



Special Educational Needs (SEN) Information Report 2025- 2026

Springfield Primary
Academy



Welcome to Springfield Primary Academy!

My name is Morney Dhani-Ali, and I am proud to coordinate our provision for children with Special Educational Needs and Disabilities (SEND). Supporting me is Mrs. Irrim, our dedicated SEND Assistant and Speech and Language Champion.

If you have any questions or would like to discuss SEND support, you can contact either myself or Mrs. Irrim during school hours by emailing enquiry@springfieldacademy.org.uk or by calling the school office on 0121 464 3618.

However, if you have concerns about your child, I kindly ask that you speak with their class teacher first. Class teachers are best placed to answer initial questions and provide insight into your child's day-to-day experience.

Our SEND Governor, Anita Willars, also plays a key role in supporting our SEND provision. If you wish to speak with her, please email enquiry@springfieldacademy.org.uk and your message will be forwarded accordingly.

We are committed to working in partnership with you to ensure the best outcomes for every child.





At Springfield Primary Academy, we are fully committed to meeting the requirements of the Children and Families Act 2014 and the Disability Regulations 2014. We provide support for pupils with needs in any of the four key areas:

- Cognition and Learning
- Communication and Interaction
- Sensory and/or Physical Needs
- Social, Emotional and Mental Health.

Our SEND Information Report offers a comprehensive overview of the support available at our academy.

However, we recognise that every child is unique, and we tailor our approach to meet each individual's needs.

Our primary methods of support for children with SEND include:

- ✓ Adaptation of teaching and learning activities
- ✓ Enabling, inclusive learning environments
- ✓ Quality First Teaching strategies

This means that lessons are carefully planned and differentiated according to each child's abilities and requirements. Children may receive additional resources, targeted adult support, varied teaching approaches, or adjustments to the physical environment to ensure they can access learning and thrive.

Kinds of SEN provided for at Springfield

A pupil is identified as having Special Educational Needs (SEN) when their learning difficulty or disability requires special educational provision—meaning support that is different from, or additional to, what is typically available to pupils of the same age.

At Springfield Primary Academy, our SEN provision is organised around four broad areas of need:

- **Cognition and Learning:** For children and young people who find learning, thinking, or understanding more challenging than their peers.
- **Communication and Interaction:** For those who experience difficulties in communicating with others or interacting with the world around them.
- **Sensory and/or Physical Needs:** For children and young people with disabilities that may impact their ability to manage everyday life without support. This includes needs related to hearing, vision, physical mobility, or other medical conditions.
- **Social, Emotional and Mental Health:** For those who find it difficult to manage their emotions or behaviour in ways that affect their daily life and learning.

Our approach ensures that each child's unique needs are recognised and supported, enabling them to access learning and achieve their full potential.

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.

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

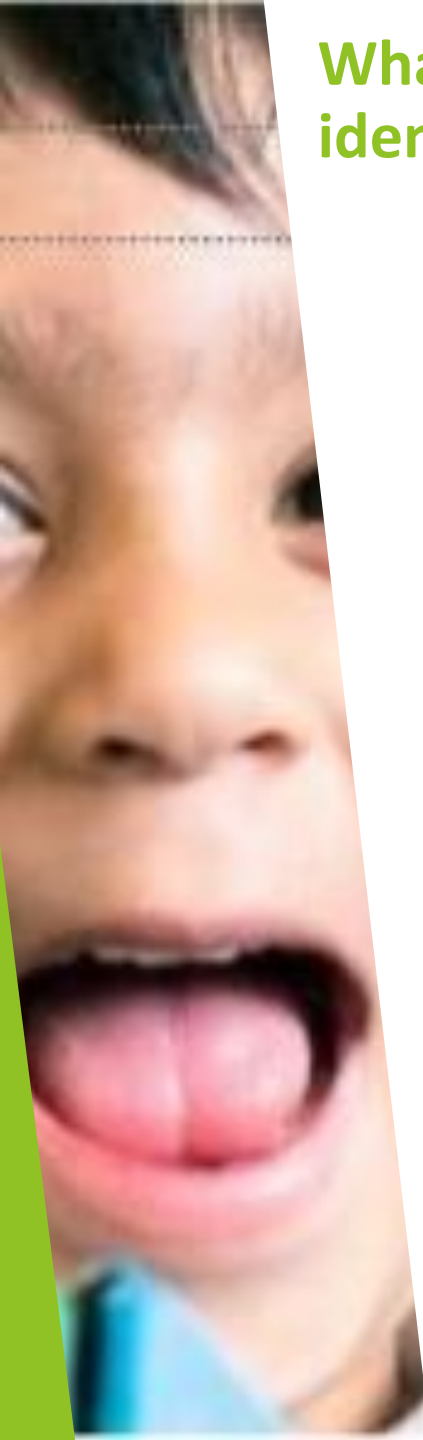
If you have concerns about your child, your first point of contact should always be their class teacher. The class teacher has the most up-to-date understanding of your child's progress and can share any challenges your child may be experiencing, as well as the adaptations already in place to support them.

