

Springbank Academy



Character Education Values

Courtesy-Forgiveness-Determination-Self-discipline-Gratitude-Honesty

Our whole school vision is:

Springbank Primary is a place where all of our children and staff will have the opportunity to excel. Everyone will be safe, happy and cared for. Our curriculum and values will inspire everyone in the school family to be motivated and curious learners and offer core skills, knowledge and enrichment to enable all to gain the foundations for a quality future and a love for life-long learning.

In all we do we remember our school motto:

Caring-Happy-Healthy-Sporty-Scientific

School Values

Sportsmanship-Tolerance- Appreciation- Respect-Friendship-Integrity-Sensitivity-Helpfulness

SEND Policy

September 2021

Policy Lead: Caroline James (Strategic SENCo)



Jack Waller: Operational SENCo



Charlotte Potter: SEND Administration



Link Governor: Bill Howard



Springbank Primary School is committed to equal opportunities for all. It is our aim that every policy is written to have a positive impact on every child/all children irrespective of race; religion; gender; sexual orientation or age.

Springbank = success for all

There is a key that unlocks every child's learning, our job is to find that key.

Every staff member and governor must take the responsibility and accountability to ensure the procedures within this policy are delivered and implemented as per Springbank School Policy.



A whole school policy is one understood by the whole community.

Head Teacher: Mrs Julie Vaccari

SENCo's: Mrs Caroline James and Mr Jack Waller

Date of Policy: September 2021

Policy Reviewed: Annually

At Springbank Academy our foremost aim is to provide for every child a caring and supportive environment in which they develop their full potential.

Definitions of special educational needs and Disabilities (SEND) taken from section 20 of the Children and Families Act 2014.

A child or person has SEN 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 special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The framework for supporting children and young people with special educational needs is contained within the SEN Code of practice. A copy of which can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

Nottinghamshire has developed a SEND Local Offer, which is a resource that is designed to support children and young people with special educational needs and / or disabilities and their families. It describes the services and provision that are available both to families in Nottinghamshire that have an education, health and care plan and those that do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

www.nottinghamshire.sendlocaloffer.org.uk

Mission statement

At Springbank Academy we have adopted a whole- school approach to SEND policy and practice. This policy recognises the entitlement of all children to a balanced, broadly based curriculum and reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEN. Children identified as having SEND are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Primary Curriculum and are integrated into all aspects of school life.

1. Aims and objectives

Our aims are:

- To ensure that all children have access to a broad and balanced curriculum.
- To provide a rounded, broad and balanced curriculum appropriate to individual's needs and abilities.
- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career.
- To ensure that SEND children take as full a part as possible in all school activities.
- To ensure that parents of SEND pupils are kept fully informed of their child's progress and attainment and work in partnership with the school.
- To ensure that SEND pupils are involved, where practicable, in decisions affecting their future SEND provision.
- To provide 2 SENCo's to secure a teaching and learning overview.

Objectives:

Identify the needs of pupils with SEND as early as possible.

Early identification of pupils with SEND is a priority at Springbank Academy. This is most effectively done by gathering information from parents, education, health and care services and any early years settings attended prior to the child's entry into school.

Monitor the progress of all pupils

To aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.

Progress and learning capacity is a crucial factor in determining the need for additional support. Where teachers elicit that a pupil's learning is of concern, one of the SENCo's will be consulted. The SENCo and class teacher will review the approaches implemented. Further action will be taken if, despite receiving a personalised learning curriculum and quality first teaching, pupils:

- Continue to make little or no progress over a sustained period from their starting point.
- Continue to achieve considerably lower than age expectations.
- Continue to demonstrate difficulty in developing speech and vocabulary foundational skills needed for a successful life.
- Show persistent emotional/social difficulties which impede their own learning or that of the group.
- Have sensory/physical problems, and make little progress despite the provision of specialist equipment / programmes.
- Experience communication and/or interaction problems and make little or no progress despite experiencing a tailored and bespoke curriculum.

Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN&D have full access to the National Curriculum.

This will be co-ordinated by the SENCo and Head Teacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for. SEND provision might include deployment of co-teachers and specialised support staff to work with a pupil.

