

Springwell Park Primary School



Nationally and locally there is an agenda that supports inclusive practices. Springwell Park Primary School is a mainstream school that is fully supportive of inclusion and strives to ensure that all our pupils progress to their full potential, enjoying appropriate challenges and the achievement of success. For the majority of children this will be via Adaptive Teaching & Quality First Teaching. However, for some children, there are times when additional support will be needed to help them achieve their targets. This includes children with; Sensory and/or Physical needs, Communication and Interaction difficulties, Cognitive and Learning needs and Social, Emotional and Mental Health difficulties (as identified in the Code of Practice 2015). These children are identified as having Special, Educational Needs and Disabilities (SEND). We are aware that some pupils may have needs that span across the categories and teachers will then be aware of both the child's primary need and any subsequent needs.

Roles and Responsibilities at Springwell Park

- Provision for pupils with SEND is a matter for the school as a whole.
- All teachers are responsible for the progress of pupils in their class, including those who access additional support.
- The SENCOs, Miss Patterson & Mrs Molyneux, are responsible for liaising with class teachers, parents, the SLT and outside agencies regarding SEN support.
- Mr Hanlon, Assistant Head, is the Inclusion Lead.
- SEND Governor – Charlotte Wilshire
- Miss Patterson & Mrs Molyneux work closely with the head teacher and assistant head for inclusion in determining a strategic plan for SEND provision within school and the allocation of funds.
- Further support can be sought from SSENDIAS (Sefton's SEN and Disability Information Advice and support <http://www.sefton.gov.uk/>, or telephone 0151 291 0551, Sefton's Parents Forum <http://www.sefton.gov.uk/> or Joanne Windsor our school nurse on 07917041423

Categories of Special Educational Need for which provision is made

At Springwell Park we provided provision for children with the following:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Physical and Sensory

(as per SEND Code of Practice June 2015)

Identification and Assessment

Who should I speak to if I am concerned about my child's learning or if I think my child may have SEND?

- The class teacher is the first point of contact for parental concerns regarding a child's progress and learning.
- Further concerns can also be discussed with the school's SENCOs. You can contact Miss Patterson or Mrs Molyneux by calling or emailing the school. You can ask at the school reception desk for an appointment. You can also drop in to see the school SENCO during our school parent meetings.

How does Springwell Park identify young people with SEND and assess their needs?

Identification of children who may need extra support is identified in the following ways:

- Concerns may be raised by the parents/ carers, the class teacher or the child.
- Progress Review meetings with SLT, and the class teacher.
- SEN surgeries with the school SENCOs.
- Any child identified as potentially having a special educational need will be monitored closely by the SENCOs in conjunction with the class teacher. At this point, the class teacher would complete Early Identification paperwork. This would highlight what additional support the child is receiving and interventions in place. This would be reviewed half termly with SLT.
- In most cases, children may be monitored for 2 terms through discussion and review. In some cases, we would come to a mutual decision quicker based upon the individual needs of the child.
- At any point within the above, it may be necessary for referrals to be made to outside agencies such as Speech and Language, Inclusion, Occupational Therapy so that their advice could be used to support intervention work.

Following this process (which is fluid) continued close liaison with the class teacher and parents will enable a decision to be made about the child and what provision moving forward.

How does Springwell Park Support Children with SEND?

- When a child is found to be making little or no progress then the teacher must consider whether she has a full understanding of the pupil's learning profile to understand whether any SEND is impacting on learning as well as identifying what barriers to learning the child presents with. Springwell's adaptive teaching approach will be used to further support the child in the class to break down any barriers to their learning.
- If the school decides that additional and different provision is necessary for the pupil to make progress parents/carers will be informed. Effective special educational provision will be put into place through a SEN Support Plan. It is at this point the child would be added to

our SEN Register with parental permission. Parents/Carers would be invited into school (this may be a phone call) for a meeting to share their child's SEN Support Plan. The views of both the child and the parent are gathered as a very vital part of this process. A Pen Portrait will be completed on the child. This Pen Portrait will provide an overview of the child's strengths and areas for support. The SEN Support Plan will be based on the child's individual needs. To identify the child's individual needs, assessments will be carried out. These could be any of the following: Boxall (SEMH), AET framework (communication & Interaction), Birmingham SEN Toolkit, Single Word Spelling Test, Sandwell Maths (Cognition & Learning). Targets will be set and the child's progress will be closely monitored by the class teacher and SENCOs.