Through ongoing assessment, teachers are able to identify children who have gaps in their learning or who may require additional support or adjustments. They will communicate these observations with you and, where appropriate, discuss your concerns with the school's SENDCo.

Parents are also welcome to contact the SENDCo directly to discuss any concerns or seek further advice. The best way to reach the SEND team is by calling the school office on 0121 464 3618 or by emailing enquiry@springfieldacademy.org.uk (please mark your email FAO the SENDCo).

We are committed to working in partnership with you to ensure every child receives the support they need.





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

The support provided to each child at Springfield Primary Academy is tailored to their individual needs and level of independence. We use a range of strategies to ensure every pupil can access learning and make progress. These include:

- ▶ **Scaffolding:** Providing frameworks, prompts, or step-by-step guidance to help children complete tasks successfully.
- ▶ **Adapted Learning Objectives:** Setting learning goals that are specifically matched to each child's needs and abilities.
- ▶ **Additional Resources:** Supplying tools such as word banks for writing or practical resources for other subjects to aid understanding.
- ▶ **Targeted Adult Support:** Offering extra help from an adult during lessons to support children with areas they find challenging.
- ▶ **School Support Plans:** Creating individual targets that outline what a child needs help with and how support will be delivered.
- ▶ **Referral to Specialist Agencies:** Seeking advice and guidance from specialist teachers or external professionals to ensure the most effective support for each child's needs.

Our approach is flexible and responsive, ensuring that every child receives the right support to help them thrive.

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

Teachers at Springfield Primary Academy continuously assess each child's ability to complete set tasks, as well as their independence and engagement in learning. To monitor progress, formal assessments in reading, writing, and mathematics are conducted each term, measuring both retention and the ability to apply learning.

Teachers share their overall judgements and insights with parents during scheduled parent consultation events. If a teacher has specific concerns about a child's progress or needs, they may also request to meet with parents outside of these consultations to discuss their observations and next steps.

For children identified as having Special Educational Needs and Disabilities (SEND), parents will have additional opportunities to meet with the SEND team to review their child's individual targets and support strategies. This collaborative approach ensures that every child's needs are regularly reviewed and that parents are kept fully informed and involved in their child's learning journey.



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 assistant and speech and language CHA	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
Language, Learning and Strategic Support Team Teacher(LLSS)	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, our SENDCo, holds the National Award for SEN Coordination, ensuring expert leadership of our SEND provision. All staff members at Springfield Primary Academy receive regular training to support the diverse needs of children with SEND, with some staff undertaking additional specialist training to meet the specific needs of pupils in their care.

Recent training has included:

- ▶ Understanding the four areas of SEND need
- ▶ Effective strategies to support children with SEND in the classroom
- ▶ Adaptive teaching approaches
- ▶ Supporting children working below age-related expectations
- ▶ Adaptive teaching to support children with Autism
- ▶ Supporting medical needs (including asthma and allergies)
- ▶ Supporting children with ADHD
- ▶ Team Teach (positive behaviour management)
- ▶ Ready Steady Reception (transition support)
- ▶ Supporting children who are fussy eaters

This ongoing professional development ensures that our staff are well-equipped to provide high-quality, inclusive education and tailored support for every child.



How will Springfield measure the progress of SEND pupils?

All children's progress at Springfield Primary Academy—including those identified as having Special Educational Needs and Disabilities (SEND)—is carefully tracked using our school's assessment system. Pupils are regularly assessed through a combination of marking and feedback, classroom observations, questioning, and more formal assessments such as curriculum-based, standardised, and statutory tests.

For pupils with additional learning needs, we also use the Birmingham Language, Literacy and Maths Continuums, as well as the REAch2 Small Steps Assessments. These tools help us to identify, assess, and evidence even the smallest steps of progress, and support the setting of personalised learning targets.

