



SEND POLICY 2023 - 24

Approved: 11 March 2024

Review date: February 2025

AIM

To secure the best possible provision across the curriculum for all pupils with Special Educational Needs/Disabilities (SEND) in order to maximise their abilities and enable them to make good progress. Springfield recognises all its members as equal individuals and is committed to developing an inclusive and supportive learning environment that removes barriers to learning.

PRINCIPLES

1. All pupils are entitled to be treated fairly without discrimination in every aspect of school life.
2. All pupils are entitled to a broad and balanced curriculum, which is differentiated to ensure maximum progress.
3. The school is committed to enabling all pupils to achieve their potential and to prepare all pupils to access and enjoy the full range of life opportunities in the future.
4. Pupils with SEND are entitled to have their needs identified and assessed promptly.
5. Pupils with SEND are the shared responsibility of all staff. Staff are provided with appropriate support by the SENDCO, to ensure they have the knowledge and skills to work with all pupils, whatever their abilities, disabilities, or difficulties.
6. Pupils with SEND will be integrated fully into the educational and social life of the school.
7. Parents of pupils with SEND should be involved as partners in the education of their children. In accordance with the SEND Code of Practice the views of the child are sought and taken into account.
8. Staff will liaise and co-operate with colleagues in junior and other schools, Post 16 institutions and EBP South to ensure the smooth transition of pupils with special educational needs between different educational phases.
9. Staff will work with outside agencies such as Educational Psychologists and Teacher Advisers to provide the most effective support for the pupils.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS

According to the SEND Code of Practice a child has special educational needs if he or she has a learning difficulty which calls for special provision to be made for them at some time during their schooling. It establishes the 'categories' of need as being Education Health and Care Plans and SEN support and states it is helpful to see pupils' needs and requirements as falling within a number of broad areas:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and physical
- medical/disability

1. **MANAGEMENT AND RESPONSIBILITY FOR SEND**

The Governing Body has overall responsibility to review and monitor the effective delivery of the school's SEND policy. The SENDCO, with the support of the Headteacher and Governing Body, will manage and be responsible for the day to day provision made by the school for pupils with SEND and through the Curriculum Support Department.

The Head of School has line management responsibility for SEND/Curriculum Support. There is a designated Governor with specific responsibility for SEND.

2. **STAFFING**

See website for up-to-date information.

3. **ROLES AND RESPONSIBILITIES**

The Governing Body is responsible for:

- meeting its statutory responsibilities to secure appropriate provision for pupils with SEND
- reviewing annually the effective implementation of the SEND policy
- nominating a Governor with particular responsibility for SEND who will liaise with the Deputy Headteacher i/c SEND and the SENDCO

The SENDCO is responsible for:

- ensuring that relevant information pertaining to pupils with identified SEND is effectively maintained and accessible to all staff
- ensuring that children with an EHCP receive their specified level of support
- liaising with and advising teacher colleagues to support them in the discharge of their responsibilities to pupils with SEND, including Ordinarily Available Provision; disseminating good practice and latest information to departments
- ensuring LSAs understand their role in school and providing them with support and training
- liaising with external agencies
- liaising with parents
- liaising with feeder schools and post 16 institutions
- identifying and contributing to in-service training and staff development, including ITT
- advising Governors and liaising with the Governor with particular responsibility for SEND
- advising SLT and liaising with the Head of School with particular responsibility for SEND
- early identification systems and procedures
- evidence based practice – ie: we do this because there is data to prove it works
- overseeing staffing for pupils with SEND who have access arrangements for formal examinations
- liaising closely with Line Manager to ensure all relevant pupils' SEND is recognised and recorded accurately evaluating the impact of support and intervention received by pupils with identified SEND
- liaising regularly with each year group's Head of Achievement regarding the assessment of pupils' SEND needs, as appropriate; and the progress of pupils with SEND
- liaising with Heads of Achievement about reintegration plans for pupils with SEND following a period of exclusion or alternative provision

Heads of Achievement (supported by Pastoral Managers) are responsible for:

- referring pupils in need of additional support to SENDCO
- liaising regularly with the SENDCO regarding the assessment of pupils' SEND needs, as appropriate; and the progress of pupils with SEND
- following the Code of Practice and Ordinarily Available Provision protocols with SEND pupils
- keeping records of pupils with SEMH and ensuring their day to day wellbeing

- reviewing the progress of pupils with SEND with Heads of Department and the SENDCO via regular meetings
- ensuring that – in liaison with the SENDCO - Pastoral Support Plans, Risk Assessments and Reintegration Plans (exclusion) are in place for pupils with SEND, as appropriate

Heads of Department are responsible for:

- ensuring their Schemes of Work/departmental lesson plans show regard to the SEND policy
- disseminating information provided by the SENDCO
- monitoring the provision for and progress of pupils with SEND
- monitoring the provision for and progress of pupils identified by the reporting system
- alerting SENDCO and Exams Officer in good time of external assessments where SEND pupils are entitled to exam arrangements
- ensuring department input for Annual Reviews is provided to SENDCO in a timely fashion
- effective differentiation so that all pupils can access the curriculum at an appropriate level and make progress
- sharing and implementing SEN Support Plans

Subject teachers are responsible for:

- knowing the special educational needs of their pupils and effectively adapting their teaching for children with identified SEND and being aware of their student passports, SEN support plans and associated concessions in public examinations
- using this knowledge to inform planning and teaching, enabling them to help pupils work towards negotiated targets
- liaising with and providing the LSAs with clear lesson objectives and resources
- informing the SENDCO of any concerns/issues that they may have regarding a pupil's learning needs; for example, if there is evidence of a potential special education need
- contributing to the Ordinarily Available Provision for pupils with SEND
- following the staged approach of the Code of Practice for identifying pupils with SEND in their classes. These are:-

SEN support (K):

External agencies and curriculum support department provide specifically targeted support on a regular basis 'the delivery of the interventions recorded in the SEN support plan continues to be the responsibility of the **class teacher**'

Education Health Care Plan (E):

A pupil has specific needs which have been recognised by a team of professionals as needing targeted, long term funded support to enable progress to be made

4. **ADMISSION ARRANGEMENTS**

Springfield School has an admissions policy which meets the requirements of Portsmouth City Council Policy.

The Policy gives all pupils with SEN/D the same admission rights as any other pupil, with pupils who have an EHCP being allocated places in advance of their peer group.

