

Springwood Infant and Junior School Federation

TOGETHER WE LEARN, TOGETHER WE GROW



Special Educational Needs and Disabilities (SEND) Information Report

Statutory element (Special educational needs and disability code of practice: 0 to 25 years, para.6.79-6.83)

Approved By: **Governing Body**

Effective Date: **March 2025**

Review By: **March 2026**

Stay Safe

Treat Others How You Wish to be Treated

Try Your Best and be Proud



At Springwood Federation, our shared vision is to develop independent, self-regulated and confident children who are well prepared for the next stages of their education. All staff, children, parents/carers and governors aim to value and respect each other whilst nurturing a love of learning.

Our school values have been adopted by the school community of children, parents/carers, teachers and governors and we seek to uphold them at all times:

- 1.) ***Stay Safe***
- 2.) ***Treat others how you wish to be treated***
- 3.) ***Try your best and be proud.***

Rationale

The Federation of Springwood Infant and Junior School are inclusive mainstream schools. We work within the framework of the [Special educational needs and disability code of practice: 0 to 25 years](#)

The SEND code of practice: 0 to 25 years, states: *All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential.*

This should enable them to:

- *achieve their best*
- *become confident individuals living fulfilling lives, and*
- *make a successful transition into adulthood, whether into employment, further or higher education or training*

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1.) Aims

Our SEND Policy and SEND information report aim to communicate how we ensure students with SEND (Special Educational Needs and/or Disabilities):

- Are identified as early as possible.
- Are educated, wherever possible, in an inclusive environment, accessing their entitlement to a broad, balanced curriculum as an active member of a community of peers (those with and without SEND)
- Feel valued as individuals and develop positive self-esteem
- Have high expectations for themselves
- Are included in discussions, when appropriate, with staff and their parents/carers regarding decisions about their provision and education
- Receive provision (which is additional to, or different from, that which is available to all students) personalised to their needs, through effective and efficient use of all available and appropriate resources
- Make the best possible progress and have their progress tracked and regularly evaluated, to inform planning and provision

2.) Legislation and guidance

This Information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for children with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCos) and the SEND Information Report

3.) Definitions

A child has SEND if they have a learning difficulty, significant delay in development, mental health issue, neurological condition or disability which calls for special educational provision to be made for them.

An example of the above:

- A significantly greater difficulty in learning than the majority of the others of the same age
- A significant delay in development which results in the child functioning below age-related expectations despite intervention e.g. for speech, language and communication.
- A mental health issue which impacts on their daily functioning and impairs their engagement in everyday routines and experiences
- A neurological condition (diagnosed or undiagnosed)
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational provision which is additional to, or different from, that provided generally for children of the same age by mainstream schools.

There are four categories of Special Educational Needs identified by the Department for Education as stipulated in the SEND Code of Practice:

1. Communication and Interaction (C&I)
2. Cognition and Learning (C&L)
3. Social, Emotional and Mental Health (SEMH)
4. Sensory and/or Physical (S&P)

If a child has SEND, then his/her needs are categorised into one or more of these headings.

4.) Roles and Responsibilities

The Executive Headteacher will:

- Have overall responsibility for the provision and progress of learners with SEND and/or a disability
- Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision within the school

The SEND governor will:

- Help to raise awareness of SEND issues at governing body meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing body regarding this
- Work with the Executive Headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school
- Consult the Local Authority and the governing bodies of other schools, when it is necessary or desirable in the interests of coordinated special educational provision in the area as a whole
- Ensure parents/carers are notified of a decision by the school that their child has special educational needs and/or a disability
- Report on how the school's SEND policy is being implemented and how resources are allocated
- Ensure that the SEND Code of Practice is followed.

The SENDCo will:

- Work with the Headteacher and SEND Governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual children with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents/carers, and other agencies to ensure that children with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the schools' delegated budgets and other resources to meet children's needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services

- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all children with SEND up to date
- Regularly attend the Local Authority's SENDCo network meetings and Hampshire Educational Psychologist SENDCo circles to enable awareness of current issues and initiatives locally and nationally, in addition to the sharing of best practice.

Each class teacher is responsible for:

- The progress and development of every child in their class (including where children receive support from HLTAs/TAs)
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each child's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

Our Higher-Level Teaching Assistants (HLTAs) and Teaching Assistants (TAs) are line managed by the SENDCo and deployed according to the needs of the school (refer to our Teaching and Learning policy for more information).

