



Springfield Primary School

SEND Information Report / School's contribution to the local offer:

Name of School:	Springfield Primary School
Address:	Dudley Road Rowley Regis West Midlands B65 8JY
Telephone:	0121 559 1333
Email:	enquiry@springfield.sandwell.sch.uk
Head Teacher:	Alison Bhardwaj
Special Educational Needs Co-ordinator:	Alice McMahon
Age Range:	EYFS – KS2 (3-11 years)
Last OFSTED Inspection:	26 th & 27 th February 2024
Outcome of inspection:	Good
Number of pupils with Special Educational Needs:	166(37.98%)
Number of children receiving additional support:	<p>Total on SEN register: 166 pupils – 37.98% National Average 19.5%</p> <p>High needs funding (EHCP or EYFS intervention funding): 5 (plus 7 pending) EHCP and 8 EYFS 12.48% National Average 5.30%</p>

1. What kind of special Educational Needs provision is accessible for children at Springfield Primary School?

Springfield Primary school is a fully inclusive school, which ensures that all pupils achieve their potential, in all areas of the curriculum. We strive to educate our pupils personally, socially and emotionally at the same time as academically. This is regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational need.

Pupils with an EHCP are considered vulnerable and are provided with individualised learning appropriate to their statutory provision as in their EHCP. These EHCP's are monitored regularly by SENCO.

2. How do we identify children who may have a Special Educational Need or Disability (SEND)?

Children entering our nursery and reception classes are screened using the WELLCOMM language assessment and Development Matters baselining. Children new to other areas of the school usually arrive with assessment information from their previous school. White Rose (Mathematics) and Rising Stars (reading) assessments are usually used termly in years 1 to 6. Pupil progress meetings and discussions are held termly from which we track and identify children who are not making expected progress. During these discussions, if pupils are identified as having a SEND need, parents will be consulted, appropriate interventions or programmes of support will be put into place, implemented and monitored termly. At Springfield we use a Graduated Approach, as identified in the SEND Code of Practice. We use this as a cycle of 'Assess, Plan, Do, Review'. Children's needs are identified, a plan is created to help support a child with their identified needs, the plan is shared with parents and staff (children where appropriate) and finally reviewed to assess whether the new intervention or strategy is successful.

3. What provision is made for children with SEND; with or without an Educational Health Care Plan (EHCP), in respect of:

a) How is the intervention or support monitored regarding effectiveness?

Those children identified as benefiting from intervention / support are monitored against the progress they are making; this is usually at termly pupil progress meetings. Individual targets are set and teachers review progress against them weekly; if no progress is made after 3 weeks, teachers alert the SENCO and targets are reviewed and adjusted. Our tracking system is used to track individual progress over time and to identify effective interventions / support. For pupils working substantially below expectations, Sandwell's Skills Ladders are used to track progress. Interventions are monitored by the SENCO termly for delivery and effectiveness.

What are the school's arrangements for assessing and reviewing progress of children with SEND?

We use a range of assessment tools at Springfield, to include:

- Wellcomm
- Phonic Screening
- Boxhall Profile
- Strengths and developments questionnaires
- Sandwell Skills Ladders
- Springfield social and emotional tracker
- White Rose Mathematics
- Rising Stars Reading

We also have regular Inclusion meetings. Here the team of staff will discuss SEND children with the SENCO. This will include discussing the child's area of need and their barriers to learning, what

provisions and strategies have already been tried (and the impact) and what the plan will be moving forward. Children who are not on the SEND Register will also be discussed during these meetings, and allow teachers and the SENCO to track their progress and make informed decisions as to whether a child could possibly benefit from being on the register.

b) What is the school's approach to teaching children with SEND?

We are a fully inclusive school, which ensures that all pupils achieve their full potential, this may be through differentiation in class, withdrawal for small group work, or through 1 to 1 teaching both in and outside of the classroom.

c) How does the school adapt the curriculum and learning environment for children with SEND?

The curriculum and teaching sequences are adapted to meet the needs of the individual. Teachers plan with support staff for the withdrawal for interventions and individual targets are fed back into the classroom in order to maximize the intervention potential. The school takes all reasonable steps to modify / adapt the learning environment to meet the needs of the individual child.

d) What additional support is available for children with SEND?

The school provides various interventions / support that meet the needs of the pupils. All staff have access to regular CPD opportunities within SEND support. Children who may require higher levels of support have access to specialist assessment from Inclusion Support staff.

What support is available for ensuring the emotional and social development of pupils with SEND?