Equality of Access

Springfield School recognises that equal provision for people with disabilities at school may require changes to practice and that the school is required to make reasonable adjustments to avoid putting disabled people at a substantial disadvantage.

5. **ALLOCATION OF RESOURCES**

At present Springfield School receives money for pupils with AEN, including SEND, via:

- the delegated budget using a national formula
- Discretionary 'top-up' with funding from LA to support pupils with an EHCP

The Curriculum Support Department bids for an annual allocation from the school budget for educational supplies to purchase resources, including diagnostic tools, and equipment for pupils with SEND.

A proportion of the School's delegated budget is used to allow some pupils with SEND to be taught in smaller groups and offered differentiated courses at KS4. Further funding from the school budget allows the SENDCO to have appropriate non-contact time for planning, administration and intervention work. The HLTAs work closely with the SENDCO on all aspects of the inclusion programme. In addition, a proportion of the School's delegated budget funds Pastoral Manager (and other key staff) capacity which contributes significantly to Ordinarily Available Provision and Wave 1 intervention of Quality First Teaching (as referenced in the school's Information Report).

6. **IDENTIFICATION, ASSESSMENT AND REVIEW PROCEDURES**

Close liaison with feeder schools ensures that the majority of pupils with SEND transferring to Springfield School will have been identified. Pupils are identified and coded as per Appendix 2.

With regard to the Code of Practice (see Appendix 1) the needs of all pupils with SEND are taken into consideration. The names of all pupils, those with a disability and Looked After Children are overseen by the SENDCO. This information is updated regularly. SEN Support Plans are available to all staff via a centralised system and all staff are regularly reminded to check for updated pupil information.

Pupils with SEND with identified additional needs in cognition and learning, communication and interaction, social, emotional and mental health and those with sensory and physical needs have their progress reviewed throughout the year via their Pupil Progress Reports, withdrawal groups records and other means of data collection. Pupils are helped to understand the purpose of intervention strategies and their agreed outcomes. Progress towards agreed short-term targets is celebrated and acknowledged.

All pupils at Springfield School are monitored through close liaison between the SENDCO, Heads of Achievement, Pastoral Managers, Tutors, Subject Teachers and the Curriculum Support Department to ensure that any difficulties affecting or impeding their learning are identified and dealt with quickly and effectively.

7. **ACCESS AND ENTITLEMENT**

Springfield School aims to provide all pupils with access to the full curriculum by differentiating the curriculum and providing support for pupils with SEND.

The SENDCO will ensure this aim is achievable by

- giving regard to and implementing the School's Teaching and Learning Procedures
- ensuring that all staff understand their responsibilities to plan work that is appropriate to their pupils' needs and given guidance on how to adapt their practice to meet the needs of all pupils in their class
- provision of in-class support for pupils with SEND where possible

- LSAs supporting pupils' learning by further explanation of concepts, reiterating tasks, helping in note taking and keeping pupils on task.
- individual or small group sessions for pupils whose literacy / numeracy skills are impeding their access to the curriculum. Withdrawal sessions are monitored to ensure continuity in curriculum areas and pupils are selected with the agreement of subject teachers and parents
- offering advice and support to staff via staff briefings and regular after school drop in sessions
- holding meetings of the Curriculum Support Department to provide an opportunity to focus on individual pupils' needs, at least once a term
- ICT is used by Curriculum Support Department where appropriate in withdrawal and general teaching
- all LSAs have a Chromebook to record pupil progress and as a teaching tool and resource kit
- assessing pupils whom parents or staff have identified as having dyslexic traits or literacy difficulties

8. **WITHDRAWAL SUPPORT**

Support groups are planned, organised and resourced for pupils with the specific needs of dyslexia, dyspraxia, speech and language difficulties, social skills and emotional/behavioural needs. Further support is given to develop reading and spelling attainment along with numeracy skills.

Some pupils who have been disapplied from English GCSE follow Functional Skills English and Maths Programmes which are planned and resourced by the SENDCO and HLTAs.

9. **LINKS WITH EXTERNAL SUPPORT SERVICES**

The School has service level agreements and/or receives advice and support from:

- the Educational Psychology Service
- the School Medical Officer and nurse
- EMAS - Ethnic Minority Achievement Service
- Specialist Teacher Advisers
- Careers Service/ITYSS Advisers
- Education Other Than At School
- Pupil Support Services
- CAMHS
- MABS
- Attendance Service
- The Portsmouth Down Syndrome Association
- Multiagency Safeguarding Hub (MASH)
- Early Help

The SENDCO, Heads of Achievement and Pastoral Managers are in contact with Social Care, Child and Family Guidance and a variety of voluntary and counselling services.

The responsibility for contacting support services is shared by the Head of School, SENDCO and the Heads of Achievement in liaison with each other and with parents.

10. **PARTNERSHIP WITH PARENTS**

Springfield School recognises the importance of close partnership with parents. The School's ethos is one which actively engenders and encourages parents of pupils with SEND to work closely with the school to meet their child's needs.

The SENDCO will:-

- write to parents of children identified as needing an SEN support plan/EHCP
- attend induction evening for new pupils and their parents
- attend parent consultation evenings as appropriate
- invite parents of pupils with an EHCP to give a written contribution and to attend the Annual Review Meeting
- inform parents before any referral to an outside service
- provide parents of SEN support pupils with the opportunity to discuss their child's ARR targets and progress at two annual Parents' Evenings
- host regular drop in sessions for KS2 parents to build early relationships

In addition, to make communication effective, the school will:

- recognise the personal and emotional investment of parents
- focus on children's strengths and achievements as well as needs
- ensure understanding of procedures
- respect the validity of different perspectives
- respect the needs parents themselves may have
- recognise the need for flexibility in timing and structure of meetings

11. **INTEGRATION**

Pupils with SEND are fully integrated within the school community. The ethos of the school actively encourages all pupils to participate in extra-curricular activities at lunch time and after school and assume roles of responsibility. At break and lunch times pupils socialise freely, but can also be supported and monitored by the Curriculum Support department when necessary. Many vulnerable and anxious students attend the lunch time sessions run by the department.

Sometimes a Risk Assessment might be undertaken and certain additional support put in place to ensure all pupils are safe and able to access the school, its curriculum and any relevant off-site opportunities.