SENDCo contact details:

Springwood Federation Special Educational Needs and Disabilities Coordinator (SENDCo): Charlotte Stevenson

Contact details: c.stevenson@springwood.hants.sch.uk

Springwood Infant and Junior School

023 92262078 or 023 92258011

5.) Special Educational Needs and Disabilities that are provided for:

Our school has provided/provides additional and/or different provision for a range of needs, including, but not limited to:

- Communication and interaction e.g. speech and language disorders and delays, Autism Spectrum Conditions, mutism etc.
- Cognition and learning including neurodivergent conditions e.g. dyslexia, dyscalculia, dyspraxia, ASC and ADHD etc., issues with memory/attention/processing
- Social, emotional and mental health difficulties e.g. anxiety, attachment disorders, trauma and ACES (Adverse Childhood Experiences)
- Sensory and/or physical needs e.g. processing difficulties, physical disabilities, significant medical conditions which require Health Care Plans and significant additional adult intervention

6.) Identifying children with SEND and assessing their needs

At Springwood, we strive for good progress of all our children. We recognise that children progress at different rates from each other and during different stages of their development.

Therefore, special educational needs and disabilities are identified in a range of ways including:

- liaison with parents/carers
- liaison with previous setting or external agencies e.g. Portage, paediatricians, Speech and Language Therapists, Physiotherapists etc.
- concerns raised by the teacher following monitoring, assessment and analysis of progress e.g. if progress is significantly slower than that of their peers starting from the same baseline, if it fails to match or better the child's previous rate of progress or if it fails to reduce the attainment gap between the child and the age related expectation etc.
- concerns raised by the teacher following monitoring, assessment and analysis of presentation e.g. significant anxiety, use of behaviour as a communication of need, signs of an eating disorder or self-harm etc.
- specific assessments e.g. screening test for being at risk for Dyslexia (DEST screen), checklists from Solent NHS Therapies, Strength and Difficulties questionnaire etc.

The teacher and SENDCO consider information regarding the child's presentation and progress, alongside national data and expectations. Where appropriate, interventions will be implemented in attempts to resolve the difficulties being experienced by the child. Qualitative and quantitative data will be considered to inform our decision to place a child on the SEND register.

We understand that a number of variables impact on progress and attainment but do not necessarily highlight a special educational need and/or disability. Slow progress and low attainment will not automatically result in a child being identified as having SEND.

When deciding whether special educational provision is required, we will consider the intended outcomes, including the expected progress and attainment in addition to the views of the child and their parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our universal offer, or whether further personalisation is required.

7.) Consulting and involving children and parents/carers

Conversations with children and parents/carers will ensure:

- we will notify parents/carers when a child will be added to the SEND register
- we will share our understanding of the child's areas of strength and difficulty
- We will capture the child's perspectives regarding what is important to them, supportive provision and what they perceive to be barriers
- we take into account the parents/carers' concerns
- everyone understands the agreed outcomes sought for the child
- everyone is clear on what the next steps are

- notes of these discussions will be added to the child's records

At Springwood, we regularly review every child's progress. Additionally, every child is encouraged to be involved with the self-assessment of their learning and progress so they can be proud of their efforts and achievements.

Progress information is shared with parents/carers in a variety of ways:

- via text notifications
- through informal conversations with teachers (either in person or via phone)
- via termly opportunity for SEND phone reviews with the class teacher
- in SENDCo review meetings (either in person or via phone)
- during parent/teacher consultations (either in person or via phone)
- through open mornings/events/parent workshops
- in written reports (details about whether a child's achievements are in line with, above or below age expectations, are included in the reports)
- through Annual Review meetings and process (either in person or virtually)
- whilst completing external agency referrals or when in receipt of external agency assessments and reports
- in Celebration assemblies

Open mornings and workshops are planned to help parents/carers appreciate the learning that their child engages in at school, so they are better able to support their child's learning at home. Additionally, the schools provide written advice about how to support their child's home learning through the website.

8.) Assessing and reviewing children's progress towards outcomes

All children are entitled to a broad and balanced curriculum. Springwood aims for teaching and learning environments and learning journeys to be fully inclusive. The majority of children will have their needs met through normal classroom arrangements and appropriate differentiation. High quality teaching, personalised for individual children, is the first step in responding to children with SEND. All provision and progress is regularly reviewed and modified to meet need as part of the Assess, Plan, Do, Review cycle of the Graduated Approach.

