



SEN Information

From September 2014 the law for children and young people with special educational needs and disabilities changed. The new law (the Children and Families Act 2014) alters the way you and your child receive support from your local council, health and social care services and your child's nursery, school or college.

The new law brings a greater focus on personal goals, increased family involvement and improves rights and protections for young people in further education and training. The changes will be gradually introduced over the next few years.

As part of the Act (Clause 65) all local authorities have to provide a 'local offer' for children with Special Educational Needs and Disabilities and their families; Birmingham's offer can be found on the [My Care in Birmingham](#) website (external link).

Click on the questions below to find out what you can expect at Springfield Primary Academy if your child has special educational needs and disabilities:

SPRINGFIELD PRIMARY ACADEMY OFFER

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

What types of support are available to SEND pupils at Springfield Primary Academy?

How can a parent let the school know they are concerned about their child's progress in school?

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

Who are the other people providing support to children with SEND needs in Springfield?

How will the teachers be helped to work with children with SEND and what training do they have?

How will Springfield measure the progress of SEND pupils?

How is Springfield Primary Academy accessible to pupils?

How is extra support allocated to children?

How will Springfield prepare and support pupils to transfer to a new school and the next class?

At Springfield Primary Academy we strive to support all children to enable them to achieve at school. In order to do this many steps are taken to support them through their learning journey. Quality teaching is vital; however for some children there are occasions when further additional support may be needed to help them achieve their targets.

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

1) Class/subject teachers are responsible for:

- Monitoring the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and consulting with the SENDCo/inclusion lead as necessary.
- Contributing and reviewing Stepping stones (ITP), and sharing and reviewing these with pupils and parents termly.



• Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.

2) SENDCO (Special Educational Needs and Disabilities Coordinator) Mr Arshad is responsible for:

- The implementation of the Special Educational Needs and Disabilities Policy
- Co-ordination of specific provision made to support individual children with SEND.
- Liaising with staff to monitor the pupil's progress and plan further interventions where progress is slower than expected.
- Contacting a wide range of external agencies that are able to give more specialised advice.
- Identifying and providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.
- Co-ordinating and facilitating Stepping Stones for all identified children. Reviewing and sharing these with the class teacher, support staff, pupils and parents.

3) Head Teacher is responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- The Head Teacher will give responsibility to the Inclusion lead/SENDCO and the class teachers but is still responsible for ensuring that your child's needs are met.
- The Head Teacher must make sure that the Governing Body is kept up to date about any issues in school relating to SEND.

4) SEND Governor is responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.

What types of support are available to SEND pupils at Springfield Primary Academy?

Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching. For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENDCO or outside agencies) are in place to support your child to learn.
- Your child's teacher will have carefully monitored your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

All children in school should be getting this as a part of excellent classroom practice.

Specific group work

This group, often called Intervention groups by schools, may be



- Run in or outside the classroom. (small group intervention areas)
- Run by a teacher or a Teaching assistant (TA).
- Focused on a gap in learning e.g. phonics
- Focused on gaps in language as identified on the speaking and listening continuum e.g. language groups or Language Land.
- Focused on physical skills e.g. fine motor groups, gross motor groups.

These groups are monitored as to their effectiveness and documented on the SEND provision map.

Specific Individual Support

1) Wave three interventions are delivered to pupils individually by a teacher or teaching assistant. These include:-

- Precision teaching
- All by myself readers
- PAT
- Metra
- Sentence maker
- Direct instruction
- Pre and post tutoring.

These are regularly reviewed as to their impact and effectiveness. Further information about these can be found from the SENDCo.

How can a parent let the school know they are concerned about their child's progress in school?

Staff members are always happy to discuss concerns. You may ask to speak to the class teacher or SENDCo. If they are not available a suitable time can be arranged with the office. We operate an open door policy and you are welcome to come into school.

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

If your child has been identified as not making progress the school will invite you to school to discuss and listen to your concerns and plan a way forward. You may be asked for permission for the school to refer to outside agency for assessment and advice.

