

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

Place setting logo here
(if applicable)

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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 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 | 4-18 |
| Number of places | Split Site – Crewe 250 – Wilmslow 80 |
| Which types of special educational need do you cater for? (IRR) | <p><i>The core function of our setting is to support children and young people with significant or profound learning needs who are not meeting age-related expectations and who require a highly specialist educational provision.</i></p> <p><i>We primarily cater for pupils whose needs fall within the following broad areas of the SEND Code of Practice:</i></p> <ul style="list-style-type: none"> • Cognition and Learning <ul style="list-style-type: none"> ○ Severe Learning Difficulties (SLD) ○ Profound and Multiple Learning Difficulties (PMLD) ○ Global Developmental Delay <p><i>Pupils typically demonstrate significantly delayed learning across all areas and require a personalised, highly differentiated curriculum.</i></p> • Communication and Interaction <ul style="list-style-type: none"> ○ Autism Spectrum Condition (ASC) ○ Significant speech, language and communication needs <p><i>Many pupils are pre-verbal or minimally verbal and require alternative or augmentative communication approaches.</i></p> • Social, Emotional and Mental Health (SEMH) <ul style="list-style-type: none"> ○ Difficulties with emotional regulation, anxiety, and behaviour linked to communication and learning needs • Sensory and/or Physical Needs <ul style="list-style-type: none"> ○ Sensory processing differences ○ Physical disabilities ○ Complex medical needs <p><i>Most pupils have complex, multiple and overlapping needs across several of these areas and have an Education, Health and Care Plan (EHCP) that reflects the level of support required. Our provision is specifically designed for pupils who require learning to be delivered at an early developmental level, with a strong focus on communication, independence, and preparation for adulthood.</i></p> |



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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 children and young people attending our setting have an Education, Health and Care Plan (EHCP), which identifies their significant or profound special educational needs and outlines the provision required to support them.• Our role is to ensure that each pupil's needs are fully understood, continually reviewed and effectively met. We do this through a structured and ongoing assessment process, which includes:<ul style="list-style-type: none">• Careful review of the EHCP, professional reports and information provided prior to admission• Baseline assessments on entry to establish pupils' developmental levels across learning, communication, social interaction, sensory needs and independence• Continuous observation and assessment in a range of contexts, including learning activities, routines and transitions• Regular monitoring of progress against personalised targets and outcomes• Following identification of need through assessment and observation, the setting's first steps are to:<ul style="list-style-type: none">• Translate EHCP outcomes into clear, personalised learning and support plans• Adapt teaching approaches, staffing support and the learning environment to meet individual needs• Ensure appropriate specialist strategies, communication systems and resources are in place• Share information with parents/carers and agree priorities and next steps• Liaise with relevant external professionals, in line with the EHCP, where appropriate• As a specialist setting, early intervention is embedded within our daily practice. We place a strong focus on:<ul style="list-style-type: none">• Early communication development, including the use of augmentative and alternative communication (AAC)• Developing attention, engagement, regulation and readiness to learn• Supporting early independence, sensory regulation and functional skills• Identifying barriers to learning as early as possible and responding promptly with targeted support• This ensures that pupils receive timely, appropriate and effective support from the point of entry and throughout their time at the setting. | |



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| Identification | |
| What should I do if I think my child or young person needs extra help? | |
| <i>All pupils at our setting have an Education, Health and Care Plan (EHCP). If you feel your child needs additional or different support, you should speak in the first instance to your child's class teacher or class team. Concerns can also be raised with a member of the senior leadership team. Parents and carers can share concerns through regular meetings, home–school communication systems, telephone calls or by arranging an appointment. Any concerns raised will be taken seriously, reviewed promptly, and discussed with parents and carers to agree appropriate next steps.</i> | |
| Where can I find the setting/school's SEND policy and other related documents? <i>(IRR)</i> | |
| https://www.springfield.cheshire.sch.uk/goto/334106?slug=school_policies | |



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Teaching, Learning and Support

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

- All children and young people at our setting have an **Education, Health and Care Plan (EHCP)**. Teaching and support are therefore **highly personalised**, planned around each pupil's identified needs, strengths and outcomes.

