



SEND (Special Educational Needs and Disabilities) core offer

Type of School: Mainstream First School

Early Years	Key Stage One	Key Stage Two
Foundation Stage	Years 1 and 2	Years 3 and 4

This core offer reflects expectations described in the Special educational needs and disability code of practice: 0 to 25 years (2014).

Relevant policies which may be viewed on our school website: Behaviour Policy, Safeguarding Policy, SEND Policy and Equality Statement

Accessibility: At Springdale we ensure our buildings and grounds are accessible by:

- Accessible ramps or flat ground into all classrooms
- Accessible toilet
- Wheelchair width doorways
- Flat play areas
- Rooms are available for individual or small group learning

Springdale First School is an inclusive school. We recognise that all children are entitled to an appropriate education, one that is differentiated to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- Achieve their best
- Become confident individuals
- Make a successful transition into further education

How do we identify children with Special Educational Needs?

- Liaise with your child's pre-school or previous school setting
- Take account of concerns raised by parents and carers
- Concerns identified by the class teacher or other adults in school
- Concerns raised by the child themselves
- Information provided by external services working with a child either at school or home

How do we involve you as parents and carers of children with SEND?

- We will work with you to create achievable realistic targets for your child so that all involved are working as a team and are clear about the progress your child is making. This will be referred to as a Support Passport.
- You will be invited to discuss your child's Support Passport at least termly.
- You will also have the opportunity to attend Parent Consultation meetings in the Autumn and Spring term and to make an appointment to discuss progress in the Summer Term.
- You may be contacted by the Inclusion lead to have a discussion about your child's needs and progress – we believe that open discussion is in the best interests of your child.
- If your child has complex SEND they may have an Education, Health and Care Plan (EHC). This will contain detailed targets and a summary of your child's needs. We invite parents/carers, external

services that are involved and school staff (e.g. class teacher, inclusion leader, 1:1 TAs) to attend annual reviews of your child's needs as stated in the EHC.

How do we support children who are looked after by the local authority and have SEN?

- We will work with the local authority and external agencies, already involved with the child.

Who are the best people to talk to about my Child's SEN?

- **Class teacher - responsible for;**
Planning the curriculum and differentiation, assessing your child's progress and highlighting initial concerns regarding your child's holistic development.
- **Inclusion leader – responsible for;**
Coordinating all of the support and intervention in the school, keeping parents informed and liaising with all agencies involved with your child.
- **Headteacher – responsible for;**
The day to day aspects of the school including the arrangements for children with SEN. The Headteacher has to report to the Governing body on all aspects of SEN in the school.
- **SEN Governor – responsible for;**
Making sure the necessary support is made for every child with SEN, who attends the school.

What are the different types of support that may be available for children at this school?

Area of need	Whole school ethos and practice	Possible focused support for children's additional needs
Social, mental and emotional health needs	<ul style="list-style-type: none"> * Consistent application of the school's behaviour policy * A positive, supportive and nurturing environment * 5 steps to wellbeing * Jigsaw * Circle time/PSHCE 	<ul style="list-style-type: none"> * Identification and assessment in school * Support to build relationships and engage * Targeted intervention to promote social skills and emotional resilience. * Intervention with ELSA (Emotional, literacy, support assistant) * Additional advice and support from outside agencies e.g CAMHS
Speech, language, communication and interaction	<ul style="list-style-type: none"> * Strong emphasis on speaking and listening and phonics teaching * Communication friendly learning environment 	<ul style="list-style-type: none"> * Small group phonic support * Pre-teaching * SALT intervention * Access to ICT equipment to support communication
Autistic Spectrum	<ul style="list-style-type: none"> * Structured day * Positive behaviour management * Learning styles understood * Differentiation within lessons * Use of visual timetables * Multisensory approach to learning 	<ul style="list-style-type: none"> * SEN TA's * Small group/1:1 intervention * ICT used to reduce barriers * Alternative communication systems e.g. PECS, 5 point scale. * Social skills/Life skills * Outreach support * Social stories
Cognitive and learning /moderate learning difficulties	<ul style="list-style-type: none"> * Differentiation of the curriculum and teaching * Teaching resources are accessible and appropriate * Interactive environment * Multi- sensory approach to learning 	<ul style="list-style-type: none"> * Individual education plan * 1:1 reading alongside intervention * Differentiated resources * Alternative methods of recording * Precision teaching * Additional in class TA support * Educational Psychology service

