



Springwood Junior Academy - SEND Information Report



The Academy's SEND Information Report is part of the Rotherham Local Offer for learners with Special Educational Needs and Disability (SEND). The Local Offer can be found using the following link <https://www.rotherhamsendlocaloffer.org.uk/>. The Academy's Local Governing Body has a legal duty to publish the SEND Information Report on their website about the implementation of Springwood Junior Academy's policy for pupils with SEND.

Our SEND profile for 2023-24 shows that we have 11.4% of students in the whole school as identified as having SEND. 15.4% of these identified students have an Education, Health and Care Plan (EHCP).

1. How does the academy approach teaching children with SEND?

At Springwood Academy we are committed to providing high quality teaching and learning, enabling everyone to reach their full potential, whatever their age, ability, gender or ethnicity. We believe that every person is unique and we work together in an inclusive environment of mutual respect and consideration, valuing everyone's contribution and providing equal opportunities for all. Through our partnership with the local and wider community we aim to support our young people in successfully taking their place in society. Within Springwood Academy we use our best endeavours to meet the needs of students who are identified as having SEND.

2. Contacts

We welcome your feedback and future involvement in the review of our offer. Please contact any of the following:

Springwood SENDCO: Ashley Davies - ashley.davies@springwoodacademy.org

ACET Secondary SENDCO: Cheryl Barquero - cheryl.barquero@astonacademy.org

ACET Primary SENDCO: Katy Wright - katy.wright@astoncetrust.org

Principal : Rebecca Malton - rebecca.malton@springwoodacademy.org

SEND Governor - Lindsay Jones

The school telephone number is 0114 287 2597

3. How does the Academy identify SEND?

The SEND Code of Practice defines SEND as: -

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

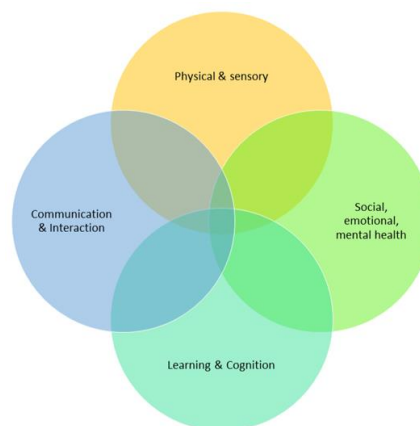
A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

If a pupil is identified as having SEND the academy will make provision that is 'additional to or different from' a differentiated curriculum intended to overcome the barrier to their learning.

There are four broad areas of need which are;

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and / or Physical needs



If you are concerned that your child may have special educational needs, you should contact Ashley Davies -SENDCO.

4. How does the Academy assess children and young people with SEND?

Pupils are identified as being in need of extra provision in a variety of ways.

Feeder Schools

- SEND transition forms are completed for all students on the SEND register. All relevant documentation is collated by the Academy and discussed with the Inclusion Team and class teacher. There are formal transition meetings with parents/carers and the feeder school primary SENDCOs. The Inclusion Team within the Academy is invited to Y2/Y1 Annual Reviews and other relevant reviews. The Academy makes numerous visits to feeder schools prior to transition and offer enhanced transition packages as appropriate.

Screening

- Key Stage 1 information regarding SAT levels is collated and distributed to teaching staff. All pupils on entry to Y3 will have standardised assessment in single word reading, reading comprehension, spelling, handwriting and numeracy. Some pupils may require further assessment to support progress. Support for developing literacy and numeracy is then determined. These baseline standardised scores are taken at the start of every KS2 year group to be able to track children's progress.

Class Teacher Request

- Staff who have concerns regarding a student may pass concerns on to the SENDCO / Inclusion Team.

Parental Request

- Parental requests can be made at any time by phone, e mail or letter to the SENDCO.

5.What support is available for a child with SEND?

- The teacher has the highest possible expectations for your child and all pupils in their class.
- All teaching is built on what your child already knows, can do and can understand.

- Different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENDCo) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.
- It may also include Intervention which may be run in the classroom or a group room by a teacher or a teaching assistant (TA).

