



Striving for **Excellence**
Empowering Achievement
Shaping **Learning**

Special Educational Needs (SEN) Information Report

Approved by:	BEKI MALTON ASHLEY DAVIES	Date: September 2025
Last reviewed on:	September 2025	
Next review due by:	September 2026	



This document should be read in conjunction with the SEND Policy which can be found on our website: Springwood Primary Academy > SEND

Springwood Primary Academy's Vision for students with SEND

With a strong commitment to ensuring all students have equitable access to a high-quality education, we believe that every child possesses unique strengths and potential, and we are passionate about creating an environment where each student can thrive academically, socially, and emotionally.

What is SEND defined as?

Definitions of special educational needs and disability (SEND) taken from section 20 of the Children and Families Act 2014:

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 them.

A child of compulsory Education provision age or a young person has a **learning difficulty** or **disability** if they:

- a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
- b) Has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream education provisions.

What types of need are provided for in school?

The SEN Code of Practice (2014) does not assume that there are rigid categories of Special Educational Need, but recognises that children's needs can be described using four broad areas. These are:

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

Springwood Primary Academy is a mainstream setting, not an enhanced or specialist resource. At Springwood Primary Academy we strive to make reasonable adjustments to accommodate learners who display these needs.

Our SEND profile for 2025 - 2026 shows that we have 14.9% of students identified as having SEND from FS0 -Y6. 13.2% at single stage (K), 1.7% with an Education, Health and Care Plan (EHCP) against national average where 18.4% of students are identified as having SEND. 14.2% are at single stage (K)- national average, 5.3% with an Education, Health and Care Plan -national average.

How do you identify students with SEND?

Early identification of SEND students is important to us. Springwood Primary Academy will use appropriate screening and assessment tools, and ascertain student progress through:

Feeder Schools

All relevant documentation is collated by the Academy and discussed with the Inclusion team. There are transition meetings with parents/carers and the feeder school nursery and primary SENDCOs. The Academy makes numerous visits to other schools prior to transition and offer enhanced transition packages as appropriate. Inclusion Teams from secondary feeder schools are invited to Y6/Y5 Annual Reviews and other relevant reviews.

Screening

End of year and end of Key Stage assessment data is shared with the next class teacher and the Inclusion team. All pupils in KS2 complete an NGRT assessment, which analyses reading speed, fluency and comprehension. Some pupils may require further assessment to support progress. Intervention support is then determined. Where needed, literacy and numeracy screeners may be completed to determine levels of need and support. These assessments support the tracking of progress for all pupils.

By the Academy's Inclusion Team

Staff within the Inclusion team are trained to identify specific SEN profiles within the four areas of need. This may be done through observation, assessment and referral to other bodies.

Parental Request

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

Subject Teacher Request

Staff who have concerns regarding a student may pass concerns on to the SENDCO.

Ultimate responsibility for collating and monitoring those students with suspected SEND rests with the SEND Coordinator (SENDCo) Miss Ashley Davies at ashley.davies@springwoodacademy.org

Who are the SEND department?

The SEND team within Springwood Primary Academy comprises:

- Principal
- SENDCO

- Assistant Inclusion Managers
- Higher Level Teaching Assistant
- Teaching Assistants
- SEND Governor

We are very fortunate to have a committed and dedicated SEND team, featuring a wealth of experience of working with students with SEND. Where necessary and appropriate, the school undertakes to access further specialised expertise. This specialised provision will be drawn from the Local Offer <https://www.rotherhamsendlocaloffer.org.uk/> identifying services offered by a local authority.

How do we support students with SEND during transition?

We recognise the three key points for students in terms of transition are; the move from Nursery to Primary; Key Stage 1 to Key Stage 2 and the move from Primary education to Secondary education. We have a comprehensive programme at all of these stages with multiple opportunities for students to experience life at their current or feeder school.

For our SEND learners, we provide additional transition visits prior to the summer break, before students start in any of the key transition phases in September, or start any year group mid-year, giving them an insight into lessons, teaching and socialisation before they join us.

For SEND learners moving from Primary to Secondary, enhanced transition packages are put in place including additional visits, meeting with pastoral workers where needed, invites to feeder schools to SEND Reviews

Changing Schools Records are not sent until a student has been formally admitted to another school and therefore taken off our roll. The Pastoral Learning Lead will inform the SENDCo of any students with SEND who are transferring schools so that complete records can be sent to the SENDCo. Any student requiring an Individual Health Care Plan will be assessed accordingly with parents/carers, and student, together with any medical team input needed for the plan. The academy will inform the designated person for any child looked after by a local authority if a change of school takes place.

How do we ensure high quality provision for students with SEND?

All our class teachers receive regular training on identifying and supporting students with SEN and are vigilant of any students who aren't making the expected level of progress in their schoolwork, emotionally or socially. This might include not making expected progress at assessment cycles, difficulties in reading and comprehension identified through

assessments such as NGRT (New Group Reading Test) or in-class performance, writing and spelling, speed of processing, retaining information and number work.

If the teacher identifies that a student is facing difficulties and barriers, they will begin to explore if the student has any gaps in their learning. Where gaps are identified, the teacher will put in place wave 1 classroom strategies and support to address the concerns.