- If lack of progress continues while the child is on SEN Support then 'Outside Agencies' advice may be needed to help a pupil. The need for this will always be discussed with parents and parental consent sought. This may take the form of a referral to the Speech and Language Therapy service or Occupational Therapy for example. Referrals may also follow discussions from SEND planning meetings (SEN planning meetings take place throughout the year involving the SENCO, Inclusion Consultant and the Educational Psychologist).
- After the outside agency has completed their assessments, school and parents/carers usually get a report that includes strategies to try, in order to promote progress. The class teacher will then incorporate these strategies when the SEN Support Plan is reviewed at the end of each term.
- At the Support Plan review meeting, if it is decided that support needs to continue and that if the cost of support needed for the child goes beyond £6,000 then school can apply for high needs funding to provide additional support.
- If, despite high needs funding, the pupil continues to make limited progress then school or parents can apply for an Educational Health Care Needs Assessment.
- Any child who is included on our SEN Register, who have a SEN Support Plan will be assessed using the correct assessments that's appropriate for their learning need. A child may be monitored academically, and/or monitored with a focus on SEMH targets and/or Communication and Language.

Please note – A child may be placed on the SEN Register but may not require a SEN Support Plan. Their profile will be identified on a Pen Portrait and updated, when necessary, throughout the school year.

If it is felt a child's need are complex, school would work with parents/carers to apply to the Local Authority for an Education, Health, Care Plan. It placed a duty for all services to co-operate to support families and to involve children, young people and parents / carers in reviewing and developing provision within their local area and to publish this information under their Local Offer. An important part of this process is documenting the voice of the child/young person and the parent/carer. This will include what they feel is going well, what they feel could be done to support them and their aspirations for the future and as they prepare for adulthood.

It is important to note, a Request for Assessment can be made by either a parent / carer, educational setting or a professional involved with the child or young person. When the Assessment is complete, the Local Authority will decide whether an Education, Health and Care Plan (EHCP) needs to be issued. An EHCP makes provision for a child's or young person's needs across education, health and care. Please see below for

more details.

How does Springwell Park support parents/carers with their child's identification of SEND?

Our close working relationships with outside agencies have enabled us to host regular drop-in coffee mornings with the following professionals to support parents/carers.

- School Nurse (last Thursday of every month)
- Inclusion Consultant
- Autism Support Team
- ADDvanced Solutions
- Mental Health Team (run by our MHT practitioner)
- Team Around the School
- Graduated Approach
- Sensory Processing

In addition to these coffee mornings, SENCOs are able to signpost parents/carers to and make the relevant referrals to support further for such as Riding the Rapids, Aiming High, Sensory Workshops.

Consultation with Parents/Carers

At Springwell Park we pride ourselves on the home/school links that we create and encourage parents to be partners in the education process for their child. They are always encouraged to take part in the process of reviewing and monitoring provision and progress of their child. Parents/Carers will be invited to come into school/or have a phone call with the class teacher for a meeting to discuss the SEN Support Plan each term. This will form part of the parent/teacher meeting cycle and where appropriate additional meetings can take place.

Parents/Carers will also receive accurate information so that they have a full picture of their child's skills and abilities, at whatever level, as well as their child's behaviour at school. Parents/Carers are always consulted before outside agencies are involved and are included as far as possible in strategies that are put in place. The SENCOs are available for the SEN Support meetings should the class teacher or parent/carer feel this is necessary.

The voice of the Parent/Carer is obtained during these termly meetings and recorded on the SEN Support Plan. We also use this information during Sefton Authority's data collection for our high needs funded children throughout the year.

For general support and advice parents/carers may contact Special Educational Needs & Disability Information Advice and Support Service (SENDIASS):

<https://www.seftondirectory.com/kb5/sefton/directory/advice.page?id=x8sKvkxyZyo>

The advice and support offered to parents, carers and young people includes:

- Individual casework where criteria is met and informal advocacy.
- Support to understand, challenge or appeal assessments and reviews.
- Encouragement to participate in decisions about outcomes for the child or young person.
- Help when things go wrong, including resolving disagreements and providing support to manage mediation, appeals, exclusions, and complaints on matters related to SEN.
- Signposting to other service which may be better placed to provide the support the children and young people need at the right time. These services should include housing support, careers advice and employment support.
- Working separately and impartially with Parents, Carers and Young People if they disagree about any support or about the contents of an EHCP.
- Working closely with their local Parent Carer Forum and other representative groups. This ensures that the views and experiences of Parents, Carers and Young People can assist to inform policy and practice.
- Contributing to strategic development of services by the Local Authority / ICB.

