

Special Educational Needs and Disabilities (SEND) Policy

Springfields First School



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Governor with Responsibility for SEND: Mr. Gary Anderson

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Headteacher: Mrs. Emma Goodfellow

Applies to	All pupils, staff, governors, volunteers and visitors where relevant
Related policies	Safeguarding and Child Protection; Equality; Accessibility Plan; Behaviour; Attendance; Medical Needs; Complaints; Curriculum; Assessment; Supporting Pupils with Medical Conditions; Admissions; Complaints and SEND Information Report
Statutory framework	Children and Families Act 2014; SEND Regulations 2014; SEND Code of Practice: 0–25 years; Equality Act 2010; Education Act 1996; relevant safeguarding guidance
Local framework	Staffordshire SEND local offer, EAPDR arrangements, SEND and Inclusion Hub processes and Staffordshire ordinarily available provision guidance
Review arrangements	Reviewed annually, or sooner where legislation, statutory guidance, local arrangements or school circumstances change

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1. Policy statement and commitment

Springfields First School is committed to providing an inclusive, ambitious and supportive education for every pupil, including pupils with special educational needs and/or disabilities (SEND). We believe that every child can make progress when their strengths, needs, communication, identity and circumstances are understood and responded to effectively

- We will identify needs early and respond through high-quality teaching, reasonable adjustments and a graduated approach.
- We will work in partnership with children, parents/carers, staff, governors and relevant services.
- We will promote participation, independence, belonging, safety, wellbeing and preparation for the next stage of learning.
- We will use evidence to evaluate whether provision is effective and will adapt it when it is not.
- We will maintain high expectations and avoid assumptions about what pupils with SEND can achieve.
- We will ensure that local pathways such as EAPDR support coordination and evidence gathering but are not treated as a compulsory barrier to a parent/carer exercising a statutory right.

2. Legal and local framework

This policy is written with regard to the legal and statutory framework applying to schools in England, including:

- Children and Families Act 2014, Part 3.
- SEND Regulations 2014 and associated regulations.
- SEND Code of Practice: 0–25 years, statutory guidance.
- Equality Act 2010, including the duty to make reasonable adjustments and the public sector equality duty where applicable.
- Education Act 1996 and relevant duties concerning education and special educational provision.
- Keeping Children Safe in Education and relevant safeguarding guidance in force at the time of implementation.
- Supporting pupils with medical conditions at school guidance.
- Staffordshire County Council's current SEND Local Offer, ordinarily available provision guidance, graduated response, EAPDR arrangements and SEND and Inclusion Hub information.

Where local terminology, forms or routes change, the school will follow the current Staffordshire County Council guidance. Where a conflict arises, statutory duties and current statutory guidance take precedence over this policy.

3. Definition of SEND

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.

A child under compulsory school age has a learning difficulty or disability if he or she is likely to be within (a) or (b) when of compulsory school age (or would be likely, if no special educational provision were made).

A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home.

A diagnosis is not required for a pupil to receive support, and a pupil's needs will not be assumed from a diagnosis alone.

4. Areas of special educational need

- Communication and interaction – including speech, language and communication needs and autism.
- Cognition and learning – including specific learning difficulties, moderate learning difficulties and more complex learning needs.
- Social, emotional and mental health – including needs affecting emotional regulation, relationships, behaviour, wellbeing and access to learning.
- Sensory and/or physical needs – including hearing, visual, physical and other sensory needs.

Pupils may have needs in more than one area. The school will consider the whole child and will not treat the four areas as fixed categories.

5. Roles and responsibilities

Governing body

- Ensure SEND is central to the school's vision, improvement planning and self-evaluation.
- Monitor the effectiveness of SEND provision, use of resources, pupil outcomes and equality of access.
- Ensure the SENDCO has sufficient time, support and access to professional development.

Headteacher

- Provide strategic leadership for inclusion and SEND.
- Ensure this policy is implemented, monitored and reviewed.
- Ensure appropriate staffing, training, resources and safeguarding arrangements.
- Work with the SENDCO, families and external agencies to resolve barriers to progress.