When highly personalised learning is required to support significant SEND needs, the class teacher (alongside SENCO if appropriate) will carry out an analysis of the child's needs. The assessment will be reviewed regularly and may draw upon:

- The teacher's assessment and experience of the child
- Their previous progress and attainment or behaviour
- Previous teachers' assessments, where relevant
- The child's development in comparison to their peers and age-related expectations
- The views and experience of parents/carers
- The child's own views
- Advice from external support services, if relevant

All teachers and support staff who work with the child will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches required. We

will regularly review the effectiveness of the support and interventions and their impact on the child's progress.

Criteria for exiting the SEND register:

Children's needs may change over time and provision must reflect this. Therefore, after a period of sustained progress following successful interventions, if a child's progress is sufficient to place him/her in line with age-related expectations, the need for additional provision is removed. Ongoing tracking of progress will highlight any concerns. With the approval of parents/carers, a child may be removed from the register if consistent and appropriate progress is evident and maintained.

9.) Supporting children moving between phases and preparing for adulthood

Our staff liaise closely with past and present staff when receiving and transitioning children between schools, ensuring that all relevant paperwork is transferred, and all needs are discussed and understood.

Transitioning to Springwood:

Our youngest children are offered a home visit, and observations of children are made at the preschool they attend.

Admission for a child with SEND (without an EHCP) is no different to any other child that we would welcome to Springwood Federation. However, it must be noted that the design of our school has been assessed by the Local Authority and deemed not easily accessible for children in wheelchairs due to its split-level structure and sloping site. For more information, please refer to our schools' Admission Policy or our Accessibility Strategy. Furthermore, the infant school site is open plan.

Every child is encouraged to visit our schools prior to starting so they can begin to familiarise themselves with the setting. Children are offered a pre-visit to the school prior to admissions. For children with SEND, we would encourage additional visits to assist with their familiarisation with the new surroundings. Furthermore, it may be appropriate for a child with SEND to begin attending Springwood on a phased transition: this is where daily attendance builds up to full-time attendance over an agreed period of time.

Further support can be provided for children with SEND who are likely to find transition between Key Stages or schools, problematic. These can include photographs of their new surroundings and information about key people they will have relationships with, for example their new class teacher.

Transitioning to a secondary placement at the end of Key Stage 2:

The Springwood teaching team meets with staff from secondary schools to discuss strengths and needs of individual children. All children with SEND will have at least one induction session at their new school. If further opportunities are required, the SENDCo will liaise with the secondary school regarding a more personalised package. Specific induction programmes may

include meeting new staff, taking part in activities with some of their future peers, becoming accustomed to the school site and joining in with 'taster' lessons.

10.) Our approach to teaching children with SEND

All Springwood staff are committed to providing support for children with SEND.

Teachers are responsible and accountable for the progress and development of all the children in their class.

High-quality teaching is our first step in responding to children who have SEND. We will also provide the following interventions when appropriate:

- An 'I do, we do, you do' approach that uses modelling
- Interleaved learning and overlearning of key skills and knowledge
- Metacognitive approaches
- Small group guided work specifically to address misconceptions
- Pre-teaching sessions e.g. key vocabulary, context or skill
- Mini teaches with the teacher, HLTA or TA regarding activities or learning (if it is different to the rest of the class e.g. peers working at Age Related Expectations)
- Informal interventions to revisit, rehearse and apply information when over learning is required due to poor retention
- Iceberg model informed Individual Behaviour Management Plans. Devised from behaviour analysis, alongside personalised risk assessments and with the intention to understand communication behind behaviour (using PBS recommendations and trauma informed practice)
- Personalisation including - Safe spaces, 'Now and Next' Boards, Visual Timetables, sand timers, etc
- Sensory supports e.g. noise cancelling headphones, chew toys, tactile materials, lights and bubbles
- Phonics Whole School approach using ELS Phonics Programme
- Spelling interventions
- Informal Reading, Phonics and Inference interventions
- Fine or Gross motor skills interventions
- Maths interventions for times tables recall improving number facts, accuracy in arithmetic
- Maths interventions based on dyscalculia screening assessments including the use of scaffolds e.g. Numicon for children to build their understanding of number and a CPA (Concrete, Pictorial, Abstract) approach
- Regular practise, strategies and activities recommended by external agencies e.g. SALT - often using Solent NHS Therapies Trust resources, Communication Trust resources etc
- Specifically designed interventions e.g. Physiotherapist programmes
- 1:1 adult support (if stipulated in EHCP documentation or required due to presentation of need)

