

SEND Information Report

At Springfield Primary Academy we comply with The Children and Families Act 2014 and Disability Regulations 2014. We make provision for pupils with difficulties in one or more of the four areas of need (Cognition and Learning, Communication and Interaction, Sensory and/or Physical Needs, Social, Emotional and Mental Health). The school SEND information report will provide a guide to SEND provision in the academy, however, each child's needs will be addressed on an individual basis.

Our primary methods of support for children with SEND needs are through methods of differentiation, enabling learning environments and the use of quality first teaching strategies. This means that activities are planned according to the level and needs of the child. They may be provided with additional resources, adult support, varied teaching strategies or changes to the physical environment.

Pupil SEND needs are defined as being in one of four areas of need:

Cognition and Learning: Children and young people who find learning, thinking and understanding harder than their peers.

Communication and Interaction: Children and young people who find it difficult to interact with the people and the world around them.

Sensory and/or Physical Needs: Children and young people who have a disability that may make it difficult for them to manage their everyday life without support. This may be due to hearing, visual and physical difficulties or other medical needs.

Social, Emotional and Mental Health: Children and young people who find it difficult to manage their emotions and behaviour in a way that affects their daily life

Further details on the four areas of SEND need can be found on the school website.

Local authorities are required to provide a 'local offer' for children with Special Educational Needs and Disabilities and their families; Birmingham's offer can be found at www.localofferbirmingham.co.uk.

The Special Education Needs and Disabilities Information, Advice and Support Services (SENDIASS) exist to provide advice and information to parents and pupils in Birmingham with all matters relating to SEND. They can be contacted via email on sendiass@birmingham.gov.uk or by telephone on 0121 303 5004.

SENDCo: Morney Dhani-Ali **SEND Intervention Lead:** Irrim Iqbal **SEND Governor:** Anita Willars

Springfield Primary Academy
Springfield Road
Moseley
Birmingham
B13 9NY
Telephone: 0121 464 3618
Email: enquiry@springfieldacademy.org.uk

SEND Frequently Asked Questions

Who should parents speak to if they have concerns regarding their child?

A concerned parent should always approach the class teacher first. The teacher will have an up to date knowledge of your child and will be able to share any difficulties and adjustments already being made for them.

As part of their continued assessment, teachers will be aware of children with gaps in their learning and those who need additional support or adjustments to help them learn. They will share this information with parents and discuss their concerns with the school SENDCo.

Parents can also speak with the SENDCo or SEND assistant to discuss any concerns they may have. The best way to contact the SEND team is by telephoning the school office on 0121 464 3618 or sending an email to enquiry@springfieldacademy.org.uk.

What support is available for pupils identified as having a SEND need?

The support provided to a child will vary according to their need and ability to work independently. The following list explains some of the strategies that we use:

- Scaffolding – where children are provided with a framework and/or prompts to help them complete a task
- Learning Objective adjustment – when children are given a focus/aim for their learning at a level appropriate to their needs
- Additional resources – children may be provided with word banks in writing or practical resources in other subjects
- Additional support during a lesson – working with an adult to support children to learn things they find difficult
- School Support Plan – individual targets to show what children need help with and how it will be provided
- Referral to specialist agencies – specialist teachers will provide advice on a child's needs and how best to support these

How will the school let parents know if they have concerns about their child?

Teachers continuously assess pupils' abilities to complete the tasks they have been set and their independence and engagement in learning. Maths and Reading assessments to measure children's retention and transferring of learning take place termly. Teachers will share their overall judgements with parents during parent consultation events. A class teacher may request to meet a parent and share concerns outside of parent consultations where they have a concern. Those

children identified as having a SEND need will also have the opportunity to meet with the SEND team to review their child's targets.

Who are the people that provide SEND support at Springfield Primary?