SENDCO

- Coordinate the day-to-day operation of the SEND policy.
- Advise and support teachers and support staff.
- Coordinate identification, assessment, provision, review and record keeping.
- Maintain an accurate SEND register and oversee SEND Support Plans/Pupil Passports.
- Coordinate APDR and EAPDR, where appropriate, and liaison with Staffordshire services.
- Support transition, staff training, family engagement and evaluation of provision.
- Ensure the SEND Information Report and relevant information remain accurate.

Teachers and support staff

- Remain responsible and accountable for the progress and development of pupils in their class, including pupils receiving additional support.
- Plan and deliver inclusive, adaptive teaching and reasonable adjustments.
- Use assessment and observation to identify barriers and strengths.
- Implement agreed provision consistently and record its impact.
- Communicate with families and raise concerns promptly with the SENDCO.

Parents/carers and pupils

- Parents/carers and pupils are valued partners. Their views, aspirations, knowledge and concerns will inform assessment, planning, review and decision-making.
- The school will make information accessible and use age-appropriate approaches to help pupils participate in decisions where possible.

6. How parents/carers can request SEND support in school

Parents and carers do not need to wait for a formal diagnosis before asking the school to consider their child's needs. If you are concerned about your child's learning, communication, behaviour, emotional wellbeing, sensory or physical access, progress or participation, please contact the school.

Step 1 – Speak to the class teacher

Parents/carers can speak to the class teacher, usually through the school office, at an agreed appointment or by email. The teacher will listen to concerns, share relevant information and consider what is already known about the pupil.

Step 2 – Request SENDCO involvement

If concerns continue, or if the parent/carer believes additional SEND support may be needed, they can request a discussion with the SENDCO. Parents may also contact the SENDCO directly.

Step 3 – Share information and views

The school will gather the pupil's views, parent/carer information, teacher assessment, progress data, observations and any relevant professional information. Parents/carers may share reports or information from health, social care, previous settings or other professionals.

Step 4 – Assess and plan support

Where appropriate, the school will use the graduated APDR process. Support may include adaptations to teaching, reasonable adjustments, targeted intervention, specialist resources or advice from other professionals.

Step 5 – Review together

Progress and the impact of support will be reviewed with the pupil and parents/carers at least termly, or sooner where required. Provision may be continued, adapted, reduced, ceased or escalated.

Step 6 – Consider enhanced or statutory support

Where standard APDR is not sufficient, the school may consider Staffordshire EAPDR and/or specialist advice. Where the child may require provision beyond that normally available in school, an EHC needs assessment may be considered.

School contact routes:

- Class teacher: contact through the school office or office@springfields-first.staffs.sch.uk
- SENDCO – Miss Samantha Stevenson: send@springfields-first.staffs.sch.uk
- Headteacher – Mrs Emma Goodfellow: office@springfields-first.staffs.sch.uk
- School office: 01785 337310

7. Identification and assessment.

The school uses a range of evidence to identify possible SEND, including:

- Teacher assessment, curriculum-based assessment and progress data.
- Observation, work scrutiny and information from previous settings.
- Pupil voice, parent/carer information and pastoral records.
- Attendance, behaviour, wellbeing and participation information where relevant.
- Screening or assessment by appropriately qualified professionals.
- Information from health, social care, early years settings or other agencies.

The school will distinguish between a special educational need and other factors that may affect learning, such as absence, disadvantage, English as an additional language, trauma, illness or changes in family circumstances. These factors may coexist with SEND and will be considered carefully without making assumptions.

8. High-quality teaching, adaptation and reasonable adjustments

High-quality teaching is the first response for all pupils. Teachers will use ordinarily available provision expectations and the school's curriculum and inclusion approaches to remove barriers. This consists of:

- Clear routines, explicit modelling, scaffolding and structured practice.
- Flexible grouping, pre-teaching, overlearning and retrieval practice.
- Adapted language, visuals, assistive technology and alternative ways to record learning.
- Chunked instructions, processing time, movement or sensory breaks and supportive seating.
- Communication-friendly classrooms and predictable transitions.
- Adaptations to resources, tasks, environment, assessment and homework.
- Positive, relational and trauma-informed approaches where appropriate.