11.) Adaptations to the curriculum and learning environment

The special educational needs and disabilities coordinator (SENDCo) and class teachers work in partnership to ensure that lessons and the learning environment reflect individual needs. This may be with support and recommendations made by external agencies. Such learning experiences may be led by a class teacher or member of the support staff and may be on a whole class, group or a one-to-one basis. All class teachers plan differentiated learning opportunities so that all children are able to access the curriculum at a level appropriate to their needs.

We make the following adaptations to ensure all children's needs are met:

- Differentiating our curriculum to ensure all children are able to access the learning, for example, through text level, number range, task design, grouping, level of support, teaching style, content of the lesson, pre-teaching opportunities etc.
- Adapting our resources and staffing as appropriate/required
- Using recommended scaffolds and support, such as laptops, coloured overlays, visual timetables, larger font, recording devices, emotion/communication cards, co/self-regulation strategies, Have a go sheets, Now/Next etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, opportunities for overlearning (the repeated practising of newly acquired skills, or rehearsal of information, which can greatly increase longer term recall), setting of alternative activities or scaffolds as temporary support structures to help a child access learning or complete a task, provision of specially targeted texts and resources at specific reading ages, visual, concrete/'hands-on' or 'real life' activities, provision of additional/specific apparatus or materials, the promotion of self-reflection etc.
- Providing 'Safe Spaces' for children who find it difficult to regulate in the mainstream classroom e.g. tents, areas with soft furnishings, furniture dens etc.
- Use of continuous provision throughout KS1 and 2 as appropriate for children working at a EYFS/Y1 level to apply their learning independently
- Access arrangements for external standardised testing
- The school also works alongside occupational health service, physiotherapy team and special teacher advisory service to provide a number of resources to support children if they have physical needs or impairments.

If it is assessed that a formal intervention is required and the staffing is available, it is reviewed at appropriate stages to evaluate the impact. All interventions require the collection of specific data before, during and after the intervention. This information is used to evaluate progress and inform further provision/ adaptations to teachers' planning.

The class teacher and any support staff involved with the child, work in partnership to plan and review lessons. They review, evaluate and revise the impact of any additional support/interventions regularly, to ensure each child is making sufficient progress and that their learning and behavioural needs are being met. The teacher will consult the SENDCo when a particular intervention is deemed not to be effective for a child. The SENDCo will work with parents/carers, teachers and the child to collaboratively decide what the next steps should be.

Teachers are observed by senior leaders and line managers as part of the schools' monitoring and Performance Management systems. The deployment of Teaching Assistants (TAs) in the lesson and the progress of children with SEND, are part of the Teaching Standards against which the quality of teaching is measured.

The assessment and review of a child's progress is conducted through regular Pupil Progress Meetings held between class teachers and the Senior Leadership Team. Analysis of the current level and progress of children not making expected progress, is shared and evaluated with the Senior Leadership Team during these meetings. This is reported to the Full Governing Body, whilst maintaining the anonymity of all children.

The Special Educational Needs Coordinator (SENDCo) is responsible for regularly analysing the effectiveness of support for SEND across the schools. The SENDCo reports to the Senior Leadership Team and at least annually, to the Governing Body.

12.) Additional support for learning

We have 22 teaching assistants (including 3 HLTAs - Higher Level Teaching Assistants) who are trained to work under the direction of the teaching team.

Teaching assistants may provide, whole class, group or 1:1 support for children as appropriate. An EHCP may stipulate the requirement for 1:1 support. Currently 18 out of our 19 teaching assistants are assigned 1:1 or 1:2 for children with EHCPs (or pending EHCPs).

We work with numerous external agencies to provide support for children with SEND.

13.) Expertise and training of staff

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all our children, staff are provided with appropriate training.