Agency or Service	Who they work with
School Pastoral team	Children displaying social, emotional and mental health difficulties
School SEND Intervention Lead	Identified children needing specific intervention as directed by outside agencies
School teaching assistants	Children in the class or small group environment who need additional support to succeed in learning
Pupil and School Support (PSS)	Children with Cognition and Learning difficulties which impacts on their access to learning.
Physical Difficulties Support Service (PDSS)	Children with physical difficulties affecting their mobility and access in the school setting. School request support from PDSS.
Communication and Autism Team (CAT)	Children diagnosed or undergoing assessment for Autism or communication difficulties. School refer to CAT with parent consent.
Education Psychology Service (EPS)	Children with complex needs, Social Emotional and Mental Health needs and children with or referred for an Education, Health and Care Plan. School refer to EPS with parent consent.
Sensory Support service	Children with a significant hearing or visual impairment
School Nurse	Children with medical needs Schools can refer to the school nurse service
NHS Physiotherapy service Paediatricians	Will advise SENDCo on provision the academy need to make for specific individuals School can refer to community paediatricians
Speech and Language Therapy (SALT)	Children with significant speech and language difficulties. School can refer to SALT with parent consent.
Occupational Therapy (OT)	Children with physical difficulties. School can refer to OT with parent consent.
Forward Thinking Birmingham	Children with a high level of emotional and well-being difficulties. School can refer to Forward Thinking Birmingham with parent consent. Parents can use the Pause drop-in service in Digbeth.

What training do the staff in school have in relation to pupils with special educational needs and disabilities?

Mrs Dhani-Ali (SENDCo) is currently studying for the National Award for SEN Coordination and Ms Taylor (Head Teacher) has the National Award for SEN Coordination.

All members of staff have received training in relation to supporting the needs of children with SEND. Some staff have received additional training to support children in their classes with specific needs.

Recent training has included:

- Understanding the four areas of SEND need
- Strategies to support children with SEND in the classroom
- Creating an inclusive learning environment
- Supporting children working below age related expectations
- WellComm language assessment
- Supporting children with physical difficulties
- Supporting medical needs (asthma and allergy)
- Supporting pupils on the autism spectrum through the AET standard

How will Springfield measure the progress of SEND pupils?

All children's progress, including those identified as having SEND, is tracked using the school's assessment tracking system. Pupils are assessed regularly using marking and feedback, observations and questioning as well as through the use of more formal assessments such as curriculum, standardised and statutory tests. For pupils with additional learning needs, we also use the Birmingham Language and Literacy and Maths continuums; these support assessing and evidencing small steps of progress and are used to support the setting of individual learning targets. These targets are shared with parents and reviewed formally throughout the year.

How is extra support allocated to children?

The school receives SEND funding as part of its overall budget allocation each financial year. A significant portion of this money contributes to the salaries of those working with SEND pupils. It is also used for the following:

- To provide additional support or resources for an individual or group of children following assessments
- To 'buy into' the services of outside agencies such as Educational Psychology Service
- Purchase or licence fees for assessment tools that allow us to accurately identify a need, support and track the progress of children receiving intervention
- Training for school staff to ensure they are able to meet specific pupil needs
- To purchase resources to support pupil's learning

How will the school prepare and support pupils when joining Springfield Primary Academy, moving classes or transferring to a new school?

We are aware that moving to a new class or school can be a stressful time for children and their families. As such, we have many strategies in place to ensure transitions are smooth and successful.

When children are joining Springfield, we:

- Invite parents to an induction meeting, where their child's needs can be shared
- Provide a tour of the school for the child and parent before starting
- Make contact with previous schools/settings
- Provide transition books (where required)
- Receive and read reports from outside agencies and use these to decide provision
- Share SEND information with the child's class teacher

When children are moving classes, we:

- Provide updated transition books (required)
- Facilitate additional opportunities for the child to engage with their new teacher/teaching assistant
- Ensure that staff welcoming new children with SEND have all the necessary information about how to support their learning
- Talk to the child and their family, so we can answer any questions they may have about their new year group and class

When children are moving schools, we:

- Hold a review meeting and invite staff from the new school
- Arrange additional visits to the new school with a familiar member of staff (if required)
- Talk to the child and family, so we can answer any questions they may have about the new school
- Share information with key staff at the new school about things that help the child to learn well and be happy at school

How will we involve and support children and their families in decisions about their education?

- Child and parent will be invited to contribute at meetings to review and agree targets
- Information from professionals will be shared with parents
- Opportunities for parents to meet with the class teacher or member of SEND team
- Self-assessment opportunities for children
- Feedback provided to children on their learning activities

We hope that you find this information useful. We understand families may have questions that have not been answered in this document and encourage you to contact the school and make an

appointment to speak with a member of the SEND team to ensure that you are confident how your child's SEND needs are being addressed.