

Our Local Offer for Special Educational Needs and/or Disability

Please click the relevant words on the wheel to be taken to the corresponding section.



Please see the following page for information on this setting's age range and setting type



Our Local Offer for Special Educational Needs and/or Disability

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Name of Setting	Springfield School
Type of Setting <i>(tick all that apply)</i>	<div style="display: flex; flex-wrap: wrap; padding: 5px;"> <div style="width: 33%;"><input type="checkbox"/> Mainstream</div> <div style="width: 33%;"><input type="checkbox"/> Resourced Provision</div> <div style="width: 33%;"><input checked="" type="checkbox"/> Special</div> <div style="width: 33%;"><input type="checkbox"/> Early Years</div> <div style="width: 33%;"><input type="checkbox"/> Primary</div> <div style="width: 33%;"><input type="checkbox"/> Secondary</div> <div style="width: 33%;"><input type="checkbox"/> Post-16</div> <div style="width: 33%;"><input type="checkbox"/> Post-18</div> <div style="width: 33%;"><input type="checkbox"/> Maintained</div> <div style="width: 33%;"><input type="checkbox"/> Academy</div> <div style="width: 33%;"><input type="checkbox"/> Free School</div> <div style="width: 33%;"><input type="checkbox"/> Independent/Non-Maintained/Private</div> <div style="width: 33%;"><input type="checkbox"/> Other (Please Specify) <input style="width: 100%;" type="text"/></div> </div>
Specific Age range	4 to 18 age range.
Number of places	140
Which types of special educational need do you cater for? <i>(IRR)</i>	We are an inclusive setting that offers a specialism in cognition and learning for children and young people who have significant learning needs.



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Questions from the Parent/Carer's Point of View:

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Identification	
How will you know if my child or young person needs extra help? (IRR)	
<ul style="list-style-type: none">• All pupils at the Springfield school have complex special educational needs. On joining the school pupils will be assessed within the first half term by all the services based at the school - education, speech and language therapy, physiotherapy and school nursing team. Each pupil will then follow a timetable appropriate to their needs with additional input from health services as required.• Pupil's progress is regularly reviewed and input adjusted as required.• Educational, Health & Care Plans (EHC Plans) plans are reviewed annually and any additional needs or changes discussed. Pupils whose need(s) change within the period can also have an interim review at the request of parents or the school.	
What should I do if I think my child or young person needs extra help?	
<p>If you have concerns about any aspect of your child's education the first port of call should be your child's class teacher. Class teachers are usually available at the end of the school day and are happy to make appointments if you require a longer discussion. The class teacher may then seek the involvement of the school SENCO. Alternatively the school SENCO can be contacted directly, either at the end of the school day, or via the email addresses provided on the website. The School SENCO is Di Brown (Deputyhead teacher)</p>	
Where can I find the setting/school's SEND policy and other related documents? (IRR)	
<p>The school's SEND policy and other relevant policies can be found on the school website www.springfield.cheshire.sch.uk</p>	



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Teaching, Learning and Support

How will you teach and support my child or young person with SEND? **(IRR)**

It is our aim that all pupils are given the opportunity to access appropriate learning in an inclusive manner. Our priority is the provision of high quality teaching which is differentiated to meet the needs of our learners.

The school uses a range of additional programmes to cover specific needs - PECS (Picture Exchange Communication System), MAKATON signing, MOVE (Mobility Opportunities Via Education), TEACCH (Treatment and Education of Autistic and related Communication handicapped Children).

How will the curriculum and learning environment be matched to my child or young person's needs? **(IRR)**

Pupils are placed in class groups according to age and need. All pupils are taught in small class groups with appropriate staffing ratios to the needs of the pupils.

Pupils with greater needs follow the **Prime Curriculum - communication and language, physical development and personal and social skills.**

All other pupils follow the National Curriculum in an adapted form suitable to their needs.

All class teachers take responsibility for meeting the needs of all learners in their class by differentiating the learning.

Pupils have access to a range of specialist learning environments - multi-sensory rooms, ICT suite, School Library, Chat and Chill Café environment, hydrotherapy pool, sports & swimming pool, trampoline and multi-gym etc.