12. **TRANSITION ARRANGEMENTS**

Feeder schools:

Meetings are arranged between the SENDCO, the Head of Achievement (Year 7) and Special Educational Needs Co-ordinator/Inclusion Manager of each feeder school in the summer term preceding transfer.

Arrangements are made at these meetings to transfer relevant documentation. Members of the Curriculum Support Team visit the feeder schools to meet pupils and class teachers. Vulnerable or nervous pupils are invited to visit Springfield prior to the induction days to make their transition less stressful. These 'Student Support Days' have proved effective in ensuring a smooth start in September. The effectiveness of these arrangements is constantly reviewed.

Post 16:

Planning for post 16 provision for pupils with an EHCP begins in Year 8 with the completion of the Careers Action Plan as part of the Annual Review process. This involves the EBP Service agency. This is updated annually. All pupils with SEND receive advice from the Careers Service. The SENDCO liaises with the Careers Service and Curriculum Support Departments of Further Educational establishments to provide relevant information for pupils with SEND to ensure continuing and appropriate support at Post 16. All pupils with SEND attend college taster days and go on a week-long work experience programme.

13. **MONITORING THE SEN/D POLICY**

Springfield School will evaluate its SEND policy by the following means:

- visits by the Designated Governor for SEND to monitor the work of the Curriculum Support Department
- participation in review work (internal and external)
- evidence of achieving the SEN targets set within the School's Education Recovery and Improvement Plan
- measuring improvement in numeracy/literacy levels of identified pupils with SEND
- reports and feedback from visits and inspections by L.A., Inspectors and link governors
- monitoring and tracking the progress of pupils with identified SEND
- random monitoring of differentiated approaches in all subject areas by the SENDCO via learning walks
- department review led by the line manager in accordance with the School's monitoring policy
- analysis of progress (outcome) data for students at SEN Support and EHCP

14. **STAFF DEVELOPMENT**

Springfield School is committed to and recognises the importance of CPD, including appraisal, for both teaching and non-teaching staff involved with pupils with SEND

The SENDCO, Lead TAs, HLTAs and LSAs will attend relevant courses to update their specialist knowledge.

CPD opportunities are available for staff to update their knowledge base by studying alongside SEND pupils entered for formal examinations, thus providing mentoring and positive role models.

Staff training also happens informally through day to day contact and formally through curriculum development work with subject teachers to ensure lesson objectives are appropriate to pupils' needs and that planning includes appropriate differentiation.

15. **COMPLAINTS PROCEDURES**

Any concerns should be discussed with the SENDCO initially. If the concern is not resolved to the satisfaction of either the parent or SENDCO it will be referred to the Head of School with responsibility for SEND. If you wish to raise your concern as a complaint, please see the school's Complaints Procedure.

This policy has been reviewed in light of the *Special educational needs and disability code of practice: 0 to 25 years – Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities* – DfE January 2015 (last updated 1 May 2015).

This policy should be read in conjunction with the Accessibility Plan, Medical Policy, Behaviour Policy and Safeguarding (Child Protection) Policy.

Springfield's Information Report can be downloaded from the school's website (documents section).

This policy to be reviewed annually.

This policy is compliant with the values of the Equality policy.



SEN/D POLICY: APPENDICES

Approved: March 2024

Review date: February 2025

APPENDIX 1 – CODE OF PRACTICE

SEN Support:

Despite individualised programme and/or concentrated support, difficulties continue.

The school must:

- consult with parents
- seek the support of external services if appropriate
- set out an SEN Support Plan

Statutory Assessment:

The LA consider the need for EHCPs. Parents are informed by LA in the Information Report of all the places in the city that can meet the needs of the pupil, both in mainstream schools and special schools

APPENDIX 2 – SEN/D CATEGORISATION

	SEN Support (K)	
Communication & Interaction	Educational Psychologist Early Help Assessment Exam concessions (reader, scribe, extra time, enlarged/coloured resources) Alternative education In class support for more than 15 hours 2 or more withdrawals Multi Agency Behavioural Support Service Child & Adolescent Mental Health Service	
Cognition & Learning	Educational Psychologist Early Help Assessment Exam concessions (reader, scribe, extra time, enlarged/coloured resources) Ethnic Minority Achievement Service report stating learning issues in first language 2 or more withdrawals Alternative education Portsmouth Down Syndrome Association	
Social, Emotional & Mental Health	<u>Emotional</u> Early Help Assessment Child in Need Plan Child & Adolescent Mental Health Service Alternative education at Harbour Medical, Trigger tuition Pupil Grouping Achievement Progress concerns affecting learning 2 or more Emotional Literacy Support Assistant withdrawals Multi Agency Behavioural Support Service Child Protection Plan	
	<u>Behavioural</u> Pastoral Support Plan Early Help Assessment Pupil Grouping Achievement Progress concerns affecting learning Multi Agency Behavioural Support Service Child & Adolescent Mental Health Service Child in Need Plan	Amended timetable Educational Psychologist Alternative education at Harbour, Near 2 School Extended work experience 3-5 Child Protection Plan

Sensory & Physical	Specialist Teacher Advisor Visual Impairment Specialist Teacher Advisor Hearing Impairment Specialist equipment/adaptations to environment Medical diagnosis/disability and Pupil Grouping Achievement Progress number of 3s affecting learning Alternative education at Harbour Medical, Trigger Tuition Exam concessions (reader, scribe, extra time, enlarged/coloured resources)	Reduced timetable Occupational Therapy Educational Psychologist
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GLOSSARY

AEN	-	Additional Educational Needs
BESD	-	Behavioural Emotional Social Difficulties
CAF	-	Common Assessment Framework
CAMHS	-	Child and Family Mental Health Support
CPD	-	Continuing Professional Development
EHCP	-	Education Health and Care Plan
ECM	-	Every Child Matters
EMAS	-	Ethnic Minority Achievement Service
EOTAS	-	Education other than at school
ICTAC	-	Information Communication Technology across the curriculum
IPP	-	Individual Pupil Progress
ISP	-	Inclusion Support Panel
ITYSS	-	Integrated Targeted Youth Support Service
LA	-	Local Authority
LSA	-	Learning Support Assistant
MABS	-	Multi Agency Behavioural Support
PCC	-	Portsmouth City Council
PGAP	-	Pupil Group Action Planning
SEBD	-	Social and Emotional Behavioural Difficulties
SEN/AEN	-	Special Educational Needs / Additional Educational Needs
SEN/D	-	Special Educational Needs/Disability
SENDSCO	-	Special Educational Needs and Disability Co-ordinator
SEMH	-	Social, Emotional and Mental Health
TA	-	Teaching Assistant
MASH	-	Multi Agency Safeguarding Hub
TAC	-	Team Around the Child
TAF	-	Team Around the Family
HLTA	-	Higher Level Teaching Assistant
HCP	-	Health Care Plan
PSP	-	Pupil Support Plan
EAA	-	Early Help Assessment



SPRINGFIELD SCHOOL



Springfield School SEN Information Report **For Special Educational Needs and Disabilities (SEND)**

Approved: March 2024
2025

Review date: February

Springfield wants all pupils from the local area to feel respected, valued and welcome at our community school, where they can thrive with their friends and peer group. We want to support all pupils, whatever their educational and personal challenges. The school's vision states that we aim to 'empower our students to maximise their potential and develop the skills they need to live independent and happy lives'. Our ethos is one of inclusion and community.