Support is planned through:

- Careful review of each pupil's EHCP and professional advice
- Baseline and ongoing assessment to identify developmental levels and priorities
- Translation of EHCP outcomes into **individual learning and support plans**
- Regular review of progress by the class team, SENDCo and senior leaders
- Teaching approaches are adapted to meet individual needs and may include:
- Small-group or individualised teaching
- A highly structured learning environment with clear routines
- Use of visual supports, symbols and augmentative and alternative communication (AAC)
- Sensory-based approaches and regulation strategies
- A curriculum delivered at an appropriate developmental level, rather than age-related expectations
- Additional learning support is provided through:
- Specialist teaching staff and trained support staff
- Targeted interventions focusing on communication, engagement, independence and life skills
- Personalised programmes tailored to individual needs

Examples of interventions may include:

- Communication systems such as PECS, signing or communication aids
- Sensory integration and regulation programmes
- Personalised learning programmes based on pre-formal or semi-formal pathways
- Parents and carers are involved in planning and reviewing their child's education through:
- Regular review meetings and EHCP reviews
- Ongoing communication with the class team
- Opportunities to share views, priorities and information from home

Where appropriate, we work with **external professionals** in line with the EHCP, such as speech and language therapists, occupational therapists or advisory services, to support teaching and learning within the setting.



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Teaching, Learning and Support

- All pupils at our setting have an **Education, Health and Care Plan (EHCP)** and significant or profound learning needs. Teaching and learning are therefore **highly personalised**, with support planned around each child or young person's individual needs, strengths and outcomes.
- Support is planned through careful review of EHCP outcomes, baseline assessment on entry and ongoing assessment by the class team and SLedership Team. Teaching approaches are adapted to meet individual needs and may include small-group or individualised teaching, highly structured routines, visual supports, sensory-based approaches and the use of augmentative and alternative communication (AAC).
- Additional learning support is provided by specialist teachers and trained support staff through personalised programmes focusing on communication, engagement, independence and life skills. Parents and carers are involved through regular communication, review meetings and annual EHCP reviews.
- Where appropriate, the setting works with external professionals in line with the EHCP to support teaching and learning.

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

- Our approach to **differentiation** is based on each child or young person's **developmental level rather than their age**. Teaching, learning objectives and outcomes are carefully adapted to meet individual needs, with learning broken down into small, achievable steps. This ensures that pupils can access learning in a meaningful way and make progress from their own starting points.
- Differentiation supports pupils by reducing barriers to learning, increasing engagement, and enabling them to develop skills at a pace appropriate to their needs. Teaching methods may include individualised or small-group learning, adapted resources, structured routines, visual supports, sensory strategies and the use of augmentative and alternative communication (AAC).
- To facilitate access to the curriculum and develop independence, we provide:
- A personalised curriculum matched to individual learning pathways
- Specialist equipment and adapted resources where required
- Support from external professionals in line with EHCPs, such as therapy input
- Opportunities to develop independence, communication and life skills as part of daily learning
- Each pupil's education programme is **overseen and planned by the class teacher**, in collaboration with the class team, SENDCo and senior leaders, and informed by EHCP outcomes and professional advice.
- As a specialist setting, pupils are **not typically entered for formal examinations**. Where assessment or accreditation is appropriate, reasonable adjustments are made in line with individual needs and statutory guidance to ensure pupils are supported to access learning and demonstrate their achievements.
- Information about the curriculum pathways and learning opportunities available within the setting can be obtained from the school's website.

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Teaching, Learning and Support

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

- **How is your budget for SEND allocated and managed?**

The school receives its SEND funding as part of the overall school budget. Allocation and management are overseen by the Senior Leadership Team and the SENDCo, ensuring that funding is used effectively to meet the needs of all pupils with SEND. Resources are prioritised according to pupil need, including staffing, specialist equipment, therapies, and bespoke interventions. Expenditure is regularly monitored and reviewed to ensure it is aligned with pupils' EHCP outcomes and individual support plans.

- **How would you secure additional funding for a pupil?**

Currently, the school receives a flat-rate funding allocation per pupil, and no children currently attract additional top-up funding. If a pupil's needs required further resources beyond the school's existing budget, the school would work with the local authority to request additional funding through the EHCP process. This may involve demonstrating the child's specific and exceptional needs and the cost of provision required to meet them effectively.