The SEN Code of Practice (Jan 2015) advocates a graduated response to meeting students' needs through targeted interventions which increase or decrease according to the students' difficulties and strengths at the time, and which should be individualised to allow students to meet their potential.

If the school decides, in collaboration with parents/carers, that a student requires further additional support or interventions to make progress, the SENDCo will liaise with relevant staff to ensure that this happens. However, the subject teachers remain responsible for the careful planning and delivering of specific subject based curriculum.

Typical SEND interventions might be:

- Short term extractions from non-core subjects.
- In class support.
- Short term periods of work with external agencies.
- Use of specific reading, literacy or numeracy programmes.

How do we evaluate the effectiveness of the provision for SEND students?

A minimum of twice a year, Year 3, Year 4, Year 5 and Year 6 sit an NGRT (New Group Reading Test) assessment which measures reading skills against the national average. Through a variety of exercises, NGRT can assess students' knowledge of phonics, comprehension, decoding ability, vocabulary, grammatical knowledge, deduction and inference skills, authorial intent, and ability to deal with figurative and idiomatic language.

The SENCO, alongside the Inclusion team, and the Senior Leadership Team will review the academic progress of young people with SEN at every learning cycle and will identify appropriate support where required.

Children who are on the SEND register have a Grid for Learning and either a Learning Support Plan, SEND Support Plan or EHC Plan depending upon where in the graduated response they are; these are reviewed in cycles throughout the year by the Inclusion team and class teachers. Parents/carers are involved in this process. However, they can be reviewed responsively any time there are changes in support/needs.

If concerns arise at any of the assessment cycles and it is discussed and decided that your child may need additional provision, we will follow the 'graduated approach' to meeting

your child's SEND needs ensuring the academy are in line with the Code of Practice's requirement of Assess, Plan, Do and Review.

How do we ensure students with SEND are able to access the curriculum and the learning environment?

All pupils at Springwood Primary 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 and ramps into and out of the school building and on pathways around the building. 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.

How will the school support my child's mental health, and emotional and social development?

We provide support for students to progress in their emotional and social development in the following ways:

- Students are supported within assemblies, RSHE, through enhanced specialist intervention as well as across the curriculum about the importance of positive mental health and how to work with other students.
- We also have a MIND Counsellor who is based at the academy one morning per week some terms to provide additional support alongside the SENDCO and Mental Health Lead. We also provide Early Help and work with external agencies as needed to get the right help for young people.
- Students with SEND are encouraged to be part of the school council.
- Student voice is collected annually as part of a supported questionnaire.
- Students with SEND are also encouraged to be part of any sporting activity or club to promote teamwork/building friendships.
- We provide extra pastoral support for listening to the views of students with SEND.

- We run multiple nurture clubs for students who need extra support with social, emotional or sensory development.
- We have a 'zero tolerance' approach to bullying.

How do we maintain consultation with parents/carers?

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 approach involving teachers, parents/carers and the pupils themselves. The Inclusion Team review SEND provision, with the class teacher and parents where possible, at least three times a year by communicating directly or indirectly with parents/carers by means of:

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

During the review cycle...

- We set clear outcomes for your child's progress.
- Review progress towards those outcomes.
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do.

Additionally, we will provide reports every year on your child's progress across all subject areas at the end of the year.

How are students involved in the process?

We recognise that no two children are the same, so we will decide support and involvement on an individual basis, with your input.

Children will be involved from an early stage in making decisions, choices and expressing their views at an appropriate level, according to their age and understanding. They will be involved in talking about their progress and celebrating their success. We consult with and involve children in planning support for their education as part of the SEND review process.

How do we work with outside agencies and support services to help meet the needs of SEND learners and their families?

Sometimes we need extra help to offer our students the support they need. Whenever necessary we will work with external support services to meet the needs of our students with SEN and to support their families. These include (but are not limited to):

- Speech and Language Therapists

- Specialist teachers (of the Deaf or Visually Impaired)
- Educational Psychologists
- Occupational Therapists
- Specialist Inclusion Team
- Aspire Outreach Service
- GPs or Paediatricians
- School Nurses
- Child and Adolescent Mental Health Services (CAMHS)
- Education Welfare Officers
- Social Services and Other Local Authority (LA)-provided support services
- SENDIASS (Officers can be contacted on Rotherham 01709 823627. The role of this service is to give impartial advice to parents)
- Voluntary Sector Organisations

What support is in place for looked-after and previously looked-after children with SEN?

Our Principal, Beki Malton, also our Designated Safeguarding Lead and Rachel Mulleague, our Nursery Manager and Deputy Safeguarding Lead are the leaders responsible for LAC children and their provision in school.

Children who are looked-after or previously looked-after will be supported in the same way as any other child who has SEN. However, looked-after students will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

Where can I go for further information?

If you require further detailed information on the school's policy for students with special educational needs and disabilities (SEND), you can access this through the 'SEND' or 'Policies' section of this website. Alternatively, contact the SENDCo via the e-mail address listed previously.

What should I do if I have a complaint?

In the event that parents/carers have any complaints or queries, referring Springwood Primary Academy's Complaints Policy would be the first port of call. Springwood Academy's Complaints Policy can be found on the Academy's website - www.springwoodacademy.org

The SEN Code of Practice (2014) outlines additional measures (on top of the school's usual complaints procedures) the Local Authority must set up for preventing and resolving disagreements.