How are the setting, school, or college's resources allocated and matched to children or young people's needs?

All classrooms are extensively equipped with resources to support the special needs of pupils. All classes have interactive whiteboards, hearing loops and other appropriate resources. In order to ensure that quality first teaching approaches are used fully in each classroom the needs of the pupils are considered in the allocation of resources. This might take the form of additional physical resources in classrooms e.g. hoists and tracking, en-suite bathroom facilities, individual specialist equipment such as seating, standing frames or use of iPad technology, or in some cases higher levels of human resource within a class e.g. teaching assistants or welfare assistants. Therapy and nursing resources are also matched to the individual needs of pupils.

How is the decision made about what type and how much support my child or young person will receive? Who will make the decision and on what basis? **(IRR)**



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Teaching, Learning and Support

All pupils are assessed by school teaching and health staff (Speech and Language, Physiotherapy and Nursing) within the first half term of starting at the school. Class teachers will then write a **Personal Learning Plan** based on the recommendations of the EHC Plan and these assessments which will be shared and discussed with parents and, where appropriate, with pupils. Desired outcomes for the pupil will be discussed and the provision or support the pupils needs to meet those outcomes will be agreed. Health teams will also put forward plans for their input with pupils.

Personal Learning Plans will be evaluated mid-year and new plans written taking account of pupil's progress.

Pupil progress is discussed between teachers and parents termly and parents may also contact either the class teacher or the SENCO at the end of the school day if there are any concerns.

Pupils work is recorded on an electronic system called Evidence for learning, the data is then inputted into Onwards and Upwards to track pupil progress.

How will equipment and facilities to support children and young people with SEND be secured? **(IRR)**

The school possesses a range of equipment and facilities which are available to all pupils. All school equipment is suitable for pupils with special needs and every classroom is well equipped.

Pupils requiring specialist equipment either for education or therapy needs will be assessed fully and monitored regularly. School has a range of specialist seating, walkers, and other adapted or specialist equipment including wheelchair accessible playground equipment.

The school has a wide range of IT equipment and programmes including switches, touch screens and augmentative communication aids - some are freely accessible to all pupils while others are allocated by need following a full assessment



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Teaching, Learning and Support

How will you and I know how my child or young person is doing and how will you help me to support their learning? **(IRR)**

School staff have high expectations for all learners and individual pupil progress matters.

Monitoring of progress takes place on a day to day basis by class teachers, and they are often best placed to identify where progress is falling or excelling. Regular home contact will take the form of communication through a home - school diary.

The Leadership Team regularly monitor's pupil progress and teaching and learning.

Formal monitoring of progress takes place termly in the form of a pupil progress meeting held between class teachers and senior leaders. Information about pupil progress is shared with parents at parent-teacher termly meetings, at Annual Reviews of the EHC Plans and via the annual School Progress Report which is sent home during the summer term.

The school also runs a range of Parent Support sessions targeting issues such as behaviour and communication. The school has a Family Liaison worker and an Outreach Worker both who are available to offer advice and guidance to parents around a range of issues.

How does the setting, school or college consult with and involve children and young people with SEND in planning and reviewing their education? **(IRR)**

Every effort is made to ensure that the opinions, thoughts and feelings of our pupils are an integral part of any plans made about their education. **Pupil's opinions are important and are therefore sought at a level which is accessible to the individual.** For some learners this might mean that they are supported to attend meetings with professionals, for others this might mean enabling them to contribute to meetings without actually attending (e.g. opinions expressed via symbols or signing).

Younger or less able children are given the opportunity to contribute their ideas in discussions which take place in class with familiar staff. We recognise that for some pupils with more profound needs, a range of people who know the pupils well, will need to put forward views about the child's likes, dislikes and needs. We also recognise that there is sometimes a need to protect pupil's self- esteem, and that it may not always be appropriate to highlight to the pupil the range of their difficulties, in these circumstances, pupil involvement is carefully planned with those who know the pupil best, i.e. families and those working closely with them.