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)

Decisions about the type and amount of support your child receives are based on their individual needs, assessed through observations, assessments, and any specialist reports. The class teacher, and senior leaders work together to plan support, and other professionals may be involved if needed. You will be fully involved in the process, and your views and knowledge of your child are considered at every stage, including during reviews and planning meetings.

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

Equipment and facilities to support children with SEND are secured based on each child's individual needs. The Leadership Team, in consultation with teachers and, where appropriate, external specialists, identifies what is required, such as specialist seating, communication devices, or sensory resources. The school then sources these using its SEND budget or, if additional funding is needed, through the local authority or other support services.

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)

We monitor your child's progress through regular observations, assessments, and feedback from teachers and support staff. Progress is formally reviewed at least termly, and more frequently if needed, with outcomes recorded and used to adjust learning plans. You will be informed about the progress your child is making and what they are expected to achieve through reports, meetings, and discussions with staff. Opportunities to discuss progress include parent meetings, EHCP reviews, and informal conversations with teachers. We explain how learning is planned and provide guidance on how you can support your child at home. Regular



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| Teaching, Learning and Support |
| <i>communication is encouraged through home/school books, phone calls, or emails. Where appropriate, we offer parent training sessions and provide support to ensure that parents and carers with SEND can access information effectively, including additional guidance, interpreters, or translated materials if required.</i> |
| How does the setting, school or college consult with and involve children and young people with SEND in planning and reviewing their education? (IRR) |
| <i>Children and young people with SEND are actively involved in planning and reviewing their education. They are kept informed about their progress in ways appropriate to their age and ability, and their views are sought during lessons, reviews, and EHCP discussions. Parents and carers have live access to the EfL (Education for Learning) app, where they can see their child's progress and contribute to discussions. There are also opportunities to be involved through parents' evenings and EHCP meetings, ensuring that both children and parents can share their views and help shape the support and learning provided.</i> |
| 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) |
| <i>The school assesses and evaluates the effectiveness of its SEND provision using the EHCP as the legal framework. The EHCP drives the baselining of targets, ongoing assessments, and progress monitoring. Parents and carers are involved through meetings, EHCP reviews, and ongoing communication, giving them opportunities to share their views on how support is working. Children and young people are encouraged to contribute their opinions in ways appropriate to their age and ability. The school also uses feedback mechanisms, such as surveys, questionnaires, and the EfL app, to ensure that provision is effective, outcomes are being met, and support continues to meet individual needs.</i> |
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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? |
| <i>We ensure that children and young people with SEND are safe outside the classroom through careful supervision, clear routines, and risk assessments. At the start and end of the school day, handover arrangements ensure that children are safely received and collected by staff or parents/carers. During breaks and lunchtimes, additional support is provided through staff supervision and structured activities where needed. Safety is also maintained during PE lessons, transitions between buildings, and on school trips, with staff trained to support individual needs. Risk assessments are completed for activities, trips, and movement around the school to identify potential hazards and put appropriate measures in place to keep all pupils safe.</i> |



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| Keeping Students Safe and Supporting Their Wellbeing |
| What pastoral support is available to support my child or young person’s overall well-being? |
| <i>The school has strong pastoral arrangements to support children and young people with SEND. Each Key Stage has a dedicated Key Stage Lead who listens to pupils’ concerns and works with staff to provide guidance and support. Measures to prevent bullying include clear policies, consistent supervision, and teaching positive behaviours; details of our anti-bullying policies are available on the school website. Children are supported to make friends through structured social opportunities, group work, and play-based activities, and a mentor or buddy system is available where appropriate. Self-esteem and confidence are encouraged through praise, recognition of achievements, personal targets, and social-emotional learning activities, with progress monitored by staff. Sibling support is offered where needed to provide guidance and a point of contact for families.</i> |
| How will the setting, school or college manage my child or young person’s medicine or personal care needs? |
| <i>The school manages the administration of medicines and personal care carefully and safely. Staff are trained to support pupils with toileting, eating, or other personal care needs, following individual care plans. In the case of a medical emergency, trained staff act immediately, following emergency procedures and contacting parents or emergency services as required. Pupils who need to attend medical appointments are supported to catch up on learning, and absences are managed sensitively. Care plans are drawn up in collaboration with families, and all relevant staff are made aware of the plans to ensure consistent and safe support throughout the school day. Additional on-site support includes the Crewe NHS nursing team and, at Wilmslow, on-site speech and language therapy services, providing expert care and specialist input for pupils as needed.</i> |
| What support is available to assist with my child or young person’s emotional and social development? (IRR) |
| <i>The school offers additional emotional and learning support for pupils with SEND. At the Crewe site, an external counsellor is available for pupils who need counselling support. At Wilmslow, this is not currently required.</i> |
| What support is there for behaviour, avoiding exclusions and increasing attendance? |
| <i>The school provides strong support for behaviour, aiming to prevent exclusions and promote positive engagement. Behaviour is managed through our Positive Behaviour Support (PBS) policy, which is endorsed by BILD, ensuring that strategies are evidence-based and supportive. Pupils receive consistent guidance, structured support, and personalised interventions to help them manage their behaviour, develop social skills, and achieve positive outcomes. Attendance is closely monitored, and staff work with families to address any barriers to regular school attendance.</i> |