6. Who are the other people providing services to young people with SEND?

The Academy maintains strong links with other bodies including:

- Educational Psychology Service
- Specialist Inclusion Team
- Hearing Impaired Service
- Visually Impaired Service
- Speech, Language and Communication
- Health and Social care
- Occupational Therapy Service
- Early Help Service
- LA Support Services
- SENDIASS (Officers can be contacted on Rotherham 01709 823627. The role of this service is to give impartial advice to parents.)

7. How are the teachers in the Academy helped to work with children with SEND and what training can they have?

- All teachers have high expectations of student with SEND, including a commitment to ensuring they can achieve their full educational potential.
- All teachers deliver high quality provision to meet the needs of children and young people with SEND.
- 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.
- All staff develop their awareness of special educational needs and focus on inclusive practice to remove barriers to learning with access to a broad, balanced yet relevant mainstream curriculum which is differentiated to ensure continuing progress.
- The academy provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues, such as Autism Spectrum Disorder (ASD) and literacy difficulties.



8. What arrangements are in place for consulting parents/carers of children with SEND?

Positive involvement with parents/carers is seen as an important part of our work with pupils. At its most effective, the education of young people is a collaborative enterprise involving teachers, parents/carers and the pupils themselves.

The Inclusion Team review SEND provision at least three times a year by communicating directly or indirectly with parents/carers by means of: -

- Attendance at parents/carers evenings in July prior to transition
- Review meetings - including statutory, non-statutory and multi-agency reviews
- Telephone calls
- Parents/carers consultation evenings
- Parental request for a meeting
- Pupil planners
- E-mail

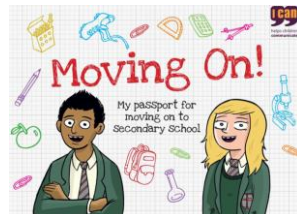
All expressions of concern will trigger a further investigation of the pupils' needs. Parents/carers will be informed of the outcome and invited to contribute and make comment. When changes are agreed to SEND status, parents/carers will be informed in writing. The Academy will inform parents/carers and children about the LA's information, advice and support service.

9. What arrangements are in place for consulting children with SEND?

Positive involvement with pupils is seen as an important part of our work. At its most effective, the education of young people is a collaborative enterprise involving teachers, parents/carers and the pupils themselves. We consult with and involve children in planning support for their education as part of the SEND review process.

10. What arrangements are in place for supporting children moving to another school?

The SENDCO informs the new school of any pupils with SEND who are transferring so that complete records can be sent to the SENDCO of the new school. The Academy will inform the designated person for any child looked after by a local authority if a change of school takes place.



11. How are adaptations made to the curriculum and the learning environment of children with SEND including access?

All pupils at Springwood Junior Academy have a right to participate in a broad, balanced and relevant mainstream curriculum appropriate to their needs. Strategies include; setting within the curriculum, enhanced staffing, specialist provision and equipment within the Academy including the commissioned services of Educational Psychologist, Education Welfare Officer and other specialist bodies as required. SATs access arrangements are reviewed and implemented as required.

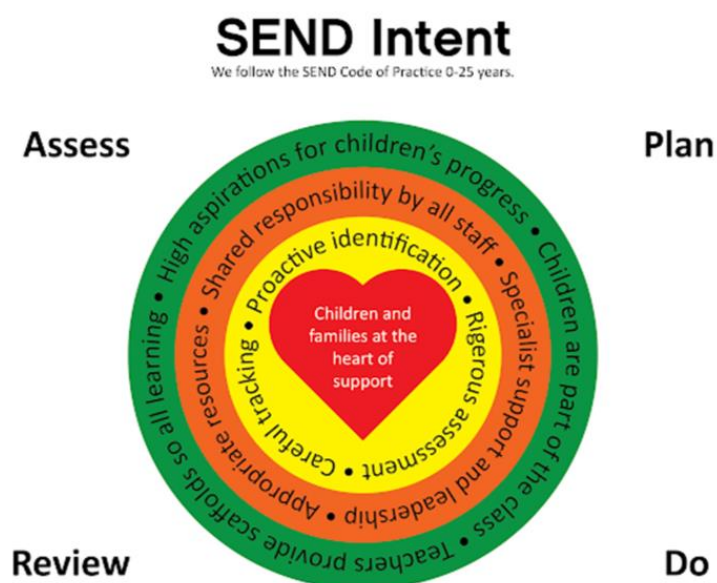
The Local Governing Body remains committed to improving provision for pupils and adults who find access to and movement around the site difficult - please see the downloadable 'Accessibility Plan' on the website. The physical environment is tailored to the needs of all pupils. For example, there are low level sinks, low level toilets, a dedicated disabled toilet and