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Teaching, Learning and Support

How does the setting/school/college assess and evaluate the effectiveness and sufficiency of its arrangements and provision for children and young people with SEND? (IRR)

The school's head teacher and other members of the leadership team undertake regular monitoring of pupil progress and the effectiveness of our service. **As part of our established drive to improve and make sure school provision is continually developing, we engage in a programme of external accreditations and national kite marks. This supports and ensures we are working to high national standards which impact on the quality of teaching and learning. The school strives to drive the process of continual improvement as an integral part of the day to day work in which we are involved in.**

We work with a cluster of mainstream schools, with other special schools and with various outside agencies which enables opportunities for consultation and continuing professional development. The success of intervention programmes in school is monitored carefully to ensure they provide the desired outcomes. The individual opinions of pupils and parents regarding the effectiveness of all aspects of school are sought annually and collated to inform decisions about current and future provision.

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Keeping Students Safe and Supporting Their Wellbeing

How do you ensure that my child or young person stays safe outside of the classroom?

Pupil safety is paramount. Information about pupils is communicated to relevant school staff via pupil profiles, a range of formal plans and through weekly meetings. Where risks are identified measures are taken to limit these. All pupils have a Personal Passport which includes Moving and Handling, feeding and medical information, **a Behaviour Plan and Communication Profile**. These plans are shared and discussed with parents and updated termly.

For any of-site visits school adheres to Cheshire East offsite risk assessment procedures, and if necessary individual risk assessments would be carried out and shared with parents.

The majority of pupils arrive in school and leave via local authority transport. Pupils are met by staff in the reception area and are supported to class. At the end of the day staff ensure that pupils are safely on transport.



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Keeping Students Safe and Supporting Their Wellbeing

A member of the Senior Leadership Team is on duty in the morning and at the end of the day.
Staffing levels are planned to ensure pupils are well supported when on educational visits.
Where older pupils are moving around the campus, staff are always with pupils or are in close proximity. While encouraging independence we do so with pupil safety central to any work being undertaken.
Detailed risk assessment is carried out by class teachers for any educational visit or class activities taking place outside of school

What pastoral support is available to support my child or young person's overall well-being?

PASTORAL

A large part of the work in school is around personal and social development. This plays a large part in both curricular and extra-curricular and our high staff / pupil ratio supports this. The school has access to staff who have counselling skills and works closely with other services, for example, CAMHS LD for additional support for pupils emotional well-being.

FRIENDSHIPS

All children in school are supported to develop relationships with their peers. All lunch and break times are well staffed to support pupils to develop social and play skills and develop friendships. All classes also work collaboratively to enable pupils with varying levels of need to interact and socialise.

PEER / SIBLING SUPPORT

Older pupils are encouraged to support younger pupils and are encouraged to become buddies or to take a competency assessment to become Wheelchair supporters, taking pupils in wheelchairs and those pupils who need a greater degree of help to and from their classes.
Secondary and Sixth Form pupils have some lessons where they are encouraged to design and make activities for the younger pupils.

BULLYING

All pupils are taught to be kind and consider the feelings of other pupils. The school rarely experiences incidents of bullying but, staff remain vigilant in monitoring the children's behaviour both in and out of class. Any incidents of bullying are followed up.

How will the setting, school or college manage my child or young person's medicine or personal care needs?

ADMINISTRATION OF MEDICATION / TUBE FEEDING



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Keeping Students Safe and Supporting Their Wellbeing

A number of our pupils have medical or personal care needs which require attention during the school day, including the administration of medication. Most medication is administered by the school nurse following signed parental consent, and all medication is kept locked in a cupboard or fridge in the medical room which is also either staffed or code locked. Medicine is given and this recorded following NHS guidelines for medicine administration.

In some cases pupil's medication may be required as an emergency whilst out of school. All school staff are trained on the administration of emergency medications by the school nurse and follow a strict procedure to sign out medication and record its use - this is monitored by the school nurse. The school also has a number of staff trained as emergency first aiders. Each class has a list of those pupils who have medical issues and medication kept in school.

