (xiv P15).

It should be noted that difficulties in learning experienced by children whose first language is not English is not a special educational need. Support in this instance will usually be provided through reasonable adjustments, classroom planning and advice from external professionals where this is required. Similarly, a medical need/diagnosis **may not always** be an indicator of an SEN need.

The four main areas of need from the Special Educational Needs Code of Practice are:

- Communication and Interaction (including needs arising from Speech and Language difficulties, or Autism Spectrum Condition)
- Cognition and Learning (including Moderate Learning Difficulties or Specific Learning Difficulties such as Dyslexia)
- Social, Emotional and Mental Health needs (Including behavioural needs and conditions such as ADHD/ADD)
- Sensory/Physical needs (including needs arising from Hearing or Visual Impairments)

Information regarding support and intervention strategies at Springhill Academy can be found in our school information report at:

https://www.springhillacademyreach2.co.uk/_files/ugd/13e244_32c4c6f7af744950bdc501be9250edf1.pdf

Many children and young people who have special educational needs may also be regarded as having a disability under the Equality Act 2010. That is: 'a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities' (Section 6.1 Equality Act 2010).

This definition will include children and young people with long-term medical conditions such as asthma and diabetes. However, it will not always be the case that children and young people with such conditions have a special educational need, but it may be necessary to put in place reasonable adjustments to minimise the impact of their disability on their daily school life. As an example, a reasonable adjustment to improve accessibility to the school premises may be required. Where the child or young person has a special educational need, they will be covered by the definition of SEN in the SEND Code of Practice.

Inclusion

Springhill Academy is committed to inclusive practice for children with SEN and Disabilities and works with Local Authorities to form part of the Staffordshire Local Offer for children and their families. The Equality Act (2010) says that:

'All schools have duties under the Equality Act 2010 towards individual disabled children and young people. They must make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. These duties are anticipatory – they require thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage. Schools also have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations' (6.9)

The Equality Act 2010 makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil:

- In relation to admissions
- In the provision of education for our pupils
- In the provision of access to any benefit, facility or service
- By excluding a pupil or subjecting them to any other detriment
- All children with SEND should have their needs met

Springhill Academy is a fully inclusive mainstream primary school where children with Special Educational Needs/Disabilities are welcomed by:

- Admitting all pupils to the school based on our published admissions procedures and including all pupils, including those with SEND as set out in the SEND Code of Practice and/or disability as defined by the Equality Act 2010.
- Having regard to its duties under the Equality Act 2010 as part of SEND planning and review to ensure barriers to learning and inclusion are removed. For example, supporting inclusion at after school clubs and extra-curricular activities.

- Continuing to develop a wider community involvement in Special Educational Needs and Disability through multi-agency partnerships and other initiatives to benefit pupils and support the development of staff.

At no time will children be refused admission to Springhill Academy on the grounds that they have special educational needs. The school actively supports inclusion. The staff will liaise with parents and previous settings to ensure that Springhill Primary Academy can fully meet the child's needs and can prepare appropriately. If a child is transferring into the school with an Education, Health and Care Plan (EHCP), or has been receiving extra support from local authority centrally funded resources in their previous school, the continuation of this support will be negotiated with the appropriate officer of the local authority to ensure that their needs can be met. Parents of a child with SEND needs (without an EHCP), who wish to apply for a place at Springhill Academy will have their application considered by the Governing Body, with equal opportunity under the admissions criteria.

Accessibility

Springhill Academy ensures that all facilities are available and accessible for all service users, and this is actioned through our accessibility plan, which can be found at:

https://www.springhillacademyreach2.co.uk/files/ugd/13e244_95d3de84cd594212abc0f5fd96f58a9b.pdf

SEND Identification/Assessment and Support

At Springhill Primary Academy, we celebrate the fact that every child is unique, and the identification of SEND is built into the overall approach to monitoring the progress and development of all pupils. We understand that children learn and develop in different ways and have different strengths and areas for improvement. Highly skilled Teachers and Teaching Assistants recognise this and use different teaching styles and resources, planning differing levels of work in the classroom to cater for the various ways in which children learn. All children receive a balanced and broadly-based curriculum - this is called Quality First Teaching with adaptation.

