

# Welcome to the Special Educational Needs and Disability section.

My name is Mrs Kate Condliffe and I am the SENDco at Springhead Primary School alongside SEND specialist support assistant -Mrs Woodcock.

Please contact me on either 01782 973845 or through email: [staff11@springhead.staffs.sch.uk](mailto:staff11@springhead.staffs.sch.uk)

This information report will begin to answer some of the questions that you may have around your child's learning needs. Please do not hesitate to contact your child's class teacher to discuss your concerns.

# SEND information Report

**We believe,**

All children and young people are entitled to an education that enables them to make progress so that they:

- have their needs identified as early as possible
- have their needs met
- have access to the whole creative and varied curriculum
- make good progress
- have both their and their parents' views taken into account
- are included fully in our school community
- make a successful transition to secondary school

| Question:                                                                                                                                 | School Response                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <p><b>May 2020</b></p> <p><b>What arrangements are there for my child with an EHC plan during the school closure due to COVID-19?</b></p> | <p>Following the closure of schools from the 23<sup>rd</sup> March 2020 Government guidelines stated:</p> <p><i>Those with an EHC plan should be risk-assessed by their school in consultation with the local authority (LA) and parents, to decide whether they need to continue to be offered a school or college place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain at home.</i></p> <p>Springhead is open for children who have an education health and care (EHC) plan following a risk assessment where it is determined that their needs can be as safely met in the educational environment. In order to ensure that our pupils with EHC plans are supported, we have continued to consult families about whether or not their child should attend school.</p> |
| <p><b>What will it be like if I choose for my child with an EHC plan to return to school?</b></p>                                         | <p><u>What groups will my child be taught in?</u></p> <ul style="list-style-type: none"> <li>• Groups of children will be split into 'bubbles' which will have in them a maximum of 15 children who will work with specified staff.</li> <li>• The children and staff will not move across or mix with other 'bubbles' unless staff illness forces staff to.</li> <li>• These 'bubbles' may have mixed age ranges in them, depending on which children return to school.</li> <li>• If the class that your child is in does not return they will be in a 'bubble' of keyworker children unless it is more appropriate that they work in a different year group.</li> </ul>                                                                                                                                                                                                                                                                                                                               |

- The children will learn, play, eat, arrive and depart from school in their 'bubbles'.
- Drop-off and collection times for the children may vary depending on which 'bubble' your child is in.
- Once your child starts, we will require children that are attending school, to attend full time.

#### What will learning be like for my child?

- It is important to note the school will not be providing a full curriculum, we will be providing care for the children and incorporating education provision and a range of activities, but this will NOT be fully in line with their EHC provision.
- Learning will focus on personal, social and emotional well-being to help children to understand the situation, cope with their feelings, and get to know the new groups of teachers and children they will be working with. We recognise that children will be anxious and will do our best to alleviate their worries.
- Learning will focus on the basics of reading, phonics, writing and number.
- Children will have access to activities linked to the outcomes on their Education Health Care Plans.
- Children will have access to visual supports such as visual timetables, now and next cards or task cards.
- Children will have access to resources such as coloured overlays, ear defenders and sensory boxes.
- Due to staffing capacity, other provisions will not be possible at this time.
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## How can I support my child's learning at home?

If you feel it would be too high risk to send your child to school because they, or someone else in your family, is at particularly high risk, there is of course no requirement to send your child in.

We have ensured that the expectations for work being done at home is understood and that pupils can access the work being set by staff so that outcomes within the EHC plan can be worked towards at home. If a child has an identified SEND (EHCP or SEND Support), the class teacher will take account of their needs when planning for and providing work to be completed at home. This may include:

- ICT programmes such as NESSY, Education City, TT Rockstars
- suggesting different ways in which children can present their work
- giving more detailed instructions;
- providing parents with suggestions to make tasks more practical in nature;
- reading books and reading comprehension at their reading level
- providing alternative work which is targeted at their level of need where they may not ordinarily access curriculum subjects at age expected levels.