What is SEND Provision?

Special educational provision is educational or training provision that is additional to or different from that made generally available for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching. It may take the form of additional support internally or require involvement of specialist staff or support services that support the school.

Our aim is to secure the best possible provision across the curriculum for all pupils with Special Educational Needs/Disabilities (SEND) in order to maximise their abilities and enable them to make good progress.

Springfield recognises all its members as equal individuals and is committed to developing an inclusive and supportive learning environment that removes barriers to learning.

At Springfield we believe all pupils are entitled to be treated fairly without discrimination in every aspect of school life and are entitled to a broad and balanced curriculum, which is differentiated to ensure maximum progress.

We are committed to enabling all pupils to achieve their potential and to prepare all pupils to access and enjoy the full range of life opportunities in the future. Pupils with SEND are entitled to have their needs identified and assessed promptly. SEND pupils are the shared responsibility of all staff. Pupils with SEND will be integrated fully into the educational and social life of the school and parents will be involved as partners in the education of their children.

Staff will liaise with colleagues in junior and other secondary schools as well as post 16 institutions to ensure the smooth transition of pupils with special educational needs between different educational phases. Staff will work with outside agencies including Educational Psychologists and Teacher Advisers to provide the most effective support for the pupils.

Our School has a **Special Educational Needs/Disability Co-ordinator (SENDCO)** who is responsible for the management of provision of support for identified pupils with special educational needs and to coach and support teachers and other staff to enable them to provide appropriate **assessment** and focussed **provision** for children in their class with SEND.

The Governors of Springfield delegate a Governor with specific responsibility for SEND to liaise between the SENDCO, curriculum support department and the Governing Board.

Areas of Need

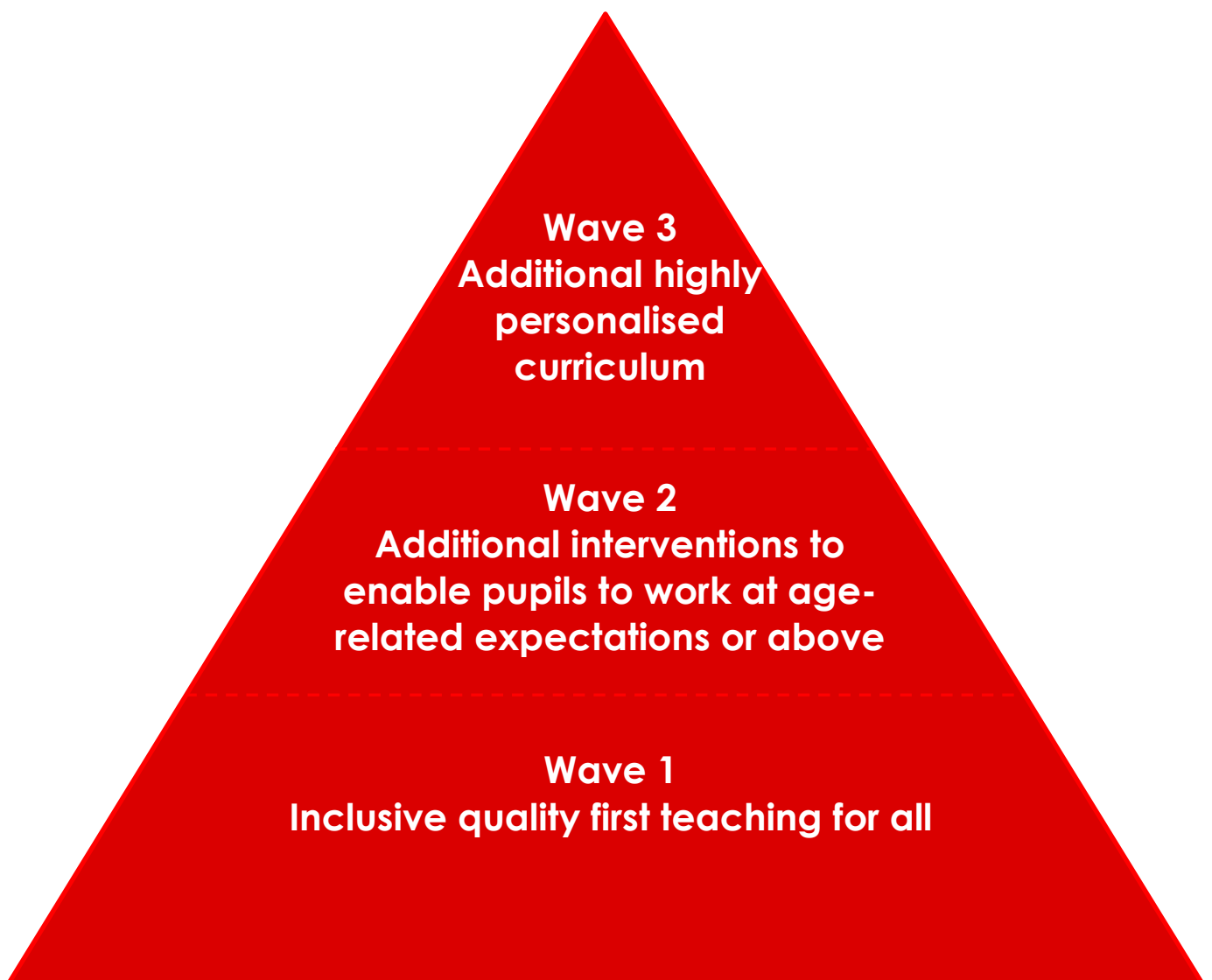
The 'Code of Practice' (June 2014) states that there are four main areas which cover Special Educational Needs.