Individual targets are shared with parents and reviewed formally throughout the year, ensuring that families are kept fully informed and involved in their child's learning journey.





How is extra support allocated to children?

The school receives dedicated SEND funding as part of its annual budget allocation. A significant portion of this funding is used to support the salaries of staff working directly with SEND pupils. In addition, the funding is allocated to:

- Provide additional support or resources for individual pupils or groups, based on assessment outcomes

- Access the services of external agencies, such as the Educational Psychology Service

- Purchase licences for assessment tools that enable us to accurately identify needs, support interventions, and track pupil progress

- Deliver ongoing training for staff to ensure they are equipped to meet the specific needs of our pupils

- Acquire specialist resources to further support children's learning and development

This targeted use of SEND funding ensures that all children receive the support they need to thrive and achieve their full potential.

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



We recognise that moving to a new class or school can be a challenging and sometimes stressful experience for children and their families. To support smooth and successful transitions, we have a range of carefully planned strategies in place. These are designed to help every child feel confident, secure, and ready for the next stage of their learning journey.

When children are joining Springfield, we:

To ensure a smooth and successful transition for every child, we offer a range of supportive strategies, including:

- ▶ Inviting parents to an induction meeting to discuss their child's individual needs and share important information.
- ▶ Providing a tour of the school for both the child and their parent before their start date, helping them become familiar with the environment.
- ▶ Making contact with previous schools or settings to gather relevant background information and ensure continuity of support.
- ▶ Offering transition books (where appropriate) to help children prepare for their new class or school.
- ▶ Receiving and reviewing reports from outside agencies to inform and tailor our provision.
- ▶ Sharing SEND information with the child's new class teacher to ensure a consistent and informed approach from day one.

These measures help children and families feel confident and supported as they move into a new phase of their educational journey.



When children are moving classes, we:

To further support a smooth transition for children with SEND, we:

- ✓ Provide updated transition books (where required) to help children become familiar with their new environment and routines.
- ✓ Facilitate additional opportunities for children to meet and engage with their new teacher and teaching assistant, helping to build positive relationships before the transition.
- ✓ Ensure that all staff welcoming new children with SEND are fully briefed and have the necessary information to effectively support each child's learning and well-being.
- ✓ Hold conversations with the child and their family to answer any questions and address any concerns they may have about their new year group or class.

These strategies are designed to ensure every child feels confident, supported, and ready for their next step.



When children are moving schools, we:

To support a smooth transition to a new school, we offer a range of personalised strategies, including:

- ✓ Holding a review meeting and inviting staff from the new school to discuss the child's needs and ensure continuity of support.
- ✓ Arranging additional visits to the new school with a familiar member of staff, if required, to help the child feel comfortable and confident in their new environment.
- ✓ Engaging in open conversations with the child and their family, providing opportunities to ask questions and address any concerns about the move.
- ✓ Sharing key information with staff at the new school about the strategies, resources, and approaches that help the child to learn well and feel happy at school.

These measures help to ensure that every child's transition is as smooth and positive as possible.



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



- ✓ Children and parents are invited to actively participate in meetings to review and agree on individual targets, ensuring everyone's voice is heard.
- ✓ Information from external professionals is shared with parents to keep them fully informed about their child's needs and recommended support.
- ✓ Opportunities are provided for parents to meet with the class teacher or a member of the SEND team to discuss progress, concerns, or next steps.
- ✓ Children are encouraged to engage in self-assessment, reflecting on their own learning and progress.
- ✓ Regular feedback is given to children on their learning activities, helping them understand their achievements and areas for development.
- ✓ This collaborative approach ensures that children, parents, and staff work together to support each child's progress and well-being.

Problems and Complaints

We believe that by working together, almost all concerns can be resolved in the best interests of our children.

- ▶ If you have a concern, please speak with your child's class teacher in the first instance.
- ▶ If the issue remains unresolved, you can arrange a meeting with the class teacher and the SENDCo and/or the Headteacher(s) through the school office.
- ▶ Should the concern persist, you may request a meeting with the SEND Governor.
- ▶ All complaints are handled in accordance with our school and REAch2 complaints policy, which is available on our school website.

We are committed to open communication and partnership with families to ensure every child receives the support they need.





We hope you find this information helpful. We understand that you may have additional questions or concerns that have not been addressed in this document. Please feel free to contact the school and arrange an appointment with a member of the SEND team. We are here to support you and want to ensure you feel confident and informed about how your child's SEND needs are being met.