As a school we are undertaking weekly check ins to ensure that pupils outcomes are kept at the forefront and that their emotional needs are being met. Work set by class teachers takes in to account the needs of the pupils and is open-ended in nature to allow pupils to engage with and further their own learning.

Class teachers will send work for individual SEND children relating to the outcomes on their EHCP or SEND support plans.

Parents may require our support at this time and the class emails or office phone number is available so that you can still contact your child's usual class teacher.

A member of staff will contact you regularly by phone or email to check your

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|                                                                                       | child is accessing work and see if you need any help or advice.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Is it compulsory for my child to attend during the Covid 19 Pandemic?</b>          | Until schools reopen fully, it is not compulsory for your child to attend and there will be no sanctions for non-attendance. We understand that you will want to make your own decision about what is best for your child in these circumstances and we will respect whatever you decide.                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>My child was due to have an annual review. What will happen now?</b>               | <p>Under the Coronavirus Act, the requirement to carry out annual reviews may be temporarily dis-applied where this is considered 'appropriate and proportionate.' However currently schools will continue to hold annual reviews if at all possible. This will need to be carried out remotely and we will speak to you first about how this will be managed to ensure that the contribution of parents and children/young people are at the heart of the process.</p> <p>If you feel there is an urgent need to amend the provision or placement in the child or young person's EHC plan, speak to the school and the Local Authority about this to see what review mechanisms could be put in place.</p> |
| <b>What if my child is in year 6 and should be transitioning to secondary school?</b> | We are aware that the transition period for our pupils with SEND has been greatly affected by the current situation and we continue to work alongside our secondary colleagues to ensure that the information needed is shared. We will keep you informed as to any other transition opportunities that might be available as the summer term continues.                                                                                                                                                                                                                                                                                                                                                    |
| <b>How can I help my child cope with the changes?</b>                                 | We understand that this is a significant change for many families. Please do not place too much pressure on yourself or your child to complete schoolwork. Maintaining positive mental health and emotional wellbeing is very important. The mental health charity MIND have provided some initial information which we are happy to share and there are further links on wellbeing in your child's home learning section on the website.                                                                                                                                                                                                                                                                   |

[Coronavirus and your wellbeing](#)

[How can I cope with changes to school / college?](#)

**When schools are open:**

**What types of support may be suitable and available for my child?**

This depends upon the nature of your child's needs and difficulties with learning. Our School currently provides additional and/or different provision for a range of needs including:

- **Communication and interaction** for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- **Cognition and Learning** for example, dyslexia, dyspraxia,
- **Social, emotional and mental health** for example, attention deficit hyperactivity disorder (ADHD),
- **Sensory and/or physical needs** for example, visual impairments, hearing impairments, processing difficulties, epilepsy

**What is the policy for identifying if my child has a special educational need or disability?**

Class teachers, supported by the senior leadership team, make regular assessments of progress for all pupils. We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and key stages, where appropriate. We seek to identify pupils making less than expected progress given their age and individual circumstances.

This can be characterised by progress which:

- **Is significantly slower than that of their peers starting from the same baseline**
- **Fails to match or better the child's previous rate of progress**
- **Fails to close the attainment gap between the child and their peers**
- **Widens the attainment gap**

This may include progress in areas other than attainment, for example, social or

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|                                                                                                                                                      | <p>physical needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.</p> <p>When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents.</p> <p>We will use this to determine the support and whether we can provide it by adapting our core offer, or whether something different or additional is needed.</p>                                                             |
| <p><b>Who are the best people to talk to at Springhead about my child's difficulties with learning, special educational needs or disability?</b></p> | <p>Firstly, talk to your child's class teacher about your concerns.</p> <p>Mrs Kate Condliffe is the school's Special Educational Needs and Disability Coordinator. You may wish to arrange a meeting with her through the school office.</p> <p>If you continue to have concerns, arrange to discuss these with the Head teacher through the school office.</p>                                                                                                                                                                                                                     |
| <p><b>How will the school let me know if they have any concerns about my child's learning, special educational need or disability?</b></p>           | <p>We will have an early discussion with you when identifying whether your child needs special educational provision. Your child's class teacher may initially contact you to discuss their concerns. These conversations will make sure that:</p> <ul style="list-style-type: none"> <li>• Everyone develops a good understanding of the child's areas of strength and difficulty</li> <li>• We take into account the parents' concerns</li> <li>• Everyone understands the agreed outcomes sought for the child</li> <li>• Everyone is clear on what the next steps are</li> </ul> |
| <p><b>What are the arrangements for assessing and reviewing my child's</b></p>                                                                       | <p>At Springhead we follow the graduated approach and the four-part cycle of <b>assess, plan, do, review</b></p> <p><b>Phase 1</b> - this is the quality first teaching your child will receive from her/his</p>                                                                                                                                                                                                                                                                                                                                                                     |