Area of Special Educational Need	Relating to difficulties with:
Communication and Interaction	<p>Pupils may have a delay or disorder in one or more of the following areas:</p> <ul style="list-style-type: none"> • Attention / Interaction skills: May have difficulties ignoring distractions; Need reminders to keep attention; May need regular prompts to stay on task; May need individualised motivation in order to complete tasks; Difficulty attending in whole class environments; Interactions may will not always be appropriate; May have peer relationship difficulties; May not be able to initiate or maintain a conversation. • Understanding / Receptive Language: May need visual support to understand or process spoken language; May need augmented communication systems to avoid frequent misunderstandings; May need repetition of language and some basic language needs to be used to aid their understanding. • Speech / Expressive Language: May use simplified language and limited vocabulary; Ideas / conversations may be difficult to follow, with the need to request frequent clarification; Some immaturities in the speech sound system; Grammar / phonological awareness still fairly poor and therefore their literacy can be affected.
Cognition and Learning	<p>Pupils may have difficulties with the skills needed for effective learning such as use of:</p> <ul style="list-style-type: none"> • Language, memory and reasoning skills • Sequencing and organisational skills • An understanding of number • Problem-solving and concept development skills • Fine and gross motor skills <p>Pupils may have a specific learning disability such as Dyslexia, Dyscalculia, or Dyspraxia.</p>
Social, Mental and Emotional Health	<p>Pupils may have difficulties with social and emotional development which may lead to or stem from</p> <ul style="list-style-type: none"> • Social isolation • Behaviour difficulties • Attention difficulties (ADHD) • Anxiety and depression • Attachment disorders • Low self esteem • Issues with self-image
Sensory and/or Physical	<p>Pupils may have medical or genetic conditions that lead to difficulties with</p> <ul style="list-style-type: none"> • Specific medical conditions • Gross / fine motor skills • Visual / hearing impairment • Accessing the curriculum without adaptation • Physically accessing the building(s) or equipment • Over sensitivity to noise / smells / light / touch / taste • Toileting / self-care

Waves of Intervention

Throughout their time at Springfield, pupils may receive varying levels of support according to their changing needs and circumstances. The information in the table below is a guide to the 'typical' levels of provision as such levels of support and provision will vary across time for individual pupils in response to their individual needs.

Waves of Intervention Model



Waves of Intervention for Pupils with Communication and Interaction Needs

Wave 1 Interventions Whole School Approach (Quality First Teaching)	Wave 2 Interventions Targeted Support for Individuals or Small Groups	Wave 3 Interventions Highly Personalised Interventions for Individuals
<p>Includes:</p> <ul style="list-style-type: none"> • The effective inclusion of all pupils in high-quality everyday personalised teaching, tasks and assessments • Clear objectives that are shared with the children and returned to at the end of the lesson • Careful explanation of new vocabulary • Use of lively, interactive teaching styles which make maximum use of visual and kinaesthetic as well as auditory and verbal learning 	<p>Dependent on assessed need, the following small group interventions may be provided:</p> <ul style="list-style-type: none"> • A Group Education Plan to address specific areas of need • A social skills group • Speech and language group • Grouping arrangements to provide opportunities for peer support and awareness • Targeted intervention on vocabulary, comprehension and inference, sequencing and active listening skills 	<p>Dependent on assessed need, the following individual interventions may be provided:</p> <ul style="list-style-type: none"> • A SEN Support Plan which sets personal targets on a regular basis • An individual visual timetable • Social stories • Support from a Learning Support Assistant at points throughout the day • A specific programme written by the Speech and Language Therapy Service • Access to the curriculum supplemented by specific approaches which may have been suggested by outside agencies • Social skills withdrawal sessions and peer support both in class and at break times to facilitate social interaction

Waves of Intervention for Pupils with Cognition and Learning Needs

Wave 1 Interventions Whole School Approach (Quality First Teaching)	Wave 2 Interventions Targeted Support for Individuals or Small Groups	Wave 3 Interventions Specialised Interventions for those with Additional Needs
<p>Includes:</p> <ul style="list-style-type: none"> • The effective inclusion of all pupils in high-quality everyday personalised teaching, tasks and assessments • Clear objectives that are shared with the children and returned to at the end of the lesson • Careful explanation of new vocabulary • Use of lively, interactive teaching styles which make maximum use of visual and kinaesthetic as well as auditory/verbal learning 	<p>Dependent on assessed need, the following small group interventions may be provided:</p> <ul style="list-style-type: none"> • A Group Education Plan to address specific areas of need in reading, writing or numeracy • Additional guided group work with the teacher or Teaching Assistant • Additional time given for some activities • Regular additional support from an adult to support the pupil's thinking about how to approach a task or activity • Access to peer support learning • Arrangements made to support the use and delivery of approaches and materials for some pupils with Dyslexia 	<p>Dependent on assessed need, the following individual interventions may be provided:</p> <ul style="list-style-type: none"> • A SEN Support Plan which sets personal targets on a regular basis • Support from a Teaching Assistant / Learning Support Assistant at points throughout the day • Activities are broken down into smaller steps and presented visually for children to work through at their own pace • Withdrawal support by the SEND department • Access to specialist teaching and learning programmes which are multi-sensory and well-structured with opportunities for revision and consolidation of skills

Waves of Intervention for Pupils with Social, Emotional and Mental Health Needs

Wave 1 Interventions Whole School Approach (Quality First Teaching)	Wave 2 Interventions Targeted Support for Individuals or Small Groups	Wave 3 Interventions Specialised Interventions for those with Additional Needs
<p>Includes:</p> <ul style="list-style-type: none"> • The effective inclusion of all pupils in high-quality everyday personalised teaching, tasks and assessment • Clear objectives that are shared with the children and returned to at the end of the lesson • Careful explanation of new vocabulary • Use of lively, interactive teaching styles which make maximum use of visual and kinaesthetic as well as auditory/verbal learning • An awareness of difficulties noted and monitored by tutor/subject teachers • Clear boundaries and school wide system of rules, incentives and sanctions with consistent and fair application 	<p>Dependent on assessed need, the following small group interventions may be provided:</p> <ul style="list-style-type: none"> • A social skills group • Careful grouping to ensure positive outcomes and avoid clashes • Regular additional support from an adult to support children's thinking about how to approach a task or activity and to minimise anxiety • An enhanced level of pastoral support may compliment established pastoral arrangements 	<p>Dependent on assessed need, the following individual interventions may be provided:</p> <ul style="list-style-type: none"> • A SEN Support Plan which sets personal targets on a regular basis • Social stories • Specific intervention outlined by MABS (Multi Agency Behaviour Service) and CAMHS (Child and Adolescent Mental Health Service) • A Pastoral Support Plan which outlines the proactive and reactive interventions used in school and considers the risks for the child, other children and adults involved • Support from a Teaching Assistant/Higher Level Teaching Assistant/Learning Support Assistant at points throughout the day • Multi agency Team Around the Child (TAC)/Team Around the Family (TAF) meetings to agree effective intervention from all agencies involved with the family • Liaison with pastoral staff to manage day to day support • Swift identification of 'hidden' learning needs that may contribute to presenting behaviour issues

