

SPRINGFIELD SCHOOL POLICY



POLICY NAME:

SEND REPORT

NEXT REVIEW DATE:

01/09/2027

CONTEXT

Springfield School is a Special School for children with a variety of complex needs and, as such, has to cater for a wide range of aptitudes and abilities.

The school is currently split across two sites based in Crewe and Wilmslow. The school has one URN and therefore both sites come under 'Springfield School'.

The school currently has 263 pupils with the large proportion based on the Crewe site. Pupils attending Springfield school have a wide range of needs these include,

Springfield School caters for children and young people between the age of 4 – 19 with Severe Learning Difficulties and Complex needs. Admission to Springfield School is for those children and young people with an Education Health Care Plan.

Pupils must have a learning disability, but we understand that this can be coupled with other diagnosis. This can include, but it is not exclusive to:

- Severe Learning Difficulties
- Profound Learning Difficulties
- Autism
- Complex Language and communication difficulties
- And / or a combination of the above.

ADMISSIONS

Springfield School follows Cheshire East Council's admissions procedures for pupils with special educational needs. Pupils, who are under consideration for admission, are discussed by the Area Admissions Panel and a place at Springfield may be recommended. The Special Educational Needs (SEN) Assessment and Monitoring team are responsible for the Education, Health and Care Plan (EHCP) procedure for all pupils.

VISION AND VALUES

At our school we will provide all pupils with access to a broad and balanced curriculum.

We are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential. We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

'Every day is new chance to shine' for all of our pupils.



INCLUSION AND EQUAL OPPORTUNITIES

At Springfield we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their future aspirations.

Our curriculum is designed to secure, in students' long-term memory, an ambitious body of developmentally appropriate essential knowledge for both academic and personal development. This is based on an adapted National Curriculum to meet pupils' needs.

We recognise that it takes repetition and a carefully sequenced curriculum in order for long-term memory to develop.

Learning is always appropriate and, over time, varied with the aim of building strong schemata in students' long-term memory. Within one lesson the activities may look different for each student, appropriate to their individual needs.

At the heart of all learning is the child's Education Health and Care Plan

CURRICULUM PATHWAYS

Throughout school we offer 4 curriculum paths,

Red

Yellow

Green

Blue

Each path offers a different curriculum, based on the pupils needs (please see curriculum paths document). Pupils are assessed on entry to the school through observations and professional judgments. After discussions with the class teacher and Leadership team a decision will be made as to which path a pupil will follow.

We offer a further provision for pupils who are not able to manage either within a classroom setting or the curriculum that is set out in their pathway. **This is Alternative Provision** (please ask for further information)

Our Curriculum is based on 4 key areas, these areas may be weighted differently for pupils on different pathways.

- 1 - Learning (Academic and Vocational Studies),
- 2 - Independence (Including Life Skills),
- 3 – Medical and Health needs,
- 4 - Additional Therapy (Sensory OT, Counselling, Play therapy etc.)

Plans are set out in three phases monitored by each subject leader, these are the long-term plan, the medium-term plan and the weekly plan. The weekly plan is personalised to each individual pupil and adapted where needed during the day.

Pupils all have long term targets linked to their EHCP; the targets span over a key Stage. These are monitored and evidence is produced and recorded through Evidence for Learning (online portal). Targets are reviewed by the class teacher and leadership team each half term.

ASSESSMENT

Data meetings are held termly with the class teacher and line manager as part of the school's performance management process.

During this meeting each pupil's progress is discussed in relation to their own individual starting point and the progress they have made against their EHCP targets. Pupils are identified as being on target or making smaller steps of progress.

Judgements are made in a professional capacity based on historic data that the school holds and understands how pupils with cognition and learning barriers learn best.

What do we mean by a pupil on target:

- Challenging long term targets have been set with multi professionals in the line with the EHCP process.
- Teachers and class teams have broken the longer term done into smaller targets using a range of frameworks appropriate to the individual pupil.
- Targets are approved by Key Stage leads ensuring they are challenging and appropriate.
- Targets are delivered through all parts of the school day including but not exclusive to curriculum lessons.
- Progress is recorded against the target through a personal learning record which shows a minimum of 3 distinct stages.
- Progress is analysed by DHT's and HT's and termly discussions are held to review each child's progress to ensure it is in line with their own personal journey based on previous and historical data.
- If a child is making smaller steps of progress reasons will be outlined and recorded on the feedback documentation.

SENDCO

Due to the size of the Springfield School, all of our Leadership team are SENCO's so that we are able to offer advice and support to families and pupils in a timely manner.

THE GOVERNING BOARD/BOARD OF TRUSTEES

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil at the school gets the support they need
- Make sure that pupils engage in the activities
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Provide an annual report for parents/carers on their child's progress
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

THE HEADTEACHER – HEAD OF SCHOOL

will:

- Work with the Leadership Team to determine the strategic development of the SEND policy and provision within the school
- Monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development

CLASS TEACHERS

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Review each pupil's progress and development, and decide on any changes to provision
- Communicating with parents/carers regularly to:

PARENTS OR CARERS

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual review and ongoing assessment.

The school will take into account the views of the parents or carers in any decisions made about the pupil.

THE PUPIL

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings where appropriate
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

CONSULTING AND INVOLVING PUPILS AND PARENTS/CARERS

The school will put the pupil and their parents/carers at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents/carers. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents/carers have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents/carers.

We will formally notify parents/carers if it is decided that a pupil will receive special educational provision.

ATTENDANCE

Many pupils with SEND face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil. However, they may need additional support.

Our approach to supporting pupils who are absent from school is set out in our attendance policy.

SAFEGUARDING

We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For more details of the pastoral support we offer pupils, and the support we provide to help pupils overcome any communication barriers they face, see our safeguarding/child protection policy.

EXPERTISE AND TRAINING OF STAFF

Training will regularly be provided to teaching and support staff. The Leadership Team will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

LINKS WITH EXTERNAL PROFESSIONAL AGENCIES

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary, the school will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists

- School nurses / medical team
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

MONITORING THE POLICY

This policy will be reviewed by the Leadership Team and Governing Board **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

16. Links with other policies and documents

- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy

Reviewed 01/09/2026

By Leadership Team

Next Review – 01/09/2027