Who are the other people providing support to children with SEND in Springfield?

In school

- Team of teaching assistants.
- Latoya Johnson- Pastoral manager



Outside agencies

Referrals can only be made to the following services with parental permission.

Access to Education

Access to Education includes the following services

- Educational Psychologists.
- Pupil and school support (PSS) – learning needs.
- Sensory Support for visually and hearing impaired pupils. (VI and HI)
- Physical Difficulties Support Service (PDSS) – physical needs.
- Communication and Autism team (CAT)

Further information and contact details can be found on their website.
www.accesstoeducation.birmingham.gov.uk

Behaviour Support

- City of Birmingham School – support service

Further information and contact details can be found on their website.
www.cityofbirminghamschool.com

Health services

- Speech and Language therapists
- Occupational therapists
- Physiotherapists
- Mobility team
- School Nurse Service
- Child and Mental Health Services. (CAMHS)
- Child development Centres – access to paediatricians (Park House Child and Family Centre)

How will the teachers be helped to work with children with SEND and what training do they have?

- The SENDCo and support teachers' role is to support the class teacher in planning for children with SEND.

Whole staff training in the following areas to support SEND pupils has been given:-

- Autism
- Dyslexia
- Visual impairment and Hearing Impairment awareness



- Dyspraxia
- ADHD
- Stepping stones- SEND/EAL Provision

Support staff training in addition to the above includes:

- Fine motor skills
- Language Land
- Wave three interventions
- Gross motor skills

Condition specific training takes place for individual staff or whole school, depending on the needs of the pupils. Currently training has been given for:-

- Muscular dystrophy
- Speech and language
- Physiotherapy programmes
- Occupational therapy programmes.
- Cerebral Palsy
- Including pupils with physical difficulties in P.E

How will Springfield measure the progress of SEND pupils?

- Children's progress is continually monitored by their class teacher.
- Progress is reviewed every term against age expected levels.
- In the autumn term pupils are assessed using the stepping stones, which tracks their progress in reading, writing and speaking and listening.
- At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). The government requires all schools to publish the results nationally.
- The progress of children with a statement of SEND/ Education and Health Care Plan EHCP is formally reviewed at an Annual Review with all staff parents and the pupil.
- The Sendco will also check that your child is making good progress within any individual work and in any group that they take part in.
- The parents and child's view will be sought at all times.

How is Springfield Primary Academy accessible to pupils?

We are always willing to discuss individual access requirements and involve parents, pupils and PDSS in all planning. At present we have the following facilities -

- The downstairs of our school is wheelchair accessible.
- A lift is fitted to access the different levels.
- Some of the classrooms are fitted with sound field systems which the teachers can use to amplify their voice and many classrooms have lowered ceilings to improve acoustics.
- All classrooms are fitted with blinds to prevent glare on the white boards and interactive boards.



- Classrooms with visually impaired pupils will have an extra monitor in the class so that the pupil can access the whiteboard activities.
- We have a personal care facility, fitted with an adjustable changing bed, accessible toilet and shower.
- We have space for the use and storage of specialised equipment if needed.

How is extra support allocated to children?

- The school budget includes money for supporting children with SEND it is called the notional SEND budget.
- Extra support and resources are allocated dependant on children's individual needs.
- All training support and resources are reviewed regularly and changes made if needed.

How will Springfield prepare and support pupils transfer to a new school and the next class?

Many strategies are in place to support the smooth transition to a new school and class.

These include:

- Discussions between the previous or receiving schools/class prior to the pupil joining/leaving.
- All pupils attend a Transition session where they spend some time with their new class teacher.
- Additional visits are also arranged for pupils who need extra time in their new school.
- Secondary school staff visit pupils prior to them joining their new school.
- Springfield Sendco liaises with the Sendcos from the secondary schools to pass on information regarding SEND pupils.
- Where a pupil may have more specialised needs, a separate meeting may be arranged with the secondary school Sendco, the parents/carers and where appropriate the pupil.
- All SEND information will be passed onto the class teacher.