Waves of Intervention for Pupils with Sensory or Physical Needs

Wave 1 Interventions Whole School Approach (Quality First Teaching)	Wave 2 Interventions Targeted Support for Individuals or Small Groups	Wave 3 Interventions Specialised Interventions for those with Additional Needs
<p>Includes:</p> <ul style="list-style-type: none"> • The effective inclusion of all pupils in high-quality everyday personalised teaching, tasks and assessment • Clear objectives that are shared with the children and returned to at the end of the lesson • Careful explanation of new vocabulary • Use of lively, interactive teaching styles which make maximum use of visual and kinaesthetic as well as auditory/verbal learning • Differentiation may be required to take account of slower and pace in performing some tasks • School implements/reviews accessibility plan regularly • Careful consideration given to the position of the student in the classroom to allow for maximum independence of movement/access to resources and environment 	<p>Dependent on assessed need, the following small group interventions may be provided:</p> <ul style="list-style-type: none"> • Additional guided group work with the teacher or Teaching Assistant • Additional time given for some activities • Handwriting practice • Intervention aimed to help students with specific targets linked to independence and self-help – keeping withdrawal from class to a minimum • Curriculum differentiation and a degree of support to reflect individual needs (e.g. PE and practical activities) • Support with physical aids 	<p>Dependent on assessed need, the following individual interventions may be provided:</p> <ul style="list-style-type: none"> • A SEN Support Plan which sets personal targets on a regular basis • Support from a Teaching Assistant / Learning Support Assistant at points throughout the day • Changes to the environment may be adapted on the advice of a Physiotherapist, Occupational Therapist or Children's Rehabilitation Officer • Regular visits by specialist teacher advisors • Differentiation techniques widely used to provide all access to practical activities

Frequently Asked Questions

Please click on a question to reveal the answer

- [How does Springfield know if pupils need extra help?](#)
- [What should I do if I think my child has SEND?](#)
- [How will staff support my child?](#)
- [How will the curriculum be matched to my child's needs?](#)
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How does Springfield know if children need extra help?

Children may be identified as having SEND through a variety of ways including the following:-

- Liaison with Junior school/previous school
- Child performing below age expected level
- Concerns raised by parent and/or teacher and pupil
- Through termly Pupil Progress Meetings held between the tutors, SENDCO, Heads of Achievement and Heads of Departments
- Concerns raised by tutor - for example, behaviour or self-esteem - is affecting performance or that learning needs are having a negative impact on behaviour
- Liaison with external agencies e.g. physical issues supported by Occupational Therapist or Children's Rehabilitation officer
- Health diagnosis through paediatrician/doctor

As a school we measure pupils' progress in learning against national expectations and age related expectations.

The school continually assesses each pupil and notes areas where they are improving and where further support is needed. As a school, we regularly track pupils' progress from entry in Year 7 through to Year 11, using a variety of different methods. Progress is reported to parents three times each year.

Pupils who are not making expected progress are identified through our review meetings with the Tutors, SENDCO, Heads of Achievement and Heads of Departments at Pupil Group Action Planning (PGAP) meetings. In this meeting a discussion takes place about why individual pupils are experiencing difficulty and what further support can be given to aid their progression.

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What should I do if I think my child has SEND?

Talk to us - firstly, contact your child's Tutor. If you require more information, contact our SENDCO or your child's Head of Achievement. We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to be the same with us.

We are always happy to meet with parents of Year 5 and 6 pupils if you want to discuss your child's needs. Please contact us to make an appointment.

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How will staff support my child?

Springfield School supports all pupils and staff and aims to be flexible in adapting different ways of working. Our SENDCO oversees all support and progress of any pupil requiring additional support across the school. Individual subject teachers will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made. There may be a Teaching Assistant (TA) or Learning Support Assistant (LSA) working with your child either individually or as part of a group, if this is assessed as necessary by the SENDCO.

Some pupils might be offered a 6 week block of intensive support in a specific area, e.g. phonics, basic numeracy or expressive language in place of a non-core lesson. If this is the case, you will be updated on the progress made and the impact of this intervention.

Head of Departments monitor and review progress of SEND within their subject area and liaise with SENDCO re individual pupils. There is also discussion between parents, Governors and SENDCO as to the level of support required and how to best utilise resources.

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How will the curriculum be matched to my child's needs?

All work within class is pitched at an appropriate level so that all children are able to access it according to their specific needs. Typically, this might mean that in a lesson there may be different levels of work set for children. In addition to this, adult support is targeted towards the children who need it most. The benefit of this type of differentiation is that all children can access a lesson and learn and make progress at their individual level.

As pupils progress through school, they may be offered some courses to sit alongside their GCSEs such as ASDAN, Functional Skills and Entry Level qualifications. We also offer extended work experience to some pupils in Year 10 and 11, or bespoke courses at local colleges.

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How will we know if support/strategies have had an impact?

There are several systems in school which check to ensure that interventions and additional help are effective. Firstly, all teachers regularly review data and pupils who are not making the expected progress are identified, discussed and supported. Additionally, at the onset of a Group Intervention or additional support group, an assessment is made of where the child is in the areas in which goals have been set. After 4-6 weeks when the goals are reviewed, the child is reassessed and their progress and remaining gaps noted. Pupils also assess how much they have achieved in these interventions.