A number of pupils require tube feeding through the school day. This is carried out by the school nurse. Where pupils need tube feeding during an out of school visit or residential visit a member of school staff accompanying the pupil will be trained by the school nurse to carry out the feeding.

PERSONAL / INTIMATE CARE

The school employs a number of additional staff in order to support the care needs of pupils. Staff are experienced in supporting pupils in intimate care and wherever possible the aim is for pupils to become independent in their personal care. Where toileting programmes are put into place this plan will always be fully discussed and agreed with parents / carers. Personal Care is carried out on a 2:1 basis. Pupils who need to be lifted or hoisted will have this level of detail within their Personal Passport which is fully discussed and signed by parents. The school nurse works closely with school staff, families and the Continence Team to ensure that procedures and products are fully appropriate to meet the needs of the family.

For those pupils with toileting needs, every care is taken to ensure the pupil's dignity.

What support is available to assist with my child or young person's emotional and social development? *(IRR)*

Personal, social and emotional wellbeing is at the heart of our curriculum, and class teachers address this through regular sessions in class. Staff promote an environment in which positive personal relationships can flourish, and seek to support children in managing their emotions and relationships on a day to day basis.

What support is there for behaviour, avoiding exclusions and increasing attendance?

The school has specific and well established policies for behaviour and attendance.



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Keeping Students Safe and Supporting Their Wellbeing

BEHAVIOUR

The school has a clear behaviour policy which is implemented consistently. Where pupils require additional support with behaviour a range of measures are used to support them in adhering to the school rules. For some pupils this requires the writing of a behaviour plan is drawn up in consultation with parents. A key focus of the school in supporting pupil's whose behaviour challenges in a consistent approach and the school follows the **Positive Approach to managing behaviour**. We a number of trained behaviour co-ordinators and every member of staff receives training in the approach. Our focus is on proactively avoiding behaviours, deescalating emotional incidents, and supporting pupils to change their own behaviours. We work flexibly in response to pupil behaviour, and aim to find creative strategies to support pupils in managing their behaviour.

EXCLUSION

It is extremely rare that we would even consider exclusion for any pupil. A copy of the school's exclusion policy can be found on our web site www.springfield.cheshire.sch.uk.

ATTENDANCE

Whilst we appreciate that a number of our pupils are unavoidably absent due to medical conditions or hospitalisation, we do closely monitor attendance and its impact on a pupils progress. We work closely with families where attendance is a concern to find ways to support them and to improve the situation.

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Working Together & Roles

What is the role of my child or young person's class teacher?

The class teacher has a key role and the overall responsibility for pupil's learning and their day to day well- being in school. They are the first port of call for pupils and parents, and act as a hub for information about the pupil. Class teachers are expected to plan and deliver appropriate learning opportunities for pupils, and to ensure that any resources in place to support pupil learning.

Who else has a role in my child or young person's education?

The head teacher oversees the running of the school, ensuring that all elements of a pupil's education are in place.
The Leadership Team has responsibility for co-ordinating the provision for pupils with SEND. They analyse and monitor all pupil progress data, EHC Plans



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Working Together & Roles

and will host formal meeting such as Annual Reviews.

We have a highly skilled and experienced team on site which includes support staff (teaching/welfare assistants and therapy staff. Some staff also run small units for specialist support or support pupils on projects out of school such as work experience.

A number of health staff are involved with pupils and play key roles in skill development and aspects of a child's education. These may include:

Speech and Language Therapy Team - these staff provide 1:1, small group and whole staff sessions in intensive interaction, social communication, speech development, PECS, signing and the use of i Pad technology as communication aids. For some pupils they also play a key role in developing eating and drinking skills. Springfield have their own Speech and Language Therapist working alongside the NHS team.

Physiotherapy Team - these staff also provide 1:1 and small group sessions both in and out of classrooms. They also provide hydrotherapy sessions where appropriate. They can support in assessments for a range of equipment and aids such as wheelchairs and sleep systems and also support pupils on their return to school following surgery.