The name of the SENDCo at Springwood Schools is Mrs Charlotte Stevenson. Mrs Stevenson has over 9 years' experience in this role and has worked at Springwood for over 18 years. The SENDCo is fully qualified and has completed the PGCiPP:NASEN National accreditation for SENDCos. The SENDCo's part time hours are allocated across the infant and junior schools in her roles as:

- one of the two Deputy Headteachers
- SENDCo
- Deputy Designated Safeguarding Lead

Mrs Stephanie Hescott-Lawrence is the Assistant SENDCo and has completed her National SENDCo accreditation. Mrs Hescott-Lawrence is responsible for the leadership and management of Speech and Language and DEST screening across the Federation in addition to contributing to RHP (reduced hours provision) reviews and parent meetings.

At Springwood, a system of continuous professional development (CPD) is in place with teachers, teaching assistants and other members of staff engaging in courses, INSET day training, twilights, webinars and workshops. An appropriate proportion of all CPD opportunities are regarding identifying, supporting and monitoring children with Special Educational Needs.

When a need is identified for more specific understanding in a particular area of SEND, the Senior Leadership Team and SENDCo organise appropriate training and, if appropriate, the dissemination of that knowledge through Professional Development Meetings (PDMs).

Some information about our ongoing staff training:

- SEND training forms part of the continuing professional development of all teachers, HLTAs, TAs and wider staff. It is organised in accordance with the needs of the children. All staff are made aware of the needs of new children joining the school. This may require training from specialist agencies or consultants, as well as from the SENDCo or other staff with relevant expertise.
- All teachers and support staff undertake induction when taking up a post and where appropriate this includes a meeting with the SENDCO to explain the systems and structures in place around the schools' SEND provision and practice. The needs of specific individual children will also be discussed.
- The school's SENDCO regularly attend the LAs SENDCO network meetings in order to keep up to date with local and national updates in SEND.
- The school requests outreach support from specialist teachers based at Primary Behaviour Support centre (Robins Oak), Riverside Special School or Waterloo School in Waterloo.
- Children can attend school part-time in order to also attend other settings, for example to support children with SEND who communicate need through their dysregulated behaviour. In our locality, this is the Robin's Oak Centre. As part of this process, identified members of Springwood staff attend the setting at points when the child is in attendance, to observe practice.
- Teaching staff have had CPD regarding the use of LA SEND Toolkits in reading, writing and maths
- Staff have received training on self and co-regulation with Attachment disorders, ACES and Trauma informed practice from PBS professionals
- We have an Emotional Literacy Support Assistant (ELSA) who has been trained by, and receives regular supervisory support from, Hampshire Educational Psychology Service.
- Higher-level teaching assistants (HLTAs) have experience and training in planning, delivering and assessing whole class teaching in addition to interventions.
- Staff supporting children with epilepsy have received appropriate training from health professionals.
- The Specialist Teacher Advisory Service have trained staff in the delivery of Clicker intervention/provision.
- The Occupational therapy team have trained staff working with some children with physical conditions regarding the delivery of their personalised programmes.
- The schools sometimes work with other local schools to share training opportunities including INSET days and use of outside experts.
- Teachers are observed by the Senior Leadership Team and governors to consistently monitor and improve the quality of teaching and learning. CPD, opportunities to observe others and use of mentors can be utilised when appropriate.
- We work closely with appropriate external agencies to meet individual children's needs within our school. These include but are not limited to the Primary Behaviour Support team; health organisations (GPs, school nurses, clinical psychologists, paediatricians, speech and language therapists; occupational therapists) social services, Education Inclusion Team, Portage and Educational Psychologists.

- The Senior Leadership Team and SENDCo meet regularly to review the training, guidance and advice that staff across the school need, to ensure they meet the additional learning requirements of our children.

The schools have qualified full First Aiders and specifically trained Paediatric First Aiders. They are qualified to treat minor incidents in school and would liaise with emergency services in the unlikely event of a more serious incident.

14.) Securing equipment and facilities

The school liaises with external agencies e.g. Occupational therapists and Special Teacher Advisors who assess children and advise/supply appropriate equipment where required. Staff liaise with the SENDCo if there is an identified need for a particular resource to support a child.