Pupils are tracked via the Year Offices and SEND Register, whereby Heads of Achievement, Pastoral Managers, Core Heads of Department and the SENDCO analyse progress made by each pupil at regular meetings and assess the impact of support. We also review the targets of pupils who have an SEN Support Plan and ensure they are being met. We check the child is making progress academically against national/age expected levels and if the gap is narrowing i.e. whether they are catching up with their peers or reaching expected age levels.

Feedback from the teachers, parents and pupil is gathered. Children will move off the SEND Register when they have made sufficient progress.

We also regularly monitor pupils' Reading Ages using 'Accelerated Reader', a programme Year 7 and 8 follow which Tutors and English teachers review to monitor progress.

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How will I know how my child is doing and how will you help me support my child's learning?

Parents receive a progress report three times a year which details expected GCSE grades, progress towards these, homework and attitude. Individual subject teachers will meet with parents once a year to discuss your child's needs, support and progress at the Parents' Evening. For further information, the SENDCO and Heads of Achievement are available to discuss available support in more detail. You are welcome to make an appointment at any other times to meet with Tutors, subject teachers or SENDCO to discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home. We believe that your child's education should be a partnership between parents, teachers and the child. Therefore, we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.

- Pupils on the SEND register have a half termly meeting with a member of the SEND team to chat about school, their progress, worries and friendships – these communication logs feed into the SEN Support Plans.
- Your child may have an SEN Support Plan or Pastoral Support Plan in place and therefore the targets set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets with the expectation that the child will achieve the target by the time it is reviewed
- If your child has complex SEND he/she may have an EHCP (Educational Health Care Plan) which means that a formal Annual Review will take place to discuss your child's progress and a report will be written. This can also be done at a six monthly interim review if changes to circumstances occur or concerns arise.

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How will my child be able to contribute their views?

We value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the School Council which has representatives from each class.

Children who have SEN Support Plans discuss and review their targets with their LSA. If your child has an EHCP their views will be sought before review meetings.

For pupils with social, emotional, mental health issues (SEMH) regular opportunities are provided for pupils to discuss planned intervention and its impact. They might be offered the opportunity to work with our Pastoral Managers on issues around anxiety, anger, sadness or self-belief.

All pupils who have an SEN Support Plan will meet regularly with a member of the SEND team to discuss their progress and this links into their SEN support plan to which parents are also invited to contribute to.

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What support is there for my child's overall well-being?

We are an inclusive school; we welcome and celebrate diversity. All staff believe that self-esteem is crucial to pupils' well-being. We have a caring, understanding team of teachers and support staff looking after our children. The Tutor should be the first point of contact as they should have up to date knowledge of the needs of all tutees. If further support is required, the Tutor liaises with the SENDCO and Year Office for further advice and support. This may involve working alongside outside agencies such as Health and Social Care, and/or the Behavioural Support Team. Pastoral Managers are attached to each Year Office to provide daily support and advice. They do not have a teaching role, so might be able to respond more quickly to your queries than your child's tutor.

The school has a procedure regarding the administration and managing of medication on the school site. Parents need to contact the School Nurse if medication is required to ensure a child's good health i.e. medicine for conditions such as asthma and diabetes. In such cases, a Health Care Plan (HCP) will be put in place - overseen by the School Nurse.

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What specialist services and expertise are available or accessed by Springfield?

As a school we work closely with any external agencies that we feel are relevant to individual pupils' needs within our school including: - Behaviour Intervention (Multi Agency Behaviour Support or Child and Adolescent Mental Health Service (MABS/CAMHS)); Health including – GPs, School Nurse, paediatricians, Speech and Language Therapists; Occupational Therapists; Social Services including Social Workers and Educational Psychologists.

Should your child require any form of involvement with an outside agency then the school would immediately inform you and obtain permission from parents to pursue any kind of professional intervention (however, this might not be the case if concerns are regarding child protection issues).

We also have a Pastoral Manager in each Year Group and individual members of staff who have had specific training in emotional first aid, self-harm, ADHD and dyslexia. The SEND department has a HLTA (Higher Level Teaching Assistant) with a specific focus on SEMH needs in addition to a Lead TA with a responsibility for inclusion.

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What training have staff had?

As a staff team we have regular training and updates of SEND needs, medication use and resources/interventions available for our pupils in order to ensure all staff are able to manage pupils accordingly.

LSAs have regularly updated training on the four broad areas of SEND.

Appropriate members of the SEND team and classroom based staff have received de-escalation training. The Senior Leadership Team, Pastoral Managers and other designated staff have received appropriate training in physical interventions/restraints.

All staff receive safeguarding training in line with Portsmouth City Council recommendations.

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What are the Governors' responsibilities?

The Governing Body regularly reviews its statutory responsibilities to secure appropriate provision for pupils with SEND.

One of the Governors is responsible for SEND and meets regularly with the SENDCO. The SENDCO provides reports to the Governors to keep them informed. The Senior Leadership Team agree priorities for spending the SEND budget with the overall aim that all pupils receive the support they need in order to make progress.

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How will my child be included in activities outside of the curriculum (i.e. trips)?

All pupils are included in all aspects of the school curriculum and we aim for all pupils to be included on school trips. We will complete a risk assessment to enable us to provide the necessary support and thus ensure everyone's health and safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

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How accessible is the school environment?

Resource and access needs may be assessed by an Occupational Therapist and/or a Physiotherapist in order for us to ensure ease of access and safety for all.

We have adapted the premises for visually impaired pupils. The site is regularly visited and reviewed. We have two wheelchair accessible rooms in the Science block, and a number of disabled toilets, however the corridors remain narrow and we do not have appropriate spaces to install lifts.

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How will Springfield prepare and support my child to join the school and then transfer to college?

We encourage all new pupils and parents to visit the school prior to starting when they will be shown around the school and any queries can be addressed. For children with SEND we would encourage further visits to assist with their acclimatisation to the new surroundings. Parents of pupils in Year 5 and 6 are invited to attend open evening held during the autumn term.

- We may need to write a 'Social Story' to ease the transition for pupils with high anxiety and communication difficulties
- School/parents may also feel the need to arrange several transition meetings/sessions between the schools in order to alleviate pupil concerns
- A student support day and other sessions are in place for some of the most vulnerable pupils

We liaise closely with staff when receiving and transferring children to different schools/colleges ensuring all relevant paperwork is passed on and all needs are discussed and understood. If your child has complex needs, then an Educational Health Care Plan review may be used at a transition meeting during which we will invite staff from both schools and colleges to attend.

