



SEND POLICY 2025 - 26

Approved: 27 February 2025

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AIM

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

PRINCIPLES

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

DEFINITION OF SPECIAL EDUCATIONAL NEEDS

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

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

1. MANAGEMENT AND RESPONSIBILITY FOR SEND

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

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

2. STAFFING

See website for up-to-date information.

3. ROLES AND RESPONSIBILITIES

The **Governing Body** is responsible for:

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

The **SENDCO** is responsible for:

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

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

- referring pupils in need of additional support to SENDCO
- liaising regularly with the SENDCO regarding the assessment of pupils' SEND needs, as appropriate; and the progress of pupils with SEND
- following the Code of Practice and Ordinarily Available Provision protocols for pupils with SEND
- keeping records of pupils with SEMH and ensuring their day to day wellbeing
- reviewing the progress of pupils with SEND with Heads of Department and the SENDCO via regular meetings
- ensuring that – in liaison with the SENDCO - Pastoral Support Plans, Risk Assessments and Behaviour Support Plans or Alternative Support Plans are in place for pupils with SEND, as appropriate

Heads of Department are responsible for:

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

Subject teachers are responsible for:

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

SEN support (K):

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

Education Health Care Plan (E):

A pupil has specific needs which have been recognised by a team of professionals as needing targeted, long term funded support to enable progress to be made. This is where the pupils need cannot be met within Ordinarily Available Provision

4. ADMISSION ARRANGEMENTS

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

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

Equality of Access

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

5. ALLOCATION OF RESOURCES

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

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

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

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

6. IDENTIFICATION, ASSESSMENT AND REVIEW PROCEDURES

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

With regard to the Code of Practice (see Appendix 1) the needs of all pupils with SEND are taken into consideration. This information is updated regularly. SEN Support Plans are available to all staff via a centralised system and all staff are regularly reminded to check for updated pupil information.

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

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

7. ACCESS AND ENTITLEMENT

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

The SENDCO will ensure this aim is achievable by

- giving regard to and implementing the School's Teaching and Learning Procedures
- ensuring that all staff understand their responsibilities to plan work that is appropriate to their pupils' needs and given guidance on how to adapt their practice to meet the needs of all pupils in their class
- provision of in-class support for pupils with SEND where possible
- LSAs supporting pupils' learning by further explanation of concepts, reiterating tasks, helping in note taking and keeping pupils on task.
- individual or small group sessions for pupils whose literacy / numeracy skills are impeding their access to the curriculum. Withdrawal sessions are monitored to ensure continuity in curriculum areas and pupils are selected with the agreement of subject teachers and parents offering advice and support to staff via staff briefings
- holding meetings of the Inclusion Support Department to provide an opportunity to focus on individual pupils' needs, at least once a term
- ICT is used by Inclusion Support Department where appropriate in withdrawal and general teaching
- all LSAs have a Chromebook to record pupil progress and as a teaching tool and resource kit
- assessing pupils whom parents or staff have identified as having dyslexic traits or literacy difficulties

8. WITHDRAWAL SUPPORT

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

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

9. LINKS WITH EXTERNAL SUPPORT SERVICES

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

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

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

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

10. PARTNERSHIP WITH PARENTS

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

The SENDCO will:

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

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

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

11. INTEGRATION

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

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

12. TRANSITION ARRANGEMENTS

Feeder schools:

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

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

Post 16:

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

16. All pupils with SEND attend college taster days and go on a week-long work experience programme. Pupils with the highest level of need or those who are at risk of NEET (not in education, employment or training) are supported to attend college courses in Year 10 and 11 to facilitate successful transition to post 16 courses.

13. MONITORING THE SEN/D POLICY

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

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

14. STAFF DEVELOPMENT

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

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

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

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

15. COMPLAINTS PROCEDURES

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

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

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

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

This policy to be reviewed annually.

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



SEN/D POLICY: APPENDICES

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APPENDIX 1 – CODE OF PRACTICE

SEN Support:

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

The school must:

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

Statutory Assessment:

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

APPENDIX 2 – SEN/D CATEGORISATION

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

GLOSSARY

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