The SEND Code of Practice states:

'All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every student, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to student achievement. In many cases, such planning will mean that students with SEN and disabilities will be able to study the full national curriculum.' (Code of Practice 2015 6.12)

Quality first teaching that is personalised will meet the individual needs of most children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014.

At Springhill Academy, we adapt the curriculum and the learning environment for children with Special Educational Needs and/or Disabilities. We also incorporate the advice provided through assessments, both internal and external, and the objectives/strategies set out in Education, Health and Care Plans (EHCP).

Springhill Academy follows the principles outlined in the Special Educational Needs Code of Practice when identifying Special Educational Needs and Disabilities, including the graduated approach outlined in paragraphs 6.44-6.56. This draws on identification through assessment and, where a need is identified, planning of appropriate support will take place. Targeted support will then be implemented and reviewed after an appropriate period (Assess, Plan, Do Review). Pupils and Parents/Carers are fully included in this process.

The school will use its best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by quality first/high quality teaching and a culture of high expectations that expects that any individual working with children with Special Educational Needs and Disabilities to promote their inclusion in opportunities available to other children and young people so that they can achieve well; it is compromised by anything less.

'Schools should assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and Key Stages where appropriate. At the same time, schools should consider evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.' (6.16 P95)

'Class and subject teachers should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected/working towards expected progress given their age and individual circumstances.

This can be characterised by progress which:

- 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.'

(6.17)

It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.' (6.18)

Further information regarding assessment processes at Springhill Academy may be found in our assessment policy and Special Educational Needs and Disability School Information Report:

This can be found at:

https://www.springhillacademyreach2.co.uk/_files/ugd/13e244_32c4c6f7af744950bdc501be9250edf1.pdf

Despite high quality targeted teaching, some pupils may continue to make insufficient progress. For these children, strengths and weaknesses are identified and used to formulate an appropriate individualised intervention programme. The class teacher, in consultation with the SENDCo and other professionals, will be responsible for setting up learning programmes for children with Special Educational Needs that will provide support as required. At times, it may be necessary to consult with outside agencies to receive more specialised advice, and there may be a need to consider a request for an Education, Health and Care Needs Assessment. This is considered after a robust, targeted system of in-school support and advice following the graduated response. In this instance, the requirements of the Staffordshire guidelines for Education, Health and Care Planning Needs Assessment are considered. Other local authority guidance may be considered if the need arises.

The SEND Code of Practice emphasises the importance of the early identification of Special Educational Needs. Therefore, the identification of children who may have a Special Educational Need or Disability will take place as early as possible so that the necessary intervention can take place through a graduated response. Early identification is further supported by the timely sharing of information between schools, enabling Springhill to plan for the needs of pupils joining the school either at the beginning of a new academic year or midway through a current school year.

Extra consideration regarding access arrangements in assessments and exams will be given to pupils based on their individual needs in line with requirements from the DfE.

SEND Review Processes

Each child with Special Educational Needs has an individual learning plan (ILP) to ensure that specific, measurable, achievable, realistic and timed targets for their development are set. Class teachers, in consultation with the school SENDCo and other staff, are responsible for reviewing individual learning programmes and children's progress towards their targets. Learning programmes are reviewed at least once a term, although assessment is ongoing and informs practice as the plan is in progress. Parents/Carers and children are a central part of the review process, and we aim to set targets together, ensuring that everyone's views are heard, and needs are met. Teaching staff (and the school SENDCo on occasion) will meet with Parents/Carers (and children if appropriate) to discuss progress and to identify the next steps in their child's learning journey. Children are also fully involved at this stage and their views are sought and considered when planning future targets. Parents/Carers receive a copy of their child's learning plan to remind them of their targets and to allow them to fully support their child at home.

Some children may be involved with agencies that support the review process, and they may contribute either by attending meetings or by contributing a report.

Progress is considered as being:

- Significantly slower than that of their peers starting from the same baseline.
- Failing to match or better the child's previous rate of progress.
- Failing to close the attainment gap between the child and their peers.
- Widening the attainment gap.

Many sources of information are drawn upon when reviewing the child's progress including assessment information from school and external agencies, the child's annual school report, questionnaires and their individual learning plan. The review process at Springhill Academy is centred around the child and family and is a process where successes are celebrated.