Our SEN Policy can be found on our school website.

Pupil Voice

All pupils should be involved in making decisions where possible right from the start of their education. The ways in which pupils are encouraged to participate should reflect the pupil's age and understanding of their own needs. Participation in education is a process that will ensure that all pupils are given the opportunity to make choices and to understand that their views matter. Pupil voice is obtained by the class teacher when writing the child's Pen Portrait and / or SEN Support Plan. This is shared with the Parents/Carers in the termly meetings.

Admissions to school/ Transitions

How will Springwell Park support my child when joining the school?

- When a child is due to start school for the first time, at Springwell Park, parents will be heavily involved in ensuring a smooth transition into Nursery or Reception via home visits and transitional visits/stay and play sessions at school.
- Discussions between previous or receiving schools and settings will take place prior to a pupil joining or leaving Springwell Park.
- Transition visits will be arranged between other settings and Springwell Park.
- Additional visits are arranged for those children who need extra time in their new school, including children with SEN.
- If a child has physical needs we would work with the Local Authority and complete an Access Assessment to ensure their needs are met appropriately and safely.

How will Springwell Park support my child when transitioning between phases?

- Any child in year 6 with an EHCP will have their transition review for secondary school between September – November which is organised by the EHCP case officer and SENCo. Parents/carers will attend this review meeting.
- The SENCO/ Year 6 teachers liaise closely with receiving high schools.
- The SENCO ensures the transfer of SEN records.
- Teacher to teacher meetings are arranged in the Summer Term to discuss classes moving up in September – supported by Inclusion Register sheets, detailing any children's additional needs.
- An enhanced transition will be arranged if it is felt that children would benefit from additional visits to their new class. This will give the child the opportunity to meet the new staff and explore the new environment. Photographs may also be used of the new classroom environment to support the child.
- SENCOs meet with the Inclusion Team in Sefton to discuss all SEN children in year 6 who are due to transition to high school. Information is shared initially during this meeting and again when our Year 6 teachers and pastoral team meet with the staff in the

Summer Term before the children move to their new school.

- All information is passed on and a form is filled out by the new school to document that this handover of information has taken place.

A transition session, arranged at the end of the summer term, provides the opportunity for all children to spend time in their new class with their new teacher and support staff.

If your child is moving to another school there will be an enhanced transition to support them moving. This may involve: The SENCO organising a transition meeting with parents, outside agencies and the new school. Visits to the new setting with a member of staff and/or parents will be arranged. Staff from the new school will visit the child in our school as it is an environment that the child is already comfortable with. Photographs of the new classroom and staff may be used to make a transition booklet, a copy of which will be sent home for the child's family for additional support before the move.

Quality of SEND Provision

How does Springwell Park support all of its pupils?

- Springwell Park uses an adaptive teaching model to support all of its pupils. For some children based on their SEND needs, may have a more personalised curriculum. Some children will need additional resources, adult support and or intervention to help them keep pace with their peers.
- Springwell Park believe that all children have the right to learn together in their classroom so that they are appropriately supported and scaffolded by the class teacher, TAs and peers.
- We recognise that a variety of approaches, learning styles, materials and groupings are necessary if we are to provide a lively, stimulating and satisfying environment for all our pupils, regardless of ability.
- Quality first teaching and adaptive teaching methods are used to ensure the best provision is in place. This focuses on high quality and inclusive teaching for every child in a classroom. Quality First Teaching relies on a variety of learning strategies in order to be effective, like differentiated learning and the use of SEND resources. It is an approach that highlights the need for a personalised learning experience and encourages greater inclusion of pupils with SEND needs. Adaptive teaching is an approach a teacher will use to continually assess the strengths and needs of learners and adapt their teaching accordingly to ensure all learners can meet expectations.
- The length of time of the intervention will vary according to need but will generally be for a term. The intervention will be regularly reviewed and recorded.