Sensory and physical needs e.g. hearing and visual impairment, multi-sensory, physical and mental needs.	<ul style="list-style-type: none"> * Seating position within class prioritised * Provision of specialised equipment * Curriculum is adapted. 	<ul style="list-style-type: none"> * Learning support via our inclusion team. * Liaison with a range of medical professionals as needed, assistance via School Nursing Team. * Additional modifications to the school environment * Advice and outreach support from qualified therapists/professionals.
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What training and development opportunities are provided for staff supporting children with SEND?

- Teachers and teaching assistants receive in-service training, which includes effective teaching and learning strategies.
- Where more specialist training is needed, we endeavour to send teachers and teaching assistants on courses run by the Local Authority or through private links.
- When possible, for teachers and teaching assistants, professionals who come in to work with an individual child are also asked to upskill staff who will work with that child to ensure the best possible learning.

How do we involve your child in their own learning?

- Wherever possible children are made aware of their own targets and next steps of learning.
- We encourage children to work independently and to develop a sense of responsibility for their own learning.
- Children are made aware of the “success criteria” which helps them to recognise what they have achieved.

How will you know that your child is doing well?

- If your child has SEND this will be recorded on the school’s SEND register. The Inclusion Lead, Headteacher and SLT use this to track the progress of individual children and to monitor a child’s progress towards meeting targets identified in their support passport. When you meet to discuss your child’s support passport, you will be able to talk about your child’s progress.
- As a school, all children’s progress in learning is measured against national and age-related expectations.
- The class teacher will monitor and assess all children throughout the school year and will provide feedback to parents at parent consultation meetings and via a written report sent towards the end of the Spring Term.
- Through termly progress review meetings, any child not making expected progress will be identified. There will then be half termly meetings to consider the impact of the changes in provision put in place to allow the child to make good progress.

Who might we work with to help your child?

- BCP Educational Psychology Service
- NHS Speech and Language Therapy Service
- NHS Occupational Therapy Team
- NHS Physiotherapy Therapy Team
- Social workers
- Bereavement Counsellors
- School Nurse
- GP

- Paediatricians, local and consultants in Poole Hospital
- Child and Adult Mental Health Service (CAMHS)
- Montacute, Winchelsea, Longspee and Linwood Outreach Team

What other activities for children with SEND do we offer?

- All children are included in the school curriculum and we have an inclusive environment
- There will always be discussion with parents if there is a need to modify any activities or opportunities in order to include every child
- Risk assessments for off site visits will take account of the needs of children with SEND
- Extra-curricular activities accessible to all children
- For children entitled to pupil premium grant (PPG), extra- curricular activities may be funded

How do we prepare and support your child when joining Springdale in Foundation Stage?

- Children meet their class teacher and teaching assistant before they start school.
- There is a carefully planned transition to allow children to settle into school gradually and smoothly.
- For children with SEND we may suggest additional transition sessions and an opportunity for the teacher to visit them in their pre-school setting.
- Springdale's Inclusion Leader will receive information about your child's needs and will meet with relevant professionals.

How do we prepare and support your child when they are moving to another school?

- The current class teacher will liaise with your child's new teacher.
- The Inclusion Leader from Springdale will meet with the Inclusion Leader/SENDCo from your child's new school to discuss individual needs.
- A range of assessment information will be passed to the new school so they have an accurate picture of your child's attainment and progress.
- All children attend a transfer day; it may be appropriate for your child to have additional transition visits to smooth the process.
- Some children benefit from being involved in making a booklet (or "passport") about their new school which they can chat about at home to enhance their familiarity.

Useful contacts at Springdale – September 2021

Headteacher – Miss Debbie Budden
 Assistant Headteachers –Mr Matthew Cameron
 Inclusion Leader – Mrs Simonne Burgess
 Designated SEND governor – Mrs Debbie Prince

Other useful documents such as our SEND Policy are available on the school website. If you would like further information about what we offer here at Springdale First School then please do not hesitate to contact us directly.