## progress towards their outcomes?

class teacher targeted at their areas of weakness and may include some adaptations or scaffolds to match learning needs.

**Phase 2** - monitoring. Concerns are discussed with the SENDco and further recommendations or assessments made. It may be appropriate to consider making additional short-term targeted provision to remove or reduce any obstacles to your child's learning. Notes of these early discussions will be added to the pupil's record.

**Phase 3**- Where progress continues to be less than expected the class or subject teacher will work with the SENDco to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views

We will formally notify parents when it is decided that a pupil should receive SEND support. **PARENTAL INFORMATION**: No child shall be placed on the SEND register without full parental and pupil involvement.

A pupil '**Support Plan**' is then written which shows **ASSESSED** need and sets targets, **PLAN** planned support, **DO** strategies and time spent to achieve the outcome and **REVIEW** reviewed assessment. These targets are specific, measurable, achievable, realistic and timed. Support Plan meetings are held termly and discuss and review the set targets and next steps. These meetings

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|                                                                          | <p>are offered in addition to whole curriculum parents meetings</p> <p><b>Phase 4-</b> It may be necessary to seek specialist advice from a specialist professional outside the school in order to plan for specific learning outcomes for your child. This may include educational psychology, speech and language therapy, occupational therapy, sensory advisory teachers and the child development service. The school will need to prioritise referrals to these services. However, for a very small number of high need pupils access to these specialists may be through an Education Health and Care plan application (EHCP). All teachers and support staff who work with your child will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.</p>                     |
| <p><b>How can my child and I be included in this review process?</b></p> | <p>At Springhead, we believe it is important for parents/carers to be involved in all areas of their child's learning in order to work together to achieve what is best for your child. We actively encourage discussions where we can share your concerns and hopes for your child's education.</p> <p><b>Pupil Participation</b></p> <p>The school actively encourages the involvement of children in their education. With reference to Early Years Support and SEND Support where possible and appropriate we:</p> <ul style="list-style-type: none"> <li>• Involve the child in decision making regarding the methods by which their individual needs will be met</li> <li>• Invite the child to attend all or part of support review meetings</li> <li>• Discuss the purpose of assessment arrangements and the implications of the Support Plan with the child</li> <li>• Encourage the child to comment on his or her SEND provision through a traffic light system</li> </ul> |

- Involve the child in the implementation of the SEND support plan
- Aim to further develop the child's self-confidence and self-esteem.

**Parent/Carer Participation**

The school actively encourages and recognises the rights of parents/carers in terms of their involvement in the provision for their child's special educational needs.

They will be supported so they are able and empowered to:

- recognise and fulfil their responsibilities as parents and play an active and valued role in their pupil's education
- have knowledge of their pupil's entitlement within the SEND framework
- make their views known about how their child is educated
- have access to information, advice and support during assessment and any related decision-making processes about special educational provision
- be actively involved in working with their child to achieve the targets set in their Support Plan.

If a pupil has a School Support Plan, parents/carers will have termly SEND meetings to discuss their child's support. They will involve the Parents/carers, the child, the class teacher, and possibly the class support assistant and at times Mrs Condliffe SENDco.

If a pupil has an Education, Health and Care plan (EHCP) in addition to the meetings explained above, parents will share their views at an Annual Review, led by Mrs Condliffe (SENDco).