Prior to college placements, all pupils will have careers guidance sessions. 'Moving on' plans and transition advice is provided by our Careers Advice Worker. The pupils will have college taster day visits and additional sessions will be provided if required. The SENDCO will liaise closely with colleges regarding post-16 provision and is happy to facilitate meetings between parents, pupils and college staff to ease transition and allay worries and anxieties.

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How are resources allocated and matched to pupil's

SEND?

We ensure that the needs of all pupils who have Special Educational Needs and Disabilities are met to the best of the school's ability with the funds available. We have a team of LSAs who are funded from the SEND budget and deliver programmes designed to meet group and individual pupils' needs. Resources are allocated on a needs basis. The pupils who have the most complex needs are given the most support, often involving LSAs, and this will be prioritised in the event of staff absence. Funding is also used to ensure there are enough teachers to keep class sizes small so that pupils with SEND can be taught in groups no larger than 20.

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How is the decision made about what type and how much support my child will receive?

Tutors, Heads of Achievement, Heads of Departments, Senior Leadership Team and the SENDCO will discuss the child's needs and what support would be appropriate. Different pupils will require different levels of support in order to bridge the gap to achieve age expected levels. This will be through on-going discussions with parents.

In the case of children with an Educational Health Care Plan, the level of support and individual targets are laid out within the document. During the year, the Year Offices and SENDCO will work together to review provision and ensure it is being provided. There is a formal review of each EHCP at the Annual Review where the targets are discussed with the local authority, specialist advisors and parents.

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What support is there for improving behaviour, attendance and avoiding exclusion?

As a school we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils. Pupils have embraced the house system and enjoy working hard for house points. If a pupil has behavioural difficulties a Pastoral Support Plan (PSP) is written at a meeting with the pupil and parents to identify the specific issues, put relevant support in place and set targets. The Year Offices have experience of creating individual behaviour plans which are always created with parents and pupils following a PGAP meeting.

TAC/TAF meetings are held and Early Help Assessments are put in place when required. Attendance of every pupil is monitored on a daily basis by our Welfare/Attendance Assistant. We also have a Pastoral Manager with responsibility for supporting families with attendance. The Head of Achievement also has oversight of attendance and medical concerns and reports to the Deputy Headteacher. Lateness and absence are recorded and reported upon. Good attendance is actively encouraged throughout the school and rewarded on a yearly basis.

Our Pastoral Managers provide support and advice to pupils and parents when attendance becomes a problem.

Our Higher Level Teaching Assistants with responsibility for behaviour run two separate sessions in our 3pm to 5pm provision.

B04: Focuses on improving behaviour and attitude towards learning with a view to reintegrating back into mainstream school.

B03: Supports severely absent pupils to improve their attendance and reintegrate back into mainstream school.

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Who can I contact for further information?

Your first point of contact would be your child's Tutor to raise any queries or concerns. You could also arrange to meet the SENDCO or your child's relevant Head of Achievement.

You may also want to look at the SEND Policy available on our website. Finally, for external support and advice, you may also consider contacting [Portsmouth SEND Information, Advice and Support Service \(SENDIASS\)](#) the SEN team at [Portsmouth City Council](#) (PCC). Our SENDCO can provide contact details for these organisations or see [Portsmouth Local Offer](#).

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Who's who?

SENDCO – Mr Dennett

Works closely with all staff in school, pupils with SEND, parents/carers, outside agencies and colleagues throughout the City. He has the responsibility of co-ordinating the provision made for individual children with: Special Educational Needs, Social and Emotional Needs and Children Looked After. Support is available through:

- Giving advice on issues related to Special Educational Needs and Social and Emotional difficulties.
- Meeting with parents to discuss any concerns they may have about their child's development or learning difficulties
- Assessment of individual pupils to identify need
- Referrals may be made to a range of other professionals such as Educational Psychologist, Speech and Language Therapists and Specialist Teacher Advisors

Nurse - Mrs W Evans

Works closely with all staff in school, parents/carers and a range of outside agencies throughout the city to support all pupils' health and medical needs within school. This support includes:

- Being able to meet with parents/carers to discuss their concerns within a confidential environment
- Making sure that staff are updated and when necessary receive training and or advice from relevant health professionals to meet a pupil's individual needs
- Administering medication including asthma inhalers or train staff to do so
- Providing written care plans for pupils with more complex medical needs

TAs - Teaching Assistants

Work in lessons with targeted pupils for a short term input under the direction of the Head of Department.

HLTA – Higher Level Teaching Assistants

Withdrawing pupils for planned, targeted support and resources interventions for pupils identified by the SENDCO and senior leadership team.

LSAs - Learning Support Assistants

Support pupils in class or in small groups, under the direction of the class teacher or SENDCO.

Mentors

Volunteers who come into school to act as 'critical friends' to students who need advice on a range of issues.

MABSS - Multi Agency Behaviour Support Service

MABS provides outreach support to develop pupils' social and emotional skills.

CAMHS - Child and Adolescent Mental Health Service

CAMHS provide specialist support for pupils with emotional, behavioural and mental health difficulties.

DOSC - Designated Officer for Safeguarding Children (Child Protection)

DOSC is the first point of contact for staff to go to for advice if they are concerned about a child.

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Annual Review Pupil Comment:

"I'm remembering to get things ready at night. I'm making real progress with my organisation"

Year 8 Pupil

Annual Review Parent Comment:

"My son is able to attend school without any fear or concern which allows him to make progress"

Year 11 Parent

Annual Review Pupil Comment:

"I know there is a lot of pressure on us to do well at school. However, the teachers do a really good job at hiding it and helping us through, making it as less stressful as possible"

Year 11 Pupil

Annual Review Parent Comment:

"My daughter has improved so much that her confidence is shown in all areas"

Year 8 Parent



What Pupils
and Parents
Say...

Parent Comment:

"We were happy to be invited to take part in the co-production of the policy"

Year 9 Parent

Withdrawal Pupil Comment:

"I think that my writing is getting better"

Year 7 Pupil

Withdrawal Pupil Comment:

"I am proud of how I learnt to develop my ideas and improve my work with punctuation"

Year 9 Pupil

Withdrawal Pupil Comment:

"I think it's good when I get taken out for extra English as I make lots of improvement and get lots of help. This helps me make progress in the lessons"

Year 8 Pupil

Governor Comment:

"It was helpful to work with staff and parents to ensure we do what we say we will"

SEND Governor