- The progress of all pupils is reviewed at the Pupil Progress Review meetings at the end of each term when each class teacher meets with our SLT to discuss the progress of all the pupils in his/her class.

To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across our schools we:

- Ensure equal opportunities for all and to eliminate prejudice and discrimination against, children with special educational needs.
- Continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible. Where possible attainment is tracked using schools systems. Where necessary, Birmingham SEND Toolkit is used to track pupils who are performing significantly below year group levels and use this to help us continually monitor the effectiveness of our provision.
- Provide full access to the curriculum through adaptive teaching – ensuring that we provide specific input, matched to individual needs, in addition to those children who have been identified as requiring a differentiated/adaptive class room provision, for those pupils recorded as having SEND needs. To ensure all children with SEND have access to a broad and balanced curriculum. Our Curriculum lead has worked closely with subject leaders to ensure barriers are addressed/removed and children have full access to all curriculum subjects with adaptive teaching strategies in place.
- Ensure that pupils with SEND are perceived positively by all members of the school community, and we ensure that SEND and inclusive provision is positively valued and accessed by staff and parents/carers.
- Enable children to move on from us as well equipped in the basic skills of English, Maths and Social Independence to meet the demands of secondary school life and learning.
- Involve parents/carers at every stage in plans to meet their child's additional needs.
- Where appropriate, involve the children themselves in planning and in any decision making that affects them.

Our caring ethos and detailed knowledge of our children and families allows us to monitor the social, mental and emotional well-being of our children, and intervene when necessary, using our Adaptive Teaching Approaches. Appropriate strategies, adaptations, use of resources including 1:1 support are implemented accordingly based on the individual needs of the child.

How can I be sure that Springwell Park ensures good quality provision for my child?

The Quality of teaching for pupils with SEN, and the progress made by all pupils is a core part of the school's professional development for all staff. Quality of teaching for all pupils is regularly reviewed. In addition, Pupil Progress Review meetings ensure that any child at risk of underachievement is identified. This ensures that we are maintaining the minimum quality first offer agreed across the authority. By following the Graduated Approach we ensure that children's needs are recognised and acted upon to ensure they receive the support they require. Parental views are sought at reviews and any other key times when decisions are being made concerning a child's provision for learning e.g. applications for high needs funding or permission to refer to 'Outside Agencies'.

The quality of our SEN provision is continually monitored by our SENCOs through SEN Surgeries, Learning Walks and book looks.

Tracking Progress

How does Springwell Park measure the progress of its pupils?

- The progress of all children will be tracked at the end of each term and discussed with the SLT in the Pupil Progress Review meetings. Children not making progress will be highlighted and appropriate interventions put into place.
- The effectiveness of SEN support will be determined by progress against the Birmingham SEND toolkit (where appropriate).
- Class Teachers meet with the SENCOs termly to jointly review children's SEN support plans and set new targets (where appropriate) for the next term. Dependant on the child's needs, targets can be reviewed at any point if it is felt the target needs to change.

How will Springwell Park let me know if they have any concerns about my child's learning in school?

- Parents evenings will provide the opportunity to discuss the progress of all children
- Class teachers will invite parents/offer phone calls, with the support of the SENCO if appropriate, to discuss concerns as they arise and how parents/carers can help school to support their child.
- If either the Educational Psychologist or Inclusion Consultant has undertaken assessments then parents/carers are invited in for a meeting/offered a phone call to discuss their observations and their suggested strategies for support.

Review meetings will provide the opportunity to discuss, in depth, the progress of children with a support plan. This will determine whether what has been tried has worked and should continue for a while longer or whether something different needs to be tried.

Equal Opportunities

We adopt a policy of equal opportunities at Springwell Park. Our building complies with current legislation such as the Disability Discrimination Act and therefore children with physical/sensory needs are able to enjoy accessing the curriculum in our school. For children with physical/sensory needs, we will work closely with outside agencies to provide a robust access plan. Pupils with SEND are included in the life of the school as a whole with reasonable adjustments. This includes being encouraged to actively participate in all curriculum subjects, in the breakfast club and all after school activities. We work closely with outside agencies to support children with physical needs to ensure they are given opportunities to engage actively in PE sessions, whilst maintaining their safety. Risk assessments are carried out for activities outside the classroom and school trips and procedures are put in place to enable all children to participate.