**How will Springhead Primary School support my child in transition stages and between**

Assess, plan do and review cycles are included as part of the end of year pupil discussions between teachers. This allows for clear pupil progression and transition between the year groups and over the key stages.

We will share information with the school, college, or other setting your child is

**schools?**

moving to. We will agree with parents and pupils which information will be shared as part of this.

- We liaise as closely as possible with the school or nursery your child is transferring from to identify any individual needs and how best to support your child in school.
- While at Springhead we take care to ensure that during transition points (between classes, each year and at the end of Key Stages) all staff are aware of individual pupils support needs, learning targets and support strategies. If appropriate, the teaching assistant may move up to the next class with your child to assist with the ease of transition.
- Mrs Kate Condliffe (SENDco) is the year 6 teacher. Working with the secondary schools, transition needs and arrangements are put in place to ensure a smooth start to your child's secondary school of choice. Documents and Support Plans are shared and provision recommendations made. Please contact us for further details.
- If your child has an EHC plan, we will participate and/or facilitate the transition review in sufficient time prior to him/her moving between key phases of education. You will be kept informed of these arrangements.

**What is your approach to teaching pupils with SEND?**

We believe that all children should have access to the whole creative and varied curriculum. Our aim is to ensure all children planned for and supported within the classroom in order that they work confidently towards reaching their full potential.

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEND. This is differentiated for individual pupils within the classroom through a range of appropriate targeted adaptations and support.

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|                                                                                                       | <p>We may at times need to target specific needs through targeted interventions outside of the classroom. We provide the following interventions:</p> <ul style="list-style-type: none"> <li>• Boosting Reading @ Primary, Nessy spelling and reading programme, Numeracy box, Write from the start, The five minute box, ALK, Talking partners, Precision teaching, Turnabout, social targeted games, visual and auditory memory games, Lego therapy.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p><b>How will the curriculum and the school environment be adapted to meet my child's needs?</b></p> | <p>At Springhead the curriculum is planned with a clear intent appropriate for the age, ability and needs of all children.</p> <p>We make the following adaptations to ensure all pupils' needs are met:</p> <ul style="list-style-type: none"> <li>• Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.</li> <li>• Adapting our resources and staffing</li> <li>• Using recommended aids, such as laptops, coloured overlays, visual timetables, Now and Next, headphones, sensory support, larger font, etc.</li> <li>• Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.</li> </ul> <p>If your child has an identified special educational need or disability, your child will have a School Support Plan showing his/her specific learning or physical needs. If your child has a specific disability, a care plan may be written with advice from the specialist or GP and a risk assessment written to ensure that clear advice is followed. Care plans and risk assessments are reviewed annually or before, as needed. Additional specialist advice is sought when appropriate, and recommendations followed.</p> |
| <p><b>What additional support for</b></p>                                                             | <p>The class teacher and teaching assistants working ensure that your child receives appropriate additional support. We currently have nine teaching</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

**learning will my child receive?**

**What agencies do the school work with?**

assistants with a minimum of one assistant based in each classroom during the morning.

Teaching assistants will support pupils on a 1-1 basis when there has been an assessed high need and through discussion with SLT and the SENDco.

Teachers or teaching assistants will support pupils in small groups when pre-teaching, targeted questioning or differentiation is needed. As well as this, teaching assistants may provide additional specific targeted interventions.

We involve the expertise of other bodies including health and social care, local authority support services and voluntary sector organisations. These agencies support us in assessing the needs of pupils and provide advice and strategies. The involvement of these agencies is sought after a discussion and consent is given by parents/carers. We use the following agencies to provide support for pupils with SEN:

- Early Years Forum and support team
- SALT -speech and Language
- AOT Autism outreach
- SEND -Entrust specialist need advisors
- PDSS- Physical difficulties support service
- CAMHs -Child and mental health services
- Trailblazers- Children's wellbeing and mental health support team
- EP-Educational Psychologist -Entrust
- Behaviour support team
- STOD -Specialist teacher of the deaf
- Visual impairment support