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| Working Together & Roles |
| <p>What is the role of my child or young person’s class teacher?</p> <p>Your child’s class teacher is responsible for their day-to-day learning and progress. They plan and deliver lessons tailored to your child’s needs, implement strategies from the EHCP and individual support plans, and monitor progress daily. All staff share responsibility for SEND, with Key Stage Leads coordinating support across each Key Stage. The class teacher works closely with teaching assistants and other staff to ensure your child receives the right support and communicates regularly with you about progress, achievements, and ways to support learning at home.</p> |
| <p>Who else has a role in my child or young person’s education?</p> <p><i>In addition to the class teacher and Key Stage Leads, your child’s education is supported by a range of professionals. The school works closely with multi-agency partners, primarily NHS staff, including nurses, therapists, and other specialists, to provide expert guidance and support. All staff collaborate to ensure your child’s needs are met, and families are kept informed and involved in decisions about their education and care.</i></p> |
| <p>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?</p> <p>The school ensures that information about a child’s SEND or EHCP is shared and understood by all relevant staff. The EHCP is treated as a live working document, used to set targets and guide teaching and support. It is reviewed termly, and updates are communicated to teachers, Key Stage Leads, teaching assistants, and any other staff who work with the child. This ensures everyone understands the child’s needs, progress, and the strategies required to support them effectively.</p> |
| <p>What expertise is available in the setting, school or college in relation to SEND? <i>(IRR)</i></p> <p><i>All staff at the school work collectively to support children and young people with SEND. Teachers are trained to specialist level in SEND, and all staff have awareness and enhanced knowledge developed through ongoing professional development. Specialist expertise is also available through Key Stage Leads, the wider leadership team, and on-site NHS professionals, including nurses and speech and language therapists, who provide guidance and support. Staff receive regular training on SEND strategies, positive behaviour support, and disability awareness. This ensures that pupils receive high-quality, informed support tailored to their individual needs.</i></p> |
| <p>Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social care services)? <i>(IRR)</i></p> <p>The school works closely with a range of external services to support pupils with SEND. This includes health, therapy, and social care services, as well as local authority support and voluntary organisations where appropriate. The governing body and school leadership actively coordinate with these agencies to ensure that the needs of each child are met. On-site, pupils can access specialist support from the Crewe NHS nursing team and, at the Wilmslow site, speech and language therapy services. Other professionals, including therapists and social care staff, work in partnership with the school to provide guidance, deliver</p> |