Equipment and Facilities to support children with SEND

What does Springwell Park have in place to support children with SEND?

Access into school and within the building is on ground level. Our school is adapted to provide easy access for wheelchairs to toilet facilities for adults and pupils. We have a lift in school to allow full accessibility to our first-floor learning environments for all. Quiet

areas are available should pupils need this facility. Designated blue badge parking bays have been provided on our car park. Children requiring equipment due to impairment will be assessed on an individual basis with the support from outside agencies in order to gain the support that they require.

Our SENCO works very closely with Occupational Therapy to ensure the facilities and equipment we provide is purposeful and appropriate. We check the equipment regularly to ensure it is in full working order. If any problems are found we report this to OT straight away.

Full details of our access arrangements can be found on our school website:

<https://primarysite-prod-sorted.s3.amazonaws.com/springwell-park-community-primary-school/UploadedDocument/bae4c797-92d3-42b4-9f9b-74a180167d6b/springwell-park-accessibility-plan.pdf>

Pastoral Support

Our Pastoral Team at Springwell Park includes: Mrs Coyle, Sharon Murphy, Gail McCully and Mrs Sweeney. If you have any concerns about the Social, Emotional or Well-being of your child please contact one of the team.

What support will there be for my child's overall wellbeing?

Springwell Park offers a variety of pastoral support to improve our children's emotional and social development. This support includes:

- A shared ethos that views each child as an individual
- Vigilant staff, trained in Restorative Justice.
- Access to our Forest School programme.
- Support from our Learning Mentors who can support in many different ways, including circle time/therapy sessions, ELSA.
- The School Council to provide pupils with a voice.
- The provision of clubs to develop friendships and social interactions.
- Therapeutic interventions e.g. Meditation, Lego Therapy. These interventions are individually tailored to the needs of the child.
- An open-door policy for all children to be listened to including those with SEND.
- Pupil interviews with our Senior Leadership Team.

We have a Learning Mentor who supports children with a range of SEND needs, including specialist support for children with SEMH needs.

For children in care, we ensure their SEND needs are met. We have a particular duty in ensuring these children are given the appropriate support and care to help support their progress and engagement with learning. We attend review meetings with children's services and maintain a Personal Education Plan (PEP).

Staff Training and Specialist Expertise

How can I be sure that Springwell Park has the appropriate knowledge and expertise to support my child's needs? Our SENCOS have achieved the National Award for SENCO (NASENCO) and hold a National Professional Qualification for Leading Behaviour and Culture (NPQLBC). They attend local cluster group with other schools as well as attending SEND meetings arranged by the Local Authority on a regular basis.

Within Springwell Park members of our staff have received training related to SEND including:

- Supporting children with ASD and ADHD.
- Supporting children with Speech and Language difficulties
- Supporting children with Sensory Processing Differences
- Supporting children with Fine and Gross Motor difficulties
- Diabetes training
- Specific training for individual children to meet their medical needs
- Use of an epipen
- Dyscalculia
- NELI

In addition, Springwell Park liaises closely with a wide range of outside agencies including:

Health, Social care and CAMHS along with Local Authority support services securing additional specialist support as needed. Staff Continued Professional Development (CPD) ensures that class teachers are fully aware of the changes in SEND as a result of the new Code of Practice (2014) and that they will be able to ensure that the graduated approach is maintained, including the formulation of support plans, the effective deployment of teaching assistants, appropriate use of ICT for intervention and the effective monitoring of intervention programmes.

We work closely with our Inclusion Consultant and Educational Psychologist to provide the highest quality support, strategies and provision.

The Local Offer

What is the local offer?

The Local Offer provides clear and accessible information about the provision Sefton Council expects to be available locally for our children and young people from 0 to 25 who have special educational needs and/or disability (SEND).

Sefton Local Authority's offer can be found on their website here:

<https://www.seftondirectory.com/kb5/sefton/directory/localoffer.page?localofferchannel=0>

The Local Authority contact school to ensure all of our information for school is correct on the Local Offer page.

Concerns/ Complaints

Parents/carers are generally expected to speak to the child's class teacher as the first point of contact. Our SENCOs/Pastoral Team and SLT will then discuss any concerns raised and follow these up. Should the parents/carers feel the need for further information, they will be directed through the channels of the standard complaints procedure.