Reasonable adjustments will be considered in accordance with the Equality Act 2010. Adjustments will be individualised, proportionate and reviewed for effectiveness.

9. Graduated approach: Assess, Plan, Do, Review (APDR)

Where high-quality teaching and ordinarily available provision are not sufficient, the school will use a graduated approach. The cycle is ongoing and may be repeated, adapted or escalated.

Stage	Key actions	Evidence/output
Assess	Gather information from the pupil, family, teacher, assessment and relevant professionals; identify strengths, barriers and outcomes.	Baseline information, pupil/family views, assessment evidence and identified needs.
Plan	Agree SMART outcomes, provision, responsibility, frequency, resources, adjustments and review date.	SEND Support Plan/Pupil Passport, provision map and agreed communication arrangements.
Do	Deliver provision as planned; the class teacher retains responsibility; staff record participation and response.	Work samples, intervention records, observations and brief impact notes.
Review	Evaluate progress towards outcomes, pupil/family views, attendance and the effectiveness and value of provision.	Review record and decision to continue, adapt, reduce, cease or seek further advice.

Reviews will normally take place at least termly, and sooner where need, risk or circumstances require. The school will avoid unnecessary delay where a pupil requires urgent support.

10. SEND Support Plans and Pupil Passports

Where a pupil is identified as requiring SEND Support, the school will maintain a clear, accessible record known as a Pupil Passport. It will normally include:

- Strengths, interests, aspirations and pupil voice.
- Identified needs and barriers to learning or participation.
- Specific, measurable, achievable, relevant and time-bound outcomes.
- Provision, adaptations, frequency, duration and named responsibility.
- How progress and impact will be measured.
- Views of the pupil and parents/carers.
- Review date and agreed next steps.
- Relevant external advice and how it will be implemented.

11. Enhanced Assess, Plan, Do, Review (EAPDR) in Staffordshire

Staffordshire County Council provides an Enhanced Assess, Plan, Do, Review (EAPDR) pathway for school-aged children whose needs go beyond what a standard APDR cycle addresses. EAPDR is an enhanced, focused version of the graduated approach. It places clearly defined outcomes at the centre of the work and can provide access to additional advice, support and resources.

- EAPDR is used where standard APDR has not been sufficient to meet the child's needs.
- Staffordshire guidance currently states that schools should evidence at least two purposeful APDR cycles, work with parents and professionals, and submit a request through the District SEND and Inclusion Hub.
- EAPDR may provide access to specialist advice and support, including Educational Psychology, Specialist Teaching Support Service and district inclusion support.
- EAPDR is normally delivered through a time-limited cycle and provision is agreed through the Staffordshire process.
- Parents/carers must be involved and parental consent is required for EAPDR.
- EAPDR is non-statutory. It does not remove or delay a parent/carer's statutory right to request an EHC needs assessment.

- The school will use EAPDR to strengthen evidence, clarify need, evaluate provision and improve the support available to the pupil.

EAPDR is not a barrier to EHCNA

Staffordshire County Council states that parents can request an EHC needs assessment at any stage and that EAPDR runs alongside statutory processes. Where an EHCNA is considered appropriate, evidence from APDR/EAPDR can help demonstrate the pupil's needs, provision already tried, outcomes and the level of support required.

12. Education, Health and Care Needs Assessments (EHCNA) and EHCPs

For a small number of pupils whose needs may require provision beyond that normally available in a mainstream school, an Education, Health and Care Needs Assessment (EHCNA) may be appropriate. An EHCNA is the statutory assessment undertaken by the local authority to determine whether an Education, Health and Care Plan (EHCP) is required.

12.1 Who can request an EHCNA?

- A parent/carer may request an EHCNA directly from Staffordshire County Council.
- A young person aged 16–25 may request an assessment themselves, subject to the statutory framework.
- A school or other person acting on behalf of the school may also make a request.
- The school will support parents/carers who wish to make a request and will provide relevant evidence, while recognising that the statutory right to request belongs to the parent/young person as set out in legislation.