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|                                                                                                                                                          | <ul style="list-style-type: none"> <li>• Virtual Schools</li> <li>• Staffordshire DIP- District Inclusion Panel</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <p><b>How does Springhead ensure the teaching staff are appropriately trained to support my child's special educational needs and/or disability?</b></p> | <p>Mrs Condliffe has been at Springhead for seventeen years and has ten years' experience in the role of SENDco. She frequently attends Blackfriars SEND network meetings and SENDCo updates.</p> <p>We have a team of nine teaching assistants, including Mrs Woodcock, who is a higher level teaching assistant (HLTA) and who is trained to support safeguarding and the monitoring of SEND provision.</p> <p>At Springhead we believe that your child's learning needs will first be met through the high quality teaching delivered by his/her class teacher.</p> <p><b>Training</b></p> <ul style="list-style-type: none"> <li>• At Springhead all staff are trained to work within the guidance provided in the SEND Code of Practice, 2014.</li> <li>• All staff receive: dyslexia training, epi-pen training, lifesaving and child well-being. Further training is identified and arranged to ensure necessary staff are properly trained in order to provide the support that their pupils need.</li> <li>• Staff are trained to understand how a medical condition may impact on a child's ability to learn.</li> <li>• The Head teacher ensures staff are thoroughly trained to provide the support that pupil's need, whilst developing the child's own self-care and confidence.</li> <li>• Teaching assistants have half termly update meetings to cover staff meeting minutes and provide internal training and workshops. The school is able to access training programmes from different organisations and teaching assistants have had training in a range of interventions including: Dyslexia friendly resources, BR@P, Numeracy box, The five-minute box,</li> </ul> |

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|                                                                        | <p>ALK, Talking partners, Precision teaching, Turnabout, Trauma and attachment needs, and visual and auditory memory games.</p> <ul style="list-style-type: none"> <li>• We regularly review the school training schedule and professional development for all teaching and support staff to ensure there is the appropriate expertise to support children with special educational needs and disabilities. Where we feel we need further support we will ensure further training is provided.</li> <li>• Individual training for specific areas of support can also be arranged when necessary, for example some staff have received training for children with diabetes, oxygen needs, etc.</li> </ul> <p>At times, it is necessary to seek the expertise, training and advice from specialist agencies. External providers may be requested to assess the needs of your child and provide further recommendations to support the school's provision. We will formally notify parents when it is decided that a pupil should receive specialist support. Please help us by informing us of any SEND assessments or agencies that your child is already involved with.</p> |
| <p><b>What if my child needs specific equipment of facilities?</b></p> | <p>Teachers ensure that the learning environment is sympathetic to the needs of the child and the child's difficulties are not exacerbated through the omission of effective classroom practices:</p> <ul style="list-style-type: none"> <li>• Classroom well-lit with no flickering lights</li> <li>• Dyslexia friendly labelled class resources and self-help prompts</li> <li>• Child able to sit near to front to read teacher's lips if necessary or away from windows for reflective glare</li> <li>• Clearly marked learning support : alphabet arc, mnemonics, spelling mats</li> <li>• No requirement to copy large amounts of material from board.</li> <li>• Coloured background if using the IWB and acetate background for reading</li> <li>• Visual timetable and routine of the school day</li> </ul>                                                                                                                                                                                                                                                                                                                                                        |