- Provision of alternative learning materials/ specialist equipment.
- Individual / group support and pre-teaching.
- Implementation of an intervention and monitoring the effectiveness.
- Staff development/training to undertake more effective strategies.
- Access to specialist support services for advice on strategies, equipment, or staff training.
- Advice from the Family SENCo.

Work with parents

To gain a better understanding of their child and involve them in all stages of their child's education. Engage in open and supportive discussions that encourage parental confidence to share information that would be helpful in supporting their child. This includes supporting them in terms of understanding SEND procedures and practices, providing regular review on their child's learning capacity, and providing information annually on the provisions for pupils within the school, and the effectiveness of the SEN&D policy and the school's SEND work. This forms part of the school's SEN Information report. Consideration needs to be given to presenting information in a way that is responsive to the individual needs of parents. Springbank Academy firmly believes in developing a strong and active partnership with parents/carers and that this will enable children and young people with SEND to achieve their potential. The school recognises that parents have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership. The school therefore considers parents of SEND pupils as valued and essential partners in the process.

Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone.

The school also recognises the important contribution that external support services make in assisting to identify, assess, and provide for, SEND pupils. External support services will be asked to provide further assessments and advice, when specialist advice is needed for continuing to move the learning forward. Parental consent will be sought for any involvement required from external agencies. Where appropriate, the school may request direct intervention/support from a specialist.

Create a school environment where pupils feel safe to voice their opinions of their own needs.

We recognise pupil participation is a right and this will be reflected in their involvement in collaborative decision-making alongside their parent/carer and the school. They will also be encouraged to voice their opinion through wider opportunities for participation in school life.

2. Responsibility for the coordination of SEND provision

- The person responsible for overseeing the provision for children with SEND is Julie Vaccari (Headteacher).
- The people co-ordinating the day to day provision of education for children with SEND is Caroline James and Jack Waller. (SENCO's)
- The people responsible for co-ordinating the provision of reading for all children including those with SEND is Julie Vaccari (Head teacher) Adam Lumley (English lead) and Sara Dunn (Reading Lead).
- The person responsible for overseeing the personal development, for all children including those with SEND is Joely Keetch. The person responsible for overseeing behaviour and attitude is Adam Lumley (Behaviour lead)

3. Arrangements for coordinating SEN provision

The SENCo's will ensure restricted access to SEN support records, following GDPR guidelines. Information may include:

- Information from those who support the child (including parents/carers and external agencies).
- Individual Provision Map for those children in receipt of additional funding.
- One- page profile.
- Any other appropriate documentation such as a Health Care Plan or Risk Assessment etc.
- These will be available at all times to the DPO and Head Teacher in a place accessible for SARS.

All staff can access:

- The Springbank SEND Policy
- A copy of the full SEND Record of Need
- The SEND Code of Practice (Statutory Guidance for a school who work with and support children with SEND - Section 6)
- Information on individual pupils' special educational needs (SEN Support Record Keeping/individual file)
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities following a graduated response.
- Information on current legislation and SEND provision
- Information available through Nottinghamshire's SEND Local Offer
www.nottinghamshire.sendlocaloffer.org.uk

This information is made accessible to all staff to aid the effective co-ordination of the school's SEND provision. In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

4. Admission arrangements

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without. The Governing Body believes that the admissions criteria should not discriminate against pupils with SEND and has due regard for the practice advocated in the SEN&D Code of Practice.

Springbank Academy complies with all relevant accessibility requirements, and these can be found in the School's Accessibility Plan.

Please refer to School Admissions Policy and over-subscription criteria available on the school website.

5. Allocation of resources for pupils with SEND

All pupils with SEND will have access to Element 1 and 2 of a school's budget. Some pupils with SEND may access additional funding. This additional funding might be from a budget which is devolved to and moderated by the Family of Schools. (The Family of Schools comprises of local primary schools and an independent Family SENCo. For those with the most complex needs, additional funding is retained by the local authority. This is accessed through the Family of Schools. The Family SENCo will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

The Head Teacher, SENCo's and Governing Body will establish a clear picture of the resources that are available to the school and will consider their strategic approach to meeting SEN&D in the context of the total resources available, including any resources targeted at particular groups such as the pupil premium. Where possible, the individual needs of each child are met to enable them the opportunity to reach their full potential. The allocation of funding is reviewed on a regular basis through provision mapping and the rigorous tracking of learning to ensure the SEND provision is effective and considered 'best value for money'. Such

monitoring has enabled the allocation of provision to be altered where appropriate according to the needs of the school / individual children.