15.) Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for children with SEND by:

- At Springwood, we have developed SEND Assessment Profiles. The documents capture child voice, areas of need and agencies involved along with any other key characteristics which need to be taken into consideration. At key milestones, teachers use these documents to capture assessment. The year group at which the child is working within age -related expectations for, is tracked in each of the strands of the three core subjects.
- SEND progress reviews at least termly
- Child conferencing and questionnaires
- Monitoring by the SENDCo and other leaders (English, Mathematics, Pupil Premium and Speech and Language Leaders will also monitor a sample of books from children with SEND)
- Using PPR evidence and tracking documents as appropriate to measure finer points of progress
- Holding annual reviews for children with EHC plans

16.) Enabling children with SEND to engage in activities available to those in the school who do not have SEND

- All of our school visits are offered to all our children. Personalised risk assessments are completed for children who may find this difficult so that risk can be reduced and we can attempt to ensure provision is appropriate. Where their attendance is deemed too high risk (or a parent requests the child does not attend), an appropriate alternative is offered.
- All children are encouraged to go on our residential trips although due to limited availability, places are sometimes allocated on a 'first come, first serve' basis. Personalised risk assessments are completed for children who may find trips/offsite visits difficult so that risk can be reduced and we can attempt to ensure provision is appropriate.
- All children are encouraged to take part in sports day/school productions/visiting workshops unless their participation is assessed as being detrimental to their wellbeing

or health. This decision would be made alongside the parents/carers and the child, as appropriate.

Disabled access is possible to all areas of the schools at ground level via the main entrance/exit doors, but access to some areas necessitates leaving and re-entering the school by the external doors. Access to the upper resource area and staffroom is not possible (although this is rarely accessed by children). Our joint site is not deemed accessible by the Local Authority.

We have no separate changing facilities for children with specific medical needs. We have disabled parking bays in the car park.

Our current school population does not reflect the national distribution of SEND across all categories.

We contact occupational therapists to determine if specialist equipment is suggested for individuals with specific needs.

If a child were to join the school and his/her physical needs were to require additional consideration, a reassessment of the site and a review of the appropriate policies would be completed. We would draw on the Children and Families Act 2014 alongside other regulations and guidance to best enable their integration.

17.) Support for improving emotional and social development

We provide support for children to improve their emotional and social development.

The schools' offer to children details support including the following options:

- Regular updates and signposting to resources and guidance
- Non-judgmental listeners
- A curriculum and ethos which promote confidence, curiosity and positivity
- A PSHE curriculum and additional assemblies/informal chats regarding wellbeing e.g. strategies to improve/maintain good mental health (use of social media, sleep hygiene, exercise, routines, helpful resources etc)
- Trickbox teaching and resources
- A safe space
- Possible referral to ELSA sessions
- Wellbeing chats, and other regular 1:1 'check ins'
- Home visits (e.g. if school refusal)
- Temporary supportive measures e.g. reduction in timetable, flexible start times, reduction in home learning expectations
- Adaptations to lunchtime arrangements e.g. facilitated play, picnics with friends/key adult etc.
- Personalised learning and behaviour plans including Iceberg informed IMBPs and an understanding that behaviour is a communication of need
- Subtle monitoring, check ins and scaffolds of support
- Multi-agency working including initial level of anonymous advice seeking (EP helpline, PBS consultations etc.)
- Referral to appropriate agencies for support and guidance
- Bespoke bereavement support/referral to a bereavement service

- Possible referral to school commissioned Play Therapist

Additionally, we consistently strive to:

- ensure that the schools' high expectations for attendance is maintained
- ensure that vulnerable children are listened to in a safe environment
- ensure children using behaviour as a communication of need, understand some key strategies to co- and self-regulate and/or key adults to go to for support
- work with PBS to minimise the need to suspend children from school.

We have a zero-tolerance approach to bullying. For more information, please refer to our Anti-Bullying policy available on the schools' website and our Social Media policy.

We liaise with the School Nurses, Occupational Therapists and Community Paediatricians as well as other health professionals, whenever necessary to ensure the safety and comfort of our children. For more information, please refer to the schools' 'Supporting Pupils with Medical Conditions' policy.

