



## SEND (Special Educational Needs and Disabilities) Core Offer

*'All children and young people at Springdale First School with SEND have access to a high-quality education and provision that meets their needs.'*

**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: Accessibility Policy, Behaviour Policy, Safeguarding Policy, Inclusion and SEND Policy, Equality Statement.

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.

We will improve short- and long-term outcomes for children with SEND through:

- Promoting high expectations and ensuring all children and young people achieve their best. (6.1)
- Ensuring teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. (6.4)
- Developing the effectiveness of the teaching and learning through the monitoring and evaluation approaches used in the school. (6.74)
- Ensuring use of the graduated approach, fully engages with parents, children and young people and clearly evidences progress towards outcomes.
- Supporting the emotional, mental and social development of children and young people, including providing extra support for listening to the views of children and young people and measures to prevent bullying. (4.32)
- Thorough planning and preparation for the transitions between phases in education and preparation for adult life. (6.57)

### 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 an Individual Education Plan (IEP).
- You will be invited to discuss your child's IEP at least termly.
- You will also have the opportunity to attend Parent Consultation meetings in the Autumn and Spring terms and to make an appointment to discuss progress in the Summer Term.
- You may be contacted by the Inclusion lead to discuss 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 EHCP.

## 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 report 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?

We put support in place for all pupils with SEND. The 0-25 SEND Code of Practice (2015) identifies 'four broad areas of [special educational] need and support:

<b>Cognition and Learning</b>	<b>Communication and Interaction</b>	<b>Social Emotional and Mental Health</b>	<b>Physical and Sensory</b>
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We use a 5-tiered intervention tool kit and apply the tool kit across the four broad areas of need.

<b>Stage</b>	<b>Level of support</b>	<b>Provision Required</b>	<b>Interventions Available</b>
<b>1</b>	Universal Provision	Quality First Teaching	
<b>2</b>	Early Intervention Support	Interventions to be used freely by teachers as part of High-Quality Teaching.	Keep up, catch up Pre-teaching Pastoral support

<b>3</b>	Targeted Additional Support	Planned, targeted, and tracked interventions.	Precision Teaching First Class at Number Priority Reader Phonics – Nessy Emotional Literacy Support (ELSA) BCP – Navigator workshops
<b>4</b>	SEN Support	Targeted Intensive Additional Support In-school or outside agency interventions.	Individual Educational Plan Behaviour Response Plan Individual Risk Assessment Trauma Informed Occupational Therapist, Speech and Language Therapist, Vision Support, Outreach etc.
<b>5</b>	EHCP	Alternative interventions identified through EHCP.	In addition to the above, plus; Education, Health Care Plan. Local Authority - BCP Alternative Provision External Professionals e.g., Educational Psychologist Health Care Provision

#### **What training and development opportunities are provided for staff supporting children with SEND?**

- The SENCo, Simonne Burgess, is an experienced SENCo and completed the SENCo accreditation qualification in 2018. All staff receive regular training and updates from the SENCo, the educational psychology service, local special schools, Hamwic Academy Trust and other outside agencies. Recent training has included Trauma Informed Schools, NASEN, mental health and well-being, behaviour.
- 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 asked to contribute to the IEP review process.

### **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 Leader, 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 IEP. When you meet to discuss your child's IEP, 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 continually assesses' 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 Summer 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 Navigator Service
- Educational Psychologist
- NHS Speech and Language Therapy Service
- NHS Occupational Therapy Team
- NHS Physiotherapy Therapy Team
- Social worker
- Total Children's Therapy
- 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 to include every child
- Risk assessments for off site visits will take account of the needs of children with SEND • Extra-curricular activities
- For children in receipt of the Pupil Premium grant, 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 2025**

Headteacher – Miss Debbie Budden

Deputy Headteacher – Mr Matthew Cameron

Inclusion Leader – Mrs Simonne Burgess SEN

Governor – Mrs Helen Heydon

Other useful documents such as our SEND Policy and Accessibility 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.