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|                                                                                                | <p>The school will work closely with specialist' agencies. Where specialists recommend specific equipment or facilities a meeting will be arranged with the class teacher and SENDco to discuss and plan for your child's individual needs.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p><b>What is an EHC plan and who can request one for one for my child?</b></p>                | <p>The Code of Practice states that:</p> <ul style="list-style-type: none"> <li>• The purpose of an EHC plan is to make special education provision to meet the special educational needs of a child or young person, to secure improved outcomes for him/her across education, health and social care and, as he/her gets older, prepare for adulthood. An EHC plan will;</li> <li>• contain the views and aspirations of you and your child,</li> <li>• contain a full description of his/her special educational needs and any health and social care needs,</li> <li>• establish outcomes for your child's progress,</li> <li>• specify the provision required and how education, health and social care will work together to meet your child's needs and support the achievement of the agreed outcomes</li> </ul> <p>You or the school, usually Mrs Condliffe or Mr Anderson the Head teacher, can request that an Educational Psychologist conducts an assessment of your child's needs. This may lead to an EHC plan.</p> |
| <p><b>How will the school evaluate the effectiveness of my child's additional support?</b></p> | <p>Progress is assessed against the whole school curriculum and pupil specific intervention targets planned for in the pupil's School Support Plan.</p> <p>We evaluate the effectiveness of provision for pupils with SEND by:</p> <ul style="list-style-type: none"> <li>• Classroom lesson observation by the senior leadership team, the SENDco and external verifiers</li> <li>• Assessment of progress made by pupils in specific intervention groups :</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

Yarc, Renfrew, AFL, Probes etc.

- Monitoring and Reviewing pupils' individual progress towards their targets each term
- Reviewing the impact of group interventions after 6 -7 weeks
- Using pupil voice and interviews
- Pupil and parent feedback when reviewing target attainment
- Parent questionnaires
- Work sampling, reading running records, provision through support plans and learning walks monitored by the SENDco
- Using class provision maps and whole school tracking to measure progress
- Attendance and behaviour records
- Holding annual reviews for pupils with EHC plans

The impact of the support given is carefully measured to ensure that the learning outcomes have been achieved, and if not what adaptations are necessary.

It may be decided that a further cycle of assess, plan, do review would be beneficial for your child.

**How is my child included in all the same activities as his/her peers at school? How will you ensure pupils with SEND are not treated less favourably than their peers?**

Springhead Primary School is an inclusive school and committed to providing equal opportunities for all children.

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trips in year 4 to Laches Wood and in year 6 to Standon Bowers.

All pupils are encouraged to take part in school discos, sports day, school plays, special workshops, rota kids, play in a day, sports lessons and assemblies to

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|                                                                                                                | <p>mention just a few.</p> <p><b>No pupil is ever excluded from taking part in these activities because of their Special Educational Need or disability.</b></p> <p>Children in Springhead are encouraged to value each other. Whole school and class assemblies celebrate and promote inclusion. The achievements of people with disabilities and learning needs are celebrated through our displays and our support of the Paralympics and other national events.</p> <p>When necessary the school will make reasonable adjustments to ensure that children with SEND are included in all activities.</p> <p>The school has a medical room and medical toilet with an adult sized electronic changing facilities. Arrangements are made for the storing of medicine and all staff are trained in the use of first aid, epi-pens, asthma, use of oxygen.</p> <p>From nursery to year 1 classes have wheelchair access but where this is unavailable, a classroom with a medical lift is provided for the provision of the needs of a particular class and wheel chair access is provided to all playgrounds through ramps.</p> |
| <p><b>What support will there be for my child's happiness and well-being at Springhead Primary School?</b></p> | <p>At Springhead Primary School we believe that the happiness and well-being of all our pupils is paramount. All members of staff take this aspect of school life very seriously.</p> <p>We strive to provide the same opportunities and learning experiences for all pupils. We plan carefully to allow all children to access the same curriculum regardless of individual needs and abilities.</p> <p>All pupils are part of our whole school talking groups because at Springhead every voice is valued and heard. Opportunities for roles as sports ambassadors play leaders and monitors is on offer to all pupils and pupils with SEND are</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