If a child is in receipt of an Education, Health and Care Plan (EHCP), then there will be a statutory annual review process, where all are invited to review the child's progress towards their targets from the past year. External professionals such as Educational Psychologists and Health Agencies may be invited to share their views at the meeting, and an officer from the local authority may also be present.

If a child is receiving intervention for Special Educational Needs, it is expected that they will be making accelerated progress towards age related expectations.

Partnership with Children

Springhill Academy believes that children are an active partner in their own education, and we engage them in decision making by:

- Listening to and valuing their points of view, needs and feelings.
- Involving children in review meetings to discuss progress and future provision (where this is appropriate).
- Involving children in target setting and setting learning programmes as appropriate.
- Effective communication and monitoring of their views through questionnaires and pupil voice activities.

Partnership with Parents/Carers

Springhill Academy actively seeks to work with Parents/Carers and values the contribution they make. Parents/Carers of any pupil who express a concern regarding their child's progress are encouraged to speak to their child's class teacher.

The Head Teacher, class teacher and SENDCo will also involve a child's Parent/Carer as soon as a school concern is raised. The school aims to support parental partnership by:

- Effective communication including encouraging Parents/Carers to raise any concerns with their child's class teacher and/or the school SENDCo.
- Acknowledgement of the Parent/Carer role as a partner in the education of their child and identifying ways in which strategies can be supported at home.
- Recording parental views as part of any review procedures.
- Encouraging Parents/Carers to engage in offering their views on the school's provision and practice through the Ofsted Parent View website.

<https://parentview.ofsted.gov.uk/>

Leadership and Management of Special Educational Needs and Disability practice

The management of children in school with Special Educational Needs and Disabilities will be the responsibility of:

- The School Governing Body
- The Head Teacher
- The Class Teacher
- The Special Educational Needs and Disabilities Coordinator
- Teaching Assistants/Support Staff

The Head Teacher, working closely with the SENDCo, will be responsible for informing the Governing body of policy, practice and progress regarding Special Educational Needs and Disability. The Governing Body has important statutory duties towards pupils with Special Educational Needs and Disability and will have a designated Governor with responsibility for this area. This is currently Mrs Z Steward.

Other areas of responsibility include:

- The Governors, working in partnership with the Head Teacher, have the responsibility for deciding the school's general policy and approach to meet the needs of SEND pupils.
- Through the performance management process, Governors ensure that objectives for leadership and the school development plan consider SEND provision/practice.

- Through the school's self-review procedures, Governors will monitor the effectiveness of the school's SEND policy and provision.
- All Governors will have an up-to-date knowledge of the school's SEND provision.

The role of the Special Educational Needs and Disabilities Coordinator

The Special Educational Needs and Disabilities Coordinator is responsible for ensuring a strategic overview of Special Educational Needs and the smooth operation of the school Special Educational Needs and Disability policy. This includes the efficient use of resources to make the most appropriate provision for pupils with Special Educational Needs and Disability so that the best possible outcomes are achieved. The Code of Practice makes it clear that the SENDCo plays a pivotal role in co-ordinating effective educational provision for children with special educational needs.

This is achieved by:

- Ensuring that the school has a clear vision relating to provision and practice for Special Educational Needs and Disability through action planning. This is completed in conjunction with senior leaders, and links with school improvement cycles.
- Liaison with staff and on occasion, working with children with Special Educational Needs and Disabilities to provide further information on learning needs.
- Ensuring that statutory processes (E.g., Annual reviews) are in place.
- Providing advice and guidance to staff through practice and training.
- Liaison with Parents/Carers
- Liaison with other professionals or agencies that may inform provision/practice in school E.g., Entrust SENIS, Educational Psychology Service, Autism Inclusion Team, Hearing/Visual Impairment Services etc.
- Liaison with settings to inform provision upon transition (pupils from and to school).
- Co-ordinating provision for children with special educational needs.
- Ensuring early identification of vulnerable and under achieving groups.
- Ensuring that the graduated approach and the assess, plan, do, review cycle is in place.
- Ensuring that Individual Learning Plans record that which is additional to, or different from, the adapted curriculum.
- Ensuring that appropriate intervention programmes are in place and are reviewed in a timely fashion.
- Monitoring progress of children with SEN and Disabilities and analysing this information to inform future resourcing, training, provision and practice.
- Ensuring that appropriate records/information is collected, kept in good order, recorded and updated.
- Maintaining resource materials to support Special Educational Needs provision.
- Keeping the Head Teacher informed on issues concerning pupils with SEND.
- Developing links with SEND governor representatives.
- Negotiating and agreeing a budget for SEND with the Head Teacher.