We follow Sandwell's Social Emotional and Mental Health Curriculum from year 1 to year 6. In addition to this we employ a learning mentor and family support worker. We also provide targeted small group interventions in the following areas:

- Behaviour
- Anxiety
- Friendships
- Self Esteem

Our PHSE curriculum covers the following 5 strands:

- Self-awareness
- Motivation
- Managing feelings
- Empathy
- Social skills

4. Who is the named SEND contact?

Mrs. A. McMahon SENCO

SEND link Governor: Miss Nicola Booker

5. What specific expertise is available to children with SEND?

We are supported by a team of experts from Sandwell's Inclusion Support Service. They are:

- Stephanie Holden - Educational Psychologist (E.P.)
- Hayley Taylor – Special Educational Needs Advisory Support Teacher – Learning (SENAT-L)
- Sarah Messenger – Special Educational Needs Advisory Support Teacher – Social Emotional and Mental Health (SENAT-SEMH)

We can also access, through Inclusion Support, very specialist services as and when we need them, these include:

- SEN Advisory Teachers for Specific Learning Difficulties.
- Preventing Primary Exclusions Team.
- SEN Advisory Teachers for Complex Communication Disorders.
- Sensory Support Service (Hearing and Visual impairment).
- Early Year's Inclusion Support Team.

For Occupational Therapy, Speech and Language Therapy, Physiotherapy and CAMHS, we are supported by a team of experts, who are deployed to work with our school staff, once parents have made a referral to the service.

School has an experienced SENCO who supports and works with staff to ensure that knowledge and understanding of needs is addressed and staff know how to adapt the provision accordingly to the individual need of each child. We also have a team of dedicated LSP's and LSA's, who are trained to deliver interventions and support as and where required.

6. What specialist equipment and facilities are there for children with SEND?

All children are taught within the mainstream classroom wherever possible. We also have seven separate "learning bays" where children receive intervention. The rooms are fully resourced to meet the needs of pupils whether withdrawn for group or 1:1 intervention. Some pupils require working aids or equipment such as writing slopes, specialist pens, physiotherapy balls etc.; these are purchased by the school on an individual basis on the recommendation of outside agencies.

7. What arrangements are there for consulting and involving parents of children with SEND?

Parents are actively encouraged to be partners in their child's education through; informal discussions, telephone contact, progress reviews, yearly written reports and termly parent's meetings. In addition to this, parents of SEND pupils will have termly meetings or telephone calls from the SENCO.

8. What are the arrangements for consulting children with SEND about, and involving them in their education?

All children, regardless of SEND, are made aware of their next steps. Children who have additional needs all have targets which are shared, discussed and worked upon with the members of staff who are providing the additional support.

9. What are the arrangements for parents of children with SEND who may wish to complain about the provision?

Parents who wish to complain are strongly encouraged to initially speak to the class teacher regarding their complaint. If the issue cannot be resolved, or the complaint is regarding the class teacher, the parents should speak to the SENCO. If the issue cannot be resolved at this level or the complaint is regarding the SENCO, parents should speak to the Head Teacher. If the issue cannot be resolved at this level, or the complaint is regarding the Head Teacher, parents will be directed to the school's complaints procedure, which is available on our school website.

10. How does the school / governing body involve health, social services, LA support Services, and others in meeting the needs of children with SEND and supporting their families?

In order to meet the individual needs of a child, the school will work with and seek advice from an outside team of experts from Inclusion Support – Sandwell's SEND Support Service. They are:

- Stephanie Holden - Educational Psychologist (E.P.)
- Hayley Taylor – Special Educational Needs Advisory Support Teacher – Learning (SENAT-L)
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We will also access Inclusion Support for their specialist services, as and when required, which are:

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If necessary, with parental consent, we can make a referral to the following services:

- School Health Advisory Team.
- Early Help Team.

11. What are the contact details of support services for the parents of children with SEND, including those for arrangements made in clause 32*?

Inclusion Support	0121 569 2777
Speech and Language	0121 612 2345
Occupational Therapy	0121 612 2345
Physiotherapy	0121 612 2345

Special Educational Needs Service

0121 569 8240

Sandwell SEND Information, Advice and Support Service (SENDIASS)

0121 289 2566

12. What are the school's arrangements for supporting children with SEND in transferring between phases of education?

- Consultation with parents or carers in how we can best meet the emotional needs of the child.
- Consultation with teaching staff, support staff and other lead professionals as to how we can best support the academic, medical and social needs of the child.
- Opportunities for the child and parent to have supported visits to the new establishment.

13. Where is the Local Authority's Local Offer published?

Please click on the link below to access the Sandwell Local Offer.

[Sandwell Local Offer | Family Information Service Hub](#)

14. Where do I find more information for parents?

Please click on the link below to access information published by Sandwell Council.

[Childcare for children with special educational needs and disabilities | Family Information Service Hub \(sandwell.gov.uk\)](#)