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| Working Together & Roles |
| interventions, and support pupils' learning, wellbeing, and development. |
| Who would be my first point of contact if I want to discuss something? |
| Your first point of contact for any questions or concerns about your child is their class teacher, who oversees day-to-day learning and support. If you have further worries, you can also speak with your child's Key Stage Lead, who coordinates support across the Key Stage and works with all staff to ensure your child's needs are met. All staff are approachable and available to discuss concerns, and we encourage open communication to ensure that any issues are addressed promptly. |
| Who is the SEN Coordinator and how can I contact them? (IRR) |
| All the Leadership Team are SENCO's at the school |
| What roles do have your governors have? And what does the SEN governor do? |
| <i>All governors have knowledge of SEND and oversee the quality of provision for pupils with additional needs. The SEN Governor focuses specifically on SEND, including the support of looked-after children, ensuring policies, resources, and outcomes meet pupils' needs. Governors work closely with staff and families to maintain high standards of inclusion and support.</i> |
| How will my child or young person be supported to have a voice in the setting, school or college? (IRR) |
| <i>Children and young people with SEND are supported to have a voice in their education. They are encouraged to share their views in lessons, reviews, and EHCP meetings, with support tailored to their age and ability. The school helps pupils express their aspirations and preferences through discussions, structured activities, and where appropriate, visual aids or communication tools. Opportunities to contribute also include student focus groups, councils, and class-based forums, ensuring that pupils can influence decisions about their learning, support, and wider school life.</i> |
| What opportunities are there for parents to become involved in the setting/school/college and/or to become governors? |
| <i>Parents can get involved through meetings, workshops, volunteering, or parent focus groups. Those interested can also apply to become governors, helping to shape school policies and support all pupils, including those with SEND.</i> |
| What help and support is available for the family through the setting, school or college? (IRR) |
| <ul style="list-style-type: none"> Our Family Support Worker provides regular sessions and coffee mornings to offer advice, guidance, and help with paperwork. Families can also access information about SEND and support services, and staff can give guidance on travel to and from school. |



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Inclusion & Accessibility

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

The school offers a range of activities beyond the curriculum that are accessible to children and young people with SEND. This includes lunchtime and after-school clubs, with some activities available at no cost and others with a small fee. All clubs, activities, and residential trips are carefully planned to be inclusive, with appropriate support and adjustments provided so every pupil can participate fully. Parents and carers are involved in planning trips and activities, including sharing information about their child's needs, to ensure safe and enjoyable experiences for all.

How accessible is the setting/school/college environment?

Is the building fully wheelchair accessible? ☐

Details (if required) YES

Are disabled changing and toilet facilities available? ☐

Details (if required) YES

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

Details (if required) YES

Do you have disabled parking spaces for students (post-16 settings)? ☐

Details (if required) YES



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| Transition | |
| Who should I contact about my child/young person joining your setting, school or college? (IRR) | |
| <i>All children must have an EHCP to join the school. Entry is via a formal consultation led by the local authority, and the school responds to confirm whether it can meet the child's needs.</i> | |
| How can parents arrange a visit to your setting, school or college? What is involved? | |
| <i>Due to high demand, the school is heavily oversubscribed, so priority for visits is given to parents of children who already have a confirmed place. We encourage children to have an EHCP in place before arranging a visit. School showrounds are offered between October and February, giving parents an opportunity to see the setting and discuss how their child's needs can be met.</i> | |
| 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) | |
| <i>The school supports children and young people with SEND to transition smoothly both when joining and when moving on to the next stage of their education or adult life. Before starting, preparation focuses on establishing routines and understanding individual needs, rather than transition visits, as these can be disruptive for some pupils. When moving on, detailed information about the pupil's needs, progress, and support strategies is shared with the new setting to ensure a smooth start. The school offers work-related learning, life skills, and independent travel training, supporting preparation for adulthood. Careers advice is provided through qualified staff and life after Springfield is carefully planned for each individual pupil.</i> | |



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| Additional Information |
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| <p>What other support services are there who might help me and my family? (IRR)</p> <p><i>Families can access a range of support services beyond the school. For further information, parents and carers can contact their local authority SEND Information, Advice and Support Service (formerly Parent Partnership), as well as health, therapy, and voluntary organisations that provide guidance for children with SEND and their families. Staff at the school can help point families to these services and provide advice on how to access them.</i></p> |
| <p>When was the above information updated, and when will it be reviewed?</p> <p><i>January 2026 – annually</i></p> |
| <p>Where can I find the Cheshire East Local Offer? (IRR)</p> <p>From 1st September 2014, the Cheshire East Local Offer can be found at www.cheshireeast.gov.uk/localoffer</p> |
| <p>What can I do if I am not happy with a decision or what is happening? (IRR)</p> <p><i>If you are not happy with a decision or any aspect of your child’s education, you can provide feedback directly to the school through discussions with your child’s class teacher, Key Stage Lead, or the wider leadership team. The school has a formal complaints policy which sets out the steps to raise concerns, how they will be investigated, and how outcomes will be communicated. Copies of the complaints policy are available from the school office and on the school website.</i></p> |