

**September 2019**

## **Governors Special Educational Needs and Disability (SEND) Information Report**

The governing body will:

- Ensure the school has regard to the SEND Code of Practice when carrying out its duties toward all pupils with SEND.
- Together with the Headteacher and SENCo, determine the schools general policy and approach to provision for all pupils, establish appropriate staffing and funding arrangements.
- Report to parents annually on the school's policy on SEND.
- Do its best to ensure that necessary provision is made for any pupil who has SEND.
- Ensure that teachers in the school are aware of the importance of identifying and providing for pupils with SEND and that they are supported to deliver the support identified in the school SEND policy.
- The Special Educational Needs and Disability policy is regularly evaluated for its effectiveness in bringing about improvements for all pupils with SEND and that it ensures that learning targets for individual pupils with SEND are identified; that additional or different provision from the differentiated curriculum offer for all pupils is planned and delivered and that provision is evaluated to ensure its positive impact on outcomes for pupils with SEND.
- Ensure that a pupil with SEND joins in school activities with pupils who do not have such needs so far as is reasonably practical and compatible with the pupil receiving the necessary special education, the efficient education of other children in the school and the efficient use of resources.
- Ensure that the behaviour and attendance policy do not disadvantage students with SEND.

### **How does our 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
- Tracking of attainment outcomes indicate a lack of progress
- Pupil observation indicates that they have additional needs in one of the four areas
  1. Communication and interaction
  2. Cognition and learning
  3. Social, mental and emotional health
  4. Sensory/physical
- A pupil asks for help

### **What should you do if you think your child may have special educational needs?**

- If you have concerns then please firstly discuss these with your child's teacher. This then may result in a referral to the school SENCo, Miss Samantha Stevenson whose contact details are [office@springfields-first.staffs.sch.uk](mailto:office@springfields-first.staffs.sch.uk) or telephone the school office on 01785 337310.
- All parents will be listened to and where possible their views and aspirations for their child will be central to the assessment and provision that is provided by the school.

## **How will the school support children with SEND?**

- All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners.
- Pupils with a disability will be provided with “reasonable adjustments” in order to increase their access to the taught curriculum.
- The quality of teaching is monitored through a number of processes.
- Information on the quality of teaching will be collated in a report to governors. Quality of teaching at Springfields First School is judged as good.
- All pupils have individual curriculum targets set in line with national outcomes to ensure ambition. These are discussed with parents at events such as Parents Evenings and pupils’ attainments to meet these targets are tracked using the whole school tracking system.
- Pupils who are failing to make expected levels of progress are identified very quickly and are discussed in termly meetings that are undertaken with all staff.
- Where it is decided that action is required to support increased rates of progress, this will follow an assess, plan, do and review model
- An individual assessment of the pupil will be undertaken in order to make an accurate assessment of their needs.
- Additional action to increase the rate of progress will be then identified and recorded this will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.
- If review of the action taken indicates that “additional to and different from” support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class with advice from the SENCo
- Parents will be informed that the school considers their child may require SEND support and their partnership sought in order to improve attainments.
- SEND support will be recorded on a plan that will identify a clear set of expected outcomes. Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.
- If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:
  1. Special Educational Needs and Inclusion Service (SENIS)
  2. Behaviour Support Service
  3. Autism Outreach Team
  4. Hearing Impairment team
  5. Visual Impairment team
  6. Educational Psychologist Service
  7. Educational Welfare Officers
  8. Social Services
  9. School Nurse
  10. CAMHS (Child & Adolescent Mental Health Service)

For a very small percentage of pupils, whose needs are significant and complex and the special educational provision required to meet their needs cannot reasonably be

provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHCP) plan being provided. For pupils who despite relevant and purposeful action taken to meet their special needs, fail to make expected levels of progress, the school or parents may consider requesting an Education, Health and Care assessment that will be undertaken by the Local Authority.

The arrangements for the admission of pupils with SEND do not differ from those provided to all pupils. Although transition into and out of school for children with SEND will often follow an individual plan.

The school Accessibility Policy details the facilities provided to assist or increase access to the curriculum, buildings and outdoor activities for children with special educational needs and disability. The Accessibility Plan details how these facilities will be developed and improved. School policies will be checked for compliance with Equality legislation as they are reviewed.

### **How does this school support parents of children with SEND?**

- The school website can be found at [www.springfieldsfirstschool.org.uk](http://www.springfieldsfirstschool.org.uk) and includes some links to websites and resources. The classteacher or SENCo may also suggest additional ways of supporting your child's learning.
- The school organises a number of parent workshops during the year. These are advertised in the school newsletter, outside the school office, on our website and aim to provide useful opportunities for parents to learn more about the curriculum that is being offered to their child.
- Parents will be enabled to consider options for the next phase of education and may like to take advantage of the support offered by the independent Staffordshire School Choice. Information on this service is located on the Staffordshire website at <https://www.staffordshire.gov.uk/Education/home.aspx>

### **What training and support is available to the staff supporting children with SEND?**

1) The School Improvement Plan identifies that staff will be supported to ensure increasingly effective responses to pupils with SEND through receiving targeted INSET/CPD during the academic year 2019-20. This is planned to include –

- Training for spelling/handwriting support
- Paediatric First Aid
- Support for numeracy teaching

2) During the academic year 2018/19 the school received advice, guidance and support from a number of external agencies. These included –

- Speech and Language Support
- SENIS Support
- School OT Service
- Autism Outreach
- Midlands Psychology/ Education psychologist
- Training for literacy support
- Manual handling
- Training for Dyslexia Full Status

3) During the academic year 2018/19 the school instigated a number of opportunities to increase partnership with parents of pupils with SEND. These included -

- Individual ISP meetings
- Individual meets with SENIS
- Individual meetings with Behaviour Support
- Individual meetings with OA

4) Where appropriate the school instigates links with other schools to improve opportunities for pupils with SEND. These included –

- Cluster updates for SENCO
- The Governor with specific responsibility for SEN has completed link visits

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

The school receives funding to respond to the needs of pupils with SEND from a number of sources: A proportion of the funds allocated per pupil to the school to provide for their education (the Age Weighted Pupil Unit); The Notional SEN budget: The Pupil Premium funding for pupils who meet certain criteria. In addition, for those pupils with the most complex needs, the school may be allocated Additional Educational Needs funding. This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through:

- In-class support from teaching assistants
- Small group support from teaching assistants e.g. nurture groups, literacy and numeracy support
- Bought in support from external agencies e.g. EP

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

- For complaints please contact the School Governor with responsibility for SEN. Their name is Mrs L. Banks.
- The complaints procedure is made clear in the school SEND policy which is made available via the school website or the school office. All concerns raised by parents are scrutinised by the link Governor for SEND and responses recorded

### **Support services for parents of pupils with SEN include:**

- The Staffordshire Connects website: <https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page> or SEND Local Offer Facebook page.
- The Staffordshire Family Partnership Team: <https://www.staffs-iass.org/home.aspx>  
If you have a general enquiry, would like to speak to one of the team or a parent wanting to request information and support please telephone **01785 356921** during office hours. Alternatively email on [sfps@staffordshire.gov.uk](mailto:sfps@staffordshire.gov.uk).
- **Parent In The Know** newsletters