The Special Educational Needs and Disabilities Coordinator at Springhill Academy (Miss M. Tudor) is employed as part of a traded agreement with Entrust Education Support Services Limited and is a Specialist Teacher who is part of the Special Educational Needs and Inclusion Team.

The Role of the Class Teacher

The responsibilities of the class teacher are:

- To inform the SENDCo about a child with learning difficulties beyond those which can be addressed within quality first teaching. Quality first teaching is that which is adapted and personalised to meet the individual needs of most children and young people. This is the first step in responding to pupils who have or may have SEND, as outlined in the Code of Practice.
- Where a pupil is identified as having SEND, the class teacher will take action to remove barriers to learning and put effective special educational provision in place.
- To consult with parents/carers about their concerns.
- To write Individual Learning Plans for children with SEND.
- To carry out actions from all Individual Learning Plans.
- To plan and monitor work in conjunction with the SENDCo.
- To direct support staff to implement quality intervention/support.

At Springhill Academy, every class teacher is a teacher of Special Educational Needs. School staff have a corporate responsibility for children with special educational needs. Teachers have a specific duty to adapt the curriculum to meet the entitlements of children with special educational needs, as stated in the 2012 Teacher Standards.

The Role of Teaching Assistants/Support Staff

The responsibilities of support staff are:

- To implement work set by the SENDCo or class teacher and ensure the child is following the targets on their Individual Education Plan and keep appropriate records of provision.
- To know and understand the school's SEND policy and be aware of the procedures for identifying, assessing and making provision for children with special educational needs.

Allocation of Resources

The Head Teacher, with the Governing Body/Trust, maintains an overview of resources (human and teaching materials) designed to specifically meet the needs of those with Special Educational Needs and Disabilities. They decide upon the amount of money to be allocated to SEN each year.

Funding is provided through the main school SEN notional budget for children who meet local authority criteria for Special Educational Needs. Extra funding may be available to support inclusion if criteria are met. Young people and parents of children who have EHC plans have the right to request a Personal Budget, which may contain elements of education, social care and health funding guided by Staffordshire County Council. Funding may be used to provide teaching assistant support and teaching materials/programmes. Teaching assistants are deployed appropriately across the school based on the level of need within each class group.

Many of the SEND resources can be found in a central location and are for the use of all members of staff providing interventions. Pupils and support staff can use low arousal, quiet environments within the school, to work individually or in small groups.

The annual budget for Special Educational Needs resources is spent at the discretion of the SENDCo/Head Teacher in consultation with staff. This SEN budget is also used to provide:

- Training for all teachers and assistants so that they can meet children's needs more effectively.
- Appropriate books and equipment (including ICT equipment).
- Funding is also provided for the involvement of outside agencies.

Transition to the next stage of life

Springhill Academy seeks to provide an effective and smooth transfer for all children embarking on the next stage of their education/life. Where possible, we also ensure that children joining the school have the opportunity to become familiar with the school prior to joining and that relevant information is gained from a variety of sources to ease any transition.

This is completed through:

- In-school arrangements between classes involving teaching staff, the Head Teacher, the school SENDCo and outside agencies (where required).
- Seeing children in their current school.
- Liaison with SENDCos/Teachers from other settings.
- Reviews in line with the statutory review process for Education, Health and Care Plans (EHCP).
- Organising visits to a new setting.
- Completing social stories with children if transition is a potential difficulty.

Complaints

There is a clear stepped approach that parents should take when making a complaint. This is outlined in our school Complaints Policy, which can be found on our school website.

<https://www.springhillacademyreach2.co.uk/school-policies>

SENDCo: Miss M Tudor

SEND Governor: Mrs Z Steward

Head Teacher: Mr J Edwards

To be reviewed: September 2025