12.2 How a parent/carer can request an EHCNA in Staffordshire

- Parents/carers can make a request through Staffordshire County Council's EHC Hub.
- Parents should provide information about the child's needs, strengths, difficulties, progress, support already provided and why they believe further provision may be necessary.
- Parents can upload or provide relevant professional reports and other evidence.
- The school will provide its evidence when requested, including APDR/EAPDR records, provision, outcomes, review information and relevant professional advice.
- Staffordshire County Council must decide within six weeks of receiving the request whether to carry out an EHC needs assessment.
- If an assessment is agreed, the statutory process considers advice from the child/young person, family, education, health and social care as appropriate. Where an EHCP is issued, the statutory process is normally completed within 20 weeks of the initial request, subject to statutory exceptions.

12.3 School approach to EHCNA requests

The school will not refuse to support a parent/carer's request solely because an EAPDR cycle has not been completed. Where the school considers that an EHCNA may be appropriate, the SENDCO will work with the family to ensure that evidence is clear, current and outcome-focused. Where the school does not agree that an EHCNA is necessary, the school will explain its evidence and continue to provide appropriate support through the graduated approach. Parents/carers retain their statutory rights to make a request directly.

12.4 EHCPs

- Where a pupil has an EHCP, the school will secure the special educational provision specified in the plan, subject to the duties and arrangements that apply.
- Provision will be reflected in planning and, where useful, in a provision map.
- Outcomes and provision will be reviewed at least annually through the statutory annual review process.
- Families and pupils will be invited to contribute their views and evidence.
- Changes in need, placement, provision or risk will be communicated promptly to the local authority and relevant professionals.

13. Inclusion, curriculum and participation

Pupils with SEND will be included in the full life of the school wherever reasonably possible. The school will plan for access to lessons, assemblies, playtimes, trips, clubs, performances, assessment, homework and wider opportunities.

Any separate or alternative provision will be based on identified need, have a clear purpose and be reviewed for impact and inclusion.

14. Safeguarding, attendance, behaviour, wellbeing and medical needs

- Safeguarding remains everyone's responsibility. A pupil's SEND must never be treated as an explanation that prevents appropriate safeguarding action.
- Attendance difficulties will be explored sensitively and in line with the attendance policy.
- Behaviour will be understood in context, with consideration of unmet need, communication, regulation, environment and reasonable adjustments.
- Positive relationships, emotional literacy, co-regulation and access to trusted adults will be promoted.
- Medical needs will be managed through the school's medical needs policy and individual healthcare plans where required.
- Risk assessments and emergency arrangements will be adapted where a pupil's needs require it.

15. Working with external agencies

With appropriate consent and lawful information-sharing, the school may seek advice from Staffordshire and other services, such as:

- Educational Psychology
- Speech and Language Therapy
- Occupational Therapy
- Health professionals
- Specialist teachers and inclusion services
- Social care and early help services
- Mental health services
- Other specialist services relevant to the child's needs

Advice will be translated into practical classroom provision and reviewed for impact. Parents/carers will be kept informed about relevant support and professional involvement.

16. Transition

- Transition planning will begin early and be proportionate to need.
- Information will be shared lawfully with the next setting.
- Pupils and families will be involved in visits, meetings, preparation and planning.
- Transition plans will identify successful strategies, communication needs, risks, reasonable adjustments and required resources.
- Additional transition support will be considered for pupils with EHCPs and pupils whose needs make change particularly difficult.

17. Funding, resources and staff development

The school will deploy its delegated resources to meet needs effectively and equitably. Decisions will be based on identified need, outcomes, evidence of impact and value for money. Where needs exceed the resources ordinarily available, the school will seek advice and follow Staffordshire arrangements, including relevant high-needs processes.

- All staff will receive appropriate SEND awareness and role-specific training.
- Training priorities will be informed by pupil need, monitoring, staff confidence and professional advice.
- Resources and interventions will be evaluated rather than continued automatically.
- Where additional resources are agreed through Staffordshire processes, the school will monitor whether they improve outcomes for the pupil.

18. Monitoring, evaluation and accountability

The SENDCO, senior leaders and governors will monitor:

- Progress and attainment of pupils with SEND, including relevant groups.
- Participation, attendance, wellbeing, behaviour and exclusions where applicable.
- Quality and consistency of adaptive teaching and planned provision.
- Impact of interventions and the use of resources.
- Parent/carers and pupil experience.
- Timeliness and quality of assessments, reviews, referrals and transition planning.
- Equality of access and reasonable adjustments.