6. Identification of pupils needs

Identification

See definition of Special Educational Needs at start of policy

A graduated approach:

Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with their starting points and predicted progress profile.
- b) Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible need for specialist intervention.
- c) The child's class teacher will take steps to provide tailored, personalised learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCo will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEND Record of Need they will continue to be tracked through the school monitoring system.
- g) Parents are encouraged to share information and knowledge with the school. If they raise a concern regarding their child a Concern Form will be completed with the class teacher / SENCo. Any action to be taken will be recorded and dated accordingly. The course of action will be monitored and reviewed on a regular basis until the concern is no longer relevant or the child has been added to the SEN&D Record of Need.
- h) Pupil moderation meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

SEND Support

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the school SEND Record of Need. The aim of formally identifying a pupil with SEN is to help school to ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review and Evaluate

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular reviews to ensure that support and intervention is matched to needs, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need and forward learning journey. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents/carers.

Plan

Planning will involve consultation between the teacher and SENCo to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought, so that the pupil benefits from a consistent approach.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and learning improvement areas, problem solving and advising of the implementation of effective support will be provided by the SENCo.

Review and Evaluate

Reviews will be undertaken in line with agreed dates. The evaluation process will measure the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENCo's and Head Teacher will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

Request for an Education, Health and Care (EHC) Plan

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is requested by the parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCo
- Family SENCo
- Social Care
- Health professionals

Further information about EHC Plans can found via the SEND Local Offer:

www.nottinghamshire.sendlocaloffer.org.uk

or by contacting Ask Us Nottinghamshire : 0800 1217772

or Integrated Children's Disability Service Assessment Team

Email: icds.duty@nottsc.gov.uk

Tel: 0115 8041275

Education, Health and Care Plans [EHC Plan]

- a. Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
- b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.
- d. Annual reviews may be brought forward where there is a need elicited by school or parents.

7. Access to the curriculum, information, and associated services

The school curriculum is annually reviewed by the Governing Body, Head Teacher and Senior Leadership Team (including the SENCo) to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom. Pupils with SEND will be given access to the curriculum through the specialist SEN&D provision provided by the school as is necessary, as far as is considered reasonable, in line with the wishes of their parents and the needs of the individual. Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCo and Head Teacher will consult with the child's parents for other arrangements to be made.

The school will seek advice, as appropriate, around individual pupils, from external support services through the termly 'Springboard meetings', Early Help Unit and the Multi-Agency Safeguarding Hub.

Safeguarding

We recognise that children with special educational needs (SEN) and or disabilities can face additional safeguarding challenges. Children with SEN and or disabilities are especially vulnerable when identifying concerns due to their impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it difficult to tell others what is happening.

This policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children which include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- Children with SEN and disabilities can be disproportionately impacted by things like bullying – without outwardly showing any signs.
- Communication barriers and difficulties in overcoming these barriers.
- Addressing individual behaviour concerns and incidents taking into account the child's SEN and disability.

Please refer to the Curriculum Policy for further information on arrangements for reviewing the school curriculum.

Our whole school provision and procedures gives consideration to the following:

- Keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback.
- Providing regular training and learning opportunities for staff on the subject of SEN&D and SEN&D teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEN.
- Making use of all class facilities and space.
- Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.
- Making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision.
- Any decision to provide group teaching outside the classroom will involve the SENCo and Head Teacher.
- Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

The class teacher will be responsible for the setting of personalised targets for all SEND Children. In order for the child to know what they must do in order to reach that level they must also be set curricular targets. Curricular targets are the next steps in a child's learning and will describe what the child has to do to keep on track. The curricular targets might also embrace social and emotional learning where appropriate. Asking the class teacher to set curricular targets ensures the targets are kept within the realm of the class and therefore are linked closely to the work of the class as a whole and will be addressed through the teacher's regular classroom planning. The targets will then guide teaching and learning and this is the key to better progress for all children who experience barriers to learning. The role of the SENCo's will be to ensure that the personalised targets set are a reflection of the needs of the child with SEN.

8. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEN&D provision the school encourages feedback from staff, parents and pupils throughout the year. All children (including those with SEN) and their family are offered a Termly Learning Conference. This will give the opportunity for the child, parent/carer, class teacher and SENCo when necessary to review progress and provision and set future targets. This will be recorded, signed and any action agreed will be closely monitored. The school will endeavour to hold the review in a collaborative manner and the child's/parents' views on their progress will actively be sought.

Pupil learning capacity will also be monitored on a termly basis in line with the SEND Code of Practice and will be shared during the Termly Learning Conference.

For those children with an EHC Plan or those who are considered to have a higher level of complex need, a multi-agency meeting will be held each term and all those who support the child will be invited to attend or send a report in their absence.

There will be an annual formal evaluation of the effectiveness of the school SEND provision and policy. The evaluation will be carried out by the Head Teacher, SENCo and Governing Body and information will be gathered from different sources such as child and parent surveys/ teacher and staff surveys and Termly Learning Conferences with parents and carers. This will be collated and published by the governing body on an annual basis in accordance with section 69 of the Children and Families Act 2014. Evidence collected will help inform school development and improvement planning.

9. Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, please refer to the complaints policy available on the school website.

10. In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

The SENCo attends relevant SEND courses, Family SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train all our staff on SEND issues. The Head Teacher, SENCo's, with the Senior Leadership Team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

11. Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. We invite and seek advice and support from external agencies in the identification and assessment of, and provision for, SEND. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCo who will then inform the child's parents.

Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEND provision and progress and keep staff up to date with legislation where appropriate.

12. Working in partnerships with parents

Springbank believes that a close working relationship with parents is vital in order to ensure

- a) Early and accurate identification and assessment of SEND leading to the correct intervention and provision.
- b) Continuing social and academic progress of children with SEND.
- c) Personal and academic targets are set and met effectively.

In cases where more frequent regular contact with parent//carers is necessary, this will be arranged based on the individual pupil's needs. [The SENCo may also signpost parents of pupils with SEN to the local authority Parent Partnership service where specific advice, guidance and support may be required.]

If an assessment or referral indicates that a pupil has additional learning needs, the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

13. Links with other schools

Springbank Academy is part of White Hills Park Trust. The school is also a member of the Eastwood Family of Schools; this enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise. The Family SENCo keeps the school up to date with national / current topics for consideration and implementation.

Transition

We acknowledge that transition can be a difficult time for some children and their parents/carers. Springbank will aim to support families through this time of change to ensure the transition is as smooth as possible. This will involve the sharing of information and careful planning to provide any additional requirement such as an extra visit to the new environment so the child and family can become familiar with the new setting and staff etc. We also have a teacher who is responsible for supporting transition from Primary to Secondary with the

support of a TA who will facilitate visits and adjustments needed. We believe an early route to transition is vital.

Links with other agencies

Springbank Academy invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. Liaison may take place with the following agencies:

- * Education Psychology Services
- * Schools and Families Specialist Services
- * Children's Social Care
- * Speech and language Therapy service
- * Social, Emotional and mental health team
- * Child and Adolescent Mental health services (CAMHS)

Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEN provision and progress and keep staff up to date with legislation.

Parents will normally be invited to and informed about meetings held concerning their child unless there are over-riding safeguarding issues.

14. SEN&D Policy Review:

The school considers the SEND Policy document to be at the core of the school's provision and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year in September. The outcomes of this review are used to inform the SEND improvement action plan.



This Policy builds on the White Hills Park Trust's core values and ethos, where as a group of schools we are united in our mission to provide the very best opportunities for young people. Through our collaboration of joint projects, pooled resources and shared good practice, we are committed to achieve outstanding pastoral care and provision for all learners, including those with SEND. We offer a broad and rich curriculum, with a shared commitment to excellent outcomes for all pupils, and we also hope that our schools are places of optimism, kindness and joy.