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|                                                                                                   | <p>encouraged to be part of leadership roles in school and after school clubs.</p> <p>OFSTED 2017 commented that our school has a...” well-thought-through personal, social, health and economic education programme that teaches them about self-respect and respect for others”. “Secondly, pupils want to attend because they enjoy lessons and feel valued at school. Through regular talking groups, when groups of different-aged pupils meet with staff, they have a say in what happens at school. Pupils of all ages report that adults always have time to listen to them, respect their views and treat them fairly. In turn, pupils respect one another and all get on well. “</p> <p>We would encourage you to contact your child’s class teacher if you have any concerns about your child’s wellbeing.</p> <p>We have a zero tolerance approach to bullying. Each class has a class logbook where incidences of negative behaviour can be traced and tracked over time to ensure that changes or patterns in behaviour can be monitored.</p> <p>Each class has a worry box or monster where children can share their concerns quietly with their class teacher.</p> <p>We work closely with other agencies to support families and children who needs support with their mental health.</p> |
| <p><b>What support services can I access?</b></p>                                                 | <p>SENDIASS - Staffordshire Family Partnership continue to support: Parents and Carers of Children and Young People with SEND (0-25) and also Children and Young People with SEND.</p> <p><a href="https://www.staffs-iass.org/home.aspx">https://www.staffs-iass.org/home.aspx</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p><b>Whom can I contact if I have a complaint about the SEN provision made for my child?</b></p> | <p>If you wish to discuss your child’s educational needs or are unhappy about something regarding your child’s schooling please contact the following:</p> <ul style="list-style-type: none"> <li>• Your child’s class teacher</li> <li>• The SENDCo -Mrs Condliffe</li> <li>• The Head teacher -Mr Anderson</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

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|                                                                                                       | <p>Complaints about SEND provision in our school should be made to: The School Governor with responsibility for SEND: Ruth Butler</p> <p>The school's complaints procedure is outlined in the School Prospectus. Parents/carers have access to the Information Report which gives further advice on who to contact in regards to a complaint.</p> <p>The parents of pupils 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 children. They can make a claim about alleged discrimination regarding:</p> <ul style="list-style-type: none"><li>• Exclusions</li><li>• Provision of education and associated services</li><li>• Making reasonable adjustments, including the provision of auxiliary aids and services</li></ul>                                                                                                                                                                 |
| <p><b>What are the contact details of support services that may be able to advise me further?</b></p> | <p>Support services for parents of pupils with SEND include:</p> <ul style="list-style-type: none"><li>• Parent Partnership<br/><a href="http://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/home.aspx">http://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/home.aspx</a></li><li>• If you have a general enquiry, would like to speak to one of the team or a parent wanting to request information and support please telephone 01785 356921 during office hours. Alternatively email on <a href="mailto:spps@staffordshire.gov.uk">spps@staffordshire.gov.uk</a>.</li></ul> <p><b>Information on where the Local Authority's Local Offer can be found at:</b><br/><a href="http://www.staffordshiremarketplace.co.uk">www.staffordshiremarketplace.co.uk</a></p> <p><a href="https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page">https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page</a></p> |

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|                                                                                          | <p><a href="https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?localofferchannel=2">https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?localofferchannel=2</a></p>                                                                                                                                            |
| <p><b>If I have any other questions about my child at Springhead, who can I ask?</b></p> | <ul style="list-style-type: none"> <li>• At Springhead Primary School we are very happy to speak to you about any aspects of your child's education. It is best to speak to one of the following in this order;</li> <li>• The class teacher</li> <li>• SENDco</li> <li>• The Head teacher</li> <li>• The Governor of SEND -Ruth Butler</li> </ul>                            |
| <p><b>Email addresses:</b></p>                                                           | <p><a href="mailto:office@springhead.staffs.sch.uk">office@springhead.staffs.sch.uk</a></p> <p><b>Springhead Primary School and Nursery</b><br/> <b>Head teacher:</b> Mr Brian Anderson   SENDco : Mrs Kate Condliffe</p> <p><b>Address:</b><br/> Kingsley Road<br/> Talke Pits<br/> Stoke on Trent<br/> Staffordshire<br/> ST7 1RA</p> <p><b>Telephone:</b> 01782 973845</p> |
| <p><b>Monitoring arrangements:</b></p>                                                   | <p>The SEND policy and Information Report will be reviewed by Mrs Kate Condliffe and shared with the SEND Governor every year. It will be updated if any changes to the information are made during the year. It will be approved by the head teacher and governing board.</p>                                                                                                |