School Nursing Team - the team support administration of medication and tube feeding as well as emergency care if required. The team also support the school to deliver Sex and Relationship education and provide support such as bereavement counselling as required. The team provide support for pupils and families and liaise with the dietician, the continence team, with vaccinations and a wide range of other agencies.

Occupational Therapist - focussing on adapting equipment and seating the OT is with us one day per week to carry out assessments.

The school also has to other services, for example, CAMS for behaviour, school doctor, the Sensory service for pupils with vision or hearing difficulties.

How does the setting, school or college ensure that information about a child's SEND or EHC plan is shared and understood by teachers and all relevant staff who come into contact with that child?

Established systems are in place to ensure information regarding pupils with SEND and medical needs is shared with relevant staff including supply teachers. All class teachers and relevant school staff will have access to copies of **Personalised Learning Plans, EHCPs** and there are regular opportunities to discuss the content of these. The Personal Learning Plan feeds directly into the EHCP plan so that they are all regularly reviewed at parents evenings and AR.

What expertise is available in the setting, school or college in relation to SEND? (IRR)



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Working Together & Roles

The school's specialism is special needs, for children and young people who have significant learning & physical difficulties.

All our pupils have statements of special educational need

Classroom staff have an excellent awareness of SEND issues and have access to training to continually develop and improve their skills and knowledge.

The teaching a support staff hold recognised qualifications and teaching staff have additional post graduate qualifications.

Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social care services)? (IRR)

Mutli-agency working is integral part of the school provision. The school has a number of additional services on site which offers pupils and their families quick referral and input. The school has close links and works with a range of external agencies which assists in the support of meeting the needs of our school population.

Who would be my first point of contact if I want to discuss something?

Your first point of contact should be your child's class teacher. In addition members of the Leadership Team are also available to discuss and support you.

Who is the SEN Coordinator and how can I contact them? (IRR)

The school SENCO is Diana Brown and can be contacted on 01270 685 446 or please contact via the school web site www.springfield.cheshire.sch.uk

Although all Leadership members are SENCO's due to the nature of the school.



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Working Together & Roles

What roles do have your governors have? And what does the SEN governor do?

The school governors have responsibility for ensuring the quality of provision across the school. There is a designated governor for SEND, and regular discussions between the SEND governor and the Headteacher and Leadership Team regarding the effectiveness of provision and progress of pupils'.

How will my child or young person be supported to have a voice in the setting, school or college? **(IRR)**

Every effort is made to ensure that the opinions, thoughts and feelings of our pupils are an integral part of any plans made about their education. Pupil's opinions are sought at a level which is accessible to the individual. For some learners this might mean that they are supported to express their views in alternative formats. Younger or less able children are given the opportunity to contribute their ideas in discussions which take place with a familiar adult who acts as an advocate for them. There is a **school council**, made up of pupils who meet regularly and to share their views and this is in line with the Code of Practice .

What opportunities are there for parents to become involved in the setting/school/college and/or to become governors?

Parents are encouraged to take an active role in school. Some parents volunteer to help with school activities. There are opportunities to join the parents group "**Friends of Springfield School**" who organise events and fundraise on behalf of the school. Parent governors sit on the governing body and when their term of office expires, details of how to stand are advertised in the school newsletter, or by letters inviting parents to put their names forward.

What help and support is available for the family through the setting, school or college? **(IRR)**

We recognise that there can be a significant amount of paperwork as a parent of a child with SEND. The schools Parent Worker will assist in supporting parents/carers for example, completing forms with parents, or signposting them to agencies who can help further. Information about parent support groups is shared with parents in a number of ways throughout the school year: the school newsletter, and on our website.



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Inclusion & Accessibility

How will my child or young person be included in activities outside the classroom, including trips? **(IRR)**

As an inclusive school setting we seek to ensure that all pupils regardless of need are able to attend enrichment opportunities such as after school clubs, school visits, residential visits, work experience, etc. Therefore we work creatively and flexibly to make relevant adaptations to enable pupils with SEND to attend. We have a range of out of school clubs and activities which change from time to time (details available on the school website),

How accessible is the setting/school/college environment?