Findings will inform school improvement planning, staff development and resource decisions.

19. Working with parents/carers, complaints and disagreement resolution

The school values parents/carers as partners. Families will be involved in identifying needs, agreeing outcomes, planning provision and reviewing impact. Where parents/carers have concerns, they should normally raise them first with the class teacher, SENDCO or headteacher.

- The school will listen to concerns and seek to resolve them promptly.
- Where a concern is not resolved, the school's complaints procedure will be followed.
- Families will be signposted to impartial information, advice and support, including Staffordshire SENDIASS.

- Parents/carers will be supported to understand their rights in relation to SEND Support, EAPDR, EHCNA and EHCPs.
- Disagreement about whether an EHCNA should be requested will not prevent a parent/carer from exercising their statutory right to request an assessment.

20. Confidentiality and information sharing

SEND information will be handled sensitively and in accordance with data protection law, safeguarding duties and the school's privacy and information-sharing arrangements. Information will be shared on a need-to-know basis and with appropriate consent unless another lawful basis applies.

21. Review and approval

This policy will be reviewed annually by the SENDCO and headteacher, with governor oversight. It will also be reviewed sooner if there are changes to legislation, statutory guidance, Staffordshire procedures, staffing, provision or school organisation.

Appendix 1: Minimum information for a Pupil Passport

- Pupil name, class, date and review date.
- Strengths, interests, aspirations and pupil voice.
- Parent/carers views.
- Description of identified needs and barriers.
- SMART outcomes.
- Provision and reasonable adjustments, including frequency and duration.
- Named staff and responsibilities.
- How progress and impact will be measured.
- External advice and how it will be implemented.
- Review decision and next steps.

Appendix 2: Parent/carers route to requesting support

If you are concerned about...	You can...	What the school will do
Learning, progress or access to the curriculum	Speak to the class teacher.	Listen, review existing evidence and consider adaptations or APDR.
Communication, interaction or sensory needs	Speak to the class teacher or SENDCO.	Consider strengths, barriers, reasonable adjustments and whether further assessment is needed.
Emotional wellbeing, behaviour or regulation	Speak to the class teacher, SENDCO or headteacher.	Consider need in context, safeguarding, pastoral support, reasonable adjustments and targeted provision.
Ongoing concerns after support	Request a SENDCO meeting.	Review the APDR cycle with the family and agree next steps.
Needs beyond standard APDR	Discuss EAPDR with the SENDCO.	Consider Staffordshire EAPDR and/or specialist advice, with parental involvement and consent.
Concern that an EHCP may be needed	Speak to the SENDCO and/or make a direct EHCNA request to Staffordshire.	Provide relevant evidence and support the family to understand the statutory process.

Appendix 3: Operational pathway

High-quality teaching and ordinarily available provision



Identify strengths, needs and barriers



Assess – gather evidence and views



Plan – agree outcomes and provision



Do – implement, support and record



Review – evaluate impact with pupil and family



Continue, adapt, reduce, cease or seek further advice



Where appropriate: Staffordshire EAPDR / SEND and Inclusion Hub / specialist advice



Where appropriate: consideration or request for an Education, Health and Care Needs Assessment

Appendix 4: Key documents and Staffordshire links

Staffordshire Enhanced Assess, Plan, Do, Review (EAPDR): <https://www.staffordshire.gov.uk/schools-and-learning/special-educational-needs-send/enhanced-assess-plan-do-review-eapdr>

Staffordshire EHC Hub – request an EHC needs assessment:

<https://ehchub.staffordshire.gov.uk/about/?action=request>

Staffordshire EHC Hub: <https://ehchub.staffordshire.gov.uk/>

Staffordshire SEND information for parents: <https://www.staffordshire.gov.uk/schools-and-learning/special-educational-needs-send/send-support-staffordshire/send-information>

Staffordshire SENDIASS: <https://www.staffs-iass.org/home.aspx>

Staffordshire SEND Local Offer / Staffordshire Connects: <https://www.staffordshireconnects.info/>