18.) Working with other agencies

The school involves other organisations, including health and social care agencies, local authority support services and voluntary sector organisations, in meeting children's needs and supporting their families. The following is a non-exhaustive list of external agencies the school collaborates with in attempts to meet the needs of our children:

- Educational Psychology Service
- Speech and Language Therapy Services
- CAMHS (Child and Adolescent Mental Health Service)
- Mental Health and Support Team
- Occupational Therapy Service
- Specialist Teacher Advisory Service
- Primary Behaviour Support Team
- Specialist Schools e.g. Riverside School and The Waterloo School.
- Hearing Impairment Team
- Portage
- The Education Inclusion Team
- LICO (Legal Intervention Court Officers)
- Barnardo's Parenting Services
- School Nurses
- Family Support Service
- Social Workers
- The SEND Team
- Physiotherapists
- Paediatricians
- Alternative Education Providers e.g. Fresh Air Learning, Player Ready
- 1:1 Online Tutors
- Hampshire Youth Access
- Young Carers

- Bereavement Support Groups
- Chestnut Tree House and other hospices
- Continence nurses

19.) Complaints about SEND provision

If a parent wishes to make a complaint, they should initially contact the child's class teacher who will attempt to resolve the matter quickly and informally. The necessary people will be contacted to respond and hopefully, resolve concerns.

For some issues, a member of the senior leadership team may become involved, this could include the Headteacher. The person dealing with the concern ensures that the parent is clear what action (if any) or monitoring of the situation has been agreed, putting this in writing if appropriate.

Where no satisfactory solution has been found, parents/carers are asked if they wish their concern to be considered further. If so, they are given clear information, both orally and in writing, about how to make a formal complaint.

When a formal complaint is made to the Headteacher, it will be acknowledged in writing within 5 working days. Alternatively, complaints can be made to the Chair of Governors. For more information, please refer to the schools' complaints procedures, a copy of which is available on the schools' website.

The parents/carers of children with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their child(ren). They can make a claim about alleged discrimination regarding:

- Suspensions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

20.) Contact details of support services for parents/carers of children with SEND

Springwood Federation works closely with a range of agencies to meet a child's needs and support his/her parents/carers and family. We have worked with various professionals, agencies and support groups to enable parents/carers to access numerous parenting workshops and information sessions.

We source support for parents/carers at their request or encourage them to speak to support agencies like SENDIASS: [Hampshire SENDIASS | Impartial SEND Advice & Support](#)

Hampshire Local Offer is an information service. The website has been co-produced with parents/carers, professionals and young people. The site is a bank of information about Services and Support for children and young people with Special Educational Needs and disability aged 0-25. Information will be added regularly and there are tools to personalise your 'book' so that you can add pages of information that are important to you. [Family Information and Services Hub | Hampshire's Local Offer for Special Educational Needs and / or Disabilities \(hants.gov.uk\)](#)

Additionally, the school liaises with and can refer parents/carers to the following agencies for information and support:

- IPSEA (Independent Parental Special Education Advice): <http://www.ipsea.org.uk/>
- The National Autistic Society Hampshire Branch: [NAS South Hampshire Branch home \(shantsnas.org.uk\)](http://shantsnas.org.uk)
- Hampshire Dyslexia: [Dyslexia Support | Hampshire Dyslexia Association \(hantsda.org.uk\)](http://hantsda.org.uk)
- Equality Act 2010: Advice for schools DfE Feb 2013 [Equality Act 2010: advice for schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- SEND Code of Practice
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

21.) Contact details for raising concerns

Springwood Federation of Schools
Springwood Avenue
Waterlooville
PO7 8ED
023 92262078 or 023 92258011
adminoffice@springwood.hants.sch.uk

22.) The local authority local offer

- Our contribution to the local offer is:
<https://fish.hants.gov.uk/kb5/hampshire/directory/service.page?id=gzmmhT2n4f0&familychannel=0>
- Our local authority's local offer is published here:
<https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>

23.) Monitoring arrangements

This policy will be reviewed by SENDCo, Charlotte Stevenson annually. It will also be updated if any changes to the information are made during the year. It will be approved by the Governing Body.

24.) Links with other policies and documents

This policy should be read in conjunction with the following policies, which are available on the schools' website (<https://www.springwoodfederation.co.uk/policies/>) or by request to the schools' administration teams:

- Accessibility Plan
- Admission Policy which is in line with the Hampshire County Council Guidelines
- Anti-bullying Policy
- Behaviour Policy
- Child Protection Policy (and Covid19 Addendum)
- Complaints Policy
- Equalities Policy
- First Aid Policy

- *GDPR Policy*
- *Safeguarding Policy*
- *Social Media Policy*
- *Supporting Childs with Medical Conditions*
- *Teaching and Learning Policy*