Is the building fully wheelchair accessible? **Yes**

Details (if required)

Are disabled changing and toilet facilities available? **Yes**

Details (if required)

Do you have parking areas for pick up and drop offs? **Yes**

Details (if required)



The school makes every effort to provide reasonable adjustments to ensure that its facilities are accessible to all pupils regardless of their SEND.

We aim to personalise communication to suit families. For those who find it difficult to access written documents we communicate in person, by phone or text.. Where pupils and their families require communication through languages other than English (including BSL) we seek to provide translation for key meetings / communications, and would discuss with those families their preferred means of communication.



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Inclusion & Accessibility

We are familiar with other augmentative communication tools such as PECS, Makaton, and with text to speech technology such as Prologue 2Go.



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Transition

Who should I contact about my child/young person joining your setting, school or college? **(IRR)**

Please contact the administration team on 01270 686446 and they will connect you to the most appropriate person.

How can parents arrange a visit to your setting, school or college? What is involved?

We would encourage all parents/carers to visit the school to see the facilities and meet our pupils and staff.

How will you prepare and support my child or young person to join your setting, school, or college and how will you support them to move on to the next stage, or move on to adult life? (as applicable for setting) **(IRR)**

Transition from Nursery to Foundation Stage

All new pupils to school are offered 3 **Transition Days** where they get the opportunity to meet their new peers and the class team. Parents get the opportunity to spend time with their child in class and meet with the school nurse, speech therapists, physio and family liaison worker.

We ask all parents to complete a '**Getting to know you book**' about their child and to hand this into the class teacher in the summer term before the pupil starts school in September. This ensures the class team have lots of information about the pupil before they join us.

We also hold a **Parents Evening** in the summer before the pupil starts in the September which gives an opportunity for parents and family members to visit the school, see some of the activities that their child will participate in and ask lots of questions.

For **dual placement pupils** we liaise closely with the SENCO and class teacher from the dual school to ensure that the transition to both schools is smooth and that planning and target setting is done collaboratively.

TRANSITION TO NEW SETTINGS AND SCHOOL LEAVERS

Finalising post school placements takes place in the students final year and in some cases two years prior to them leaving. Parents / carers are asked to attend a transition evening which is encompassed in the October parents evening. Outside agencies such as colleges, Social Services and pre vocational providers are asked to attend to share information about post school options. From here individual meetings with students and parents take place to discuss the application process. Parents are guided through each stage with the school assisting with applications and transport queries. Once a place has been confirmed, students will start the transition process.

Wherever possible we prepare students for transition to new settings in a manner most appropriate to the individual.

For some students this takes the form of additional visits to the new setting, for others this might be working through materials which address key



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Transition

aspects of the new setting. Some of our students benefit from lengthy transition work whereas others find an extended transition stressful, and require a shorter introduction. We work closely with families at this time to ensure consistency of information. We have good links with local colleges and post school providers and work closely with the staff from those settings.

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Additional Information

What other support services are there who might help me and my family? **(IRR)**

If you require further help or have any questions or concerns please do not hesitate to contact the Headteacher, Lisa Hodgkison on 01270 685 446 or head@springfield.cheshire.sch.uk visit our web site: www.springfield.cheshire.sch.uk

Parent partnership can be accessed by following this link (https://www.cheshireeast.gov.uk/schools/parents/parent_partnership.aspx)

When was the above information updated, and when will it be reviewed?

The above information will be reviewed at least annually

Where can I find the Cheshire East Local Offer? **(IRR)**

From September 2014, the Cheshire East Local Offer can be found at www.cheshireeast.gov.uk/localoffer

What can I do if I am not happy with a decision or what is happening? **(IRR)**

As a school we encourage parents to address any worries or concerns promptly initially with the class teacher, and then if they are unable to help, with a senior member of staff such as Head of Department, deputy Head or Head teacher. In the vast majority of cases we find that by talking things through we are able to find solutions to most problems. However, if after discussing your concerns, you remain unhappy with the school's performance our complaints procedure can be found on our web site: www.springfield.cheshire.sch.uk



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