washroom area, toilet paper dispensers for pupils with limb impairment, ramps into and out of the school building and on pathways around the building.

- Individual Health Care Plans are in place for all pupils with health, medical and personal care needs, written and agreed in consultation with parents and external agencies.
- All subject areas and related learning are accessible to all pupils, including educational visits. Where pupils have specific needs, risk assessment procedures are followed and any additional considerations identified in the risk assessment are met.
- The SENDCO works closely with appropriate agencies to service the best interests of the pupils, for example, the Hearing Impaired Service and the Visually Impaired Service which assist by providing specialist equipment and training for our pupils as and when required. They monitor the progress of pupils with impairments through the school.

12. How is the effectiveness of provision made for children with SEND evaluated?

Monitoring progress is an integral part of teaching and learning within Springwood Junior Academy. Parents/carers, pupils and staff are involved in reviewing the impact of support for students with SEND. Following the 'assess, plan, do, review' model we ensure that parents/carers and pupils are involved in each step. In order to determine the effectiveness of provision expectations of how the support, which is additional to or different from that available to other pupils, will impact on progress to agreed outcomes and a baseline is recorded which can then be used to compare the impact of support.



Half-termly rigorous analysis of monitoring data allows for timely review and amendment of SEND support. Parents/carers, pupils, Teaching Staff, Middle Leaders and the Academy's Leadership, along with the SENDCO and the Inclusion team, regularly contribute to the evaluation of this support and its effectiveness.

13. What support is available for improving emotional and social development?

School staff work with specialists to improve the emotional and social development of pupils. Provision includes a breakfast club, nurture group at lunchtime, restorative justice, safe areas for vulnerable pupils before, after and during the school day. The school council works to ensure that pupils are listened to and any concerns regarding bullying are effectively dealt with.

Within school we employ a 'learning mentor' who is responsible for supporting the social, mental and emotional needs of all vulnerable pupils in school, including those with special educational needs. The Learning Mentor is accessible each day.

14. What are the arrangements for handling complaints for children with SEND?

The local governing body will make efforts to ensure that anyone who wishes to make a complaint including a complaint in relation to children with SEND, whether they have EHC plans or not, is treated fairly, given the chance to state their case, provided with a written response, and informed of their appeal rights.

Any parent/carer who wishes to discuss or make observations about the Special Needs provision for their child at Springwood Junior Academy should: -

- Telephone or make an informal appointment to see the SENDCo who will review the situation and arrange for it to be discussed within 5 working days of the complaint being made.
- If the parent remains dissatisfied the complaint should be submitted formally in writing to the Principal who will investigate the complaint and arrange a discussion within 5 working days.
- Parents/carers have the right to complain: -
 - + To the Chairman of the Local Governing Body via the school (Tel. 0114 287 2597) or the Principal.
 - + To the LA, (Education and Health, Care Assessment Team) Tel: 01709 822660
- - If a parent/carer is still not satisfied they can complain to the Education Funding Agency acting on behalf of the Secretary of State.

Ofsted can consider complaints about the educational provision of the Academy (not individual cases) when a complainant has tried to resolve the complaint through the Academy's own complaints procedure.

If the complainant remains concerned following the local complaints procedure, he or she could ask the Department for Education's School Complaints Unit to take up the matter.