

Who do I contact regarding special educational needs at Springfield Academy?

2021-2022

SENDCO Mrs Kathryn White

Springfield Academy, The Education Village, Salters Lane South Darlington, DL1 2AN

Tel: 01325 254000

Email: kwhite@educationvillage.org.uk

SEN INFORMATION REPORT FOR PARENTS:

BACKGROUND

The new statutory code came into force on 1 September 2014. It applies to England and is for:

- Head teachers and principals
- governing bodies
- school and college staff
- SEN coordinators
- early education providers
- health and social services staff
- local authorities

It applies to schools, including academies.

The code explains the duties of schools and colleges to provide:

- reasonable adjustments for disabled children and young people
- auxiliary aids and services to disabled children and young people

Separate guides to the code are available for the following audiences:

- [schools and alternative provision settings](#)
- [early years settings](#)
- [further education providers](#)
- [social care professionals](#)

The code provides statutory guidance on duties, policies and procedures relating to:

- [part 3 of the Children and Families Act 2014](#) and associated regulations
- [Special Educational Needs and Disability Regulations 2014](#)
- [Equality Act 2010](#)
- The new code replaces the [‘Special educational needs \(SEN\): code of practice’2001](#).

- The information provided here will give the governing body's policy for pupils with SEN. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible. This SEN information report for parents **will** include information as set out in the Special Educational Needs and Disability Regulations 2014.
- Date reviewed: 29.11.21

What kinds of SEN are provided for at Springfield Academy?

At Springfield Academy, we provide for children of varying needs. This is approached through a number of strategies depending on the children's needs. A child is classed as having special educational needs if he or she has learning difficulties that call for special educational provision to be made.

A child has learning difficulties if he or she:

- a) Has a significantly greater difficulty in learning than the majority of children of the same age.
- b) Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the L.A.
- c) Is under compulsory school age, and falls within the definition at a) or b) above or would do so if special educational provision was not made for the child.

Special education provision means:

- For a child over two, educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools, (other than special schools) in the area.
- For a child under two, educational provision of any kind.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

- At Springfield Academy we look carefully at all aspects of a child or young person's performance in different areas of learning and development to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. Difficulties related solely to limitations in English as an additional language are not SEN.

All staff at Springfield Academy will have due regard for the Special Needs Code of Practice when carrying out our duties towards all pupils with special educational needs, and ensure that parents are notified when SEN provision is being made for their child.

How does Springfield Academy cater for disabled children?

Springfield Academy also caters for those having medical and physical needs.

A child is disabled if they are blind, deaf or suffer from a mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed. A person has a disability for the purposes of this Act if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

The range of special educational needs is very wide, from relatively mild degrees of learning difficulty to profound and multiple disabilities. Sometimes, children's learning difficulties are caused or compounded by hearing or visual impairment, physical disability or a specific learning disability. The emotional and behavioural needs of a child may also affect the child's potential to learn. Our school has a Behaviour Policy which provides guidelines for strategies and procedures to be used with children displaying inappropriate behaviour.

Springfield Academy strives to be a fully inclusive school. We acknowledge the range of issues to be taken account of in the process of development. All pupils are welcome, including those with special educational needs, in accordance with the Local Authority Admissions Policy.

How does the school know if children/ young people need extra help?

Needs are identified and tested by the school in different ways. The new Code recognises that children's needs and requirements fall into four broad areas.

1. Communication and interaction (speech and language difficulties or autistic spectrum disorders)
2. Cognition and Learning (general or specific).
3. Emotional, social and behavioural development
4. Sensory and/or physical (hearing difficulties, visual impairment, physical and medical difficulties)

The SEN Code of Practice 2014 makes it clear that 'all teachers are teachers of pupils with special educational needs.' All teachers at Springfield Academy are responsible for identifying pupils with SEN and, in collaboration with the SENDCO, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which pupils with SEN can be identified. Whether or not a pupil is making adequate progress, is seen as a significant factor in considering the need for SEN provision.

Our school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Information from parents.
- Evidence obtained by teacher observation/ assessment.
- Their performance judged against age related expectations.
- Their performance judged against a robust tracking and assessment model against National Curriculum standards from years 1-6.

- Their performance judged against Development Matters outcomes in EYFS.
 - Pupil progress in relation to objectives in the National Curriculum.
 - Subject tracking and target setting.
 - Screening /diagnostic tests.
 - Reports or observations from multi-agencies including Educational Psychology, CAMHS, OT etc.
 - Records from feeder schools, etc.
 - National Curriculum Standardised Assessment Test results in Years 2 and 6.
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- Pupils are assessed in all areas of literacy and numeracy on an ongoing basis and results are recorded for tracking purposes. At the end of each term, following further assessments, progress meetings are held whereby teaching staff meet with senior leaders and monitor progress of all children, including those with SEN. Appropriate provision is reviewed and evaluated. These assessment procedures identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:
 - is significantly slower than that of their peers starting from the same baseline
 - fails to match or better the child's previous rate of progress
 - fails to close the attainment gap between the child and their peers
 - widens the attainment gap
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- It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.
 - At Springfield Academy, the first response to such progress is high quality teaching targeted at their areas of difficulty. Where progress continues to be less than expected the class teacher, working with the SENDCO and discussion with parents, assesses whether the child has SEN alongside any other relevant professionals such as Educational Psychologists or Speech and Language Therapists as appropriate.
 - Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed, may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

What should I do if I think my child/young person may have special educational needs?

- At Springfield Academy we have a clear approach to identifying and responding to SEN. The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person.
- If you, as a parent or carer, have concerns regarding your child's progress or in relation to any of the 'special educational needs areas' identified above, then you should make an appointment to see the class teacher along with the school Special Educational Needs and Disabilities Co-ordinator (SENDCO). An action plan will then be put into place to further assess or monitor such concerns.

How will both you and I know how my child/young person is doing?

Springfield Academy believes that monitoring pupil progress is crucial in aiding a child's development. Each pupil's current skills and levels of attainment are assessed on entry, building on information from previous settings and key stages where appropriate. Progress is the fundamental factor in determining the need for additional support.

If a child's class teacher, in consultation with parents, concludes that a child may need further support to help their progress, the teacher should seek the help of the SENDCO. The SENDCO and teacher will review the approaches adopted. Where support additional to that of normal class provision is required, it may include further differentiation in class, TA support in a small group support or 1:1 if needed. Children will receive a SEN Support Plan which will detail individual targets and provision. SEN Support Plans will be evaluated at least termly alongside parents and child at parent consultations, to measure the impact which this intervention and support is having upon the child's learning. This review may be held with class teacher or SENDCO. If a child is not responding effectively to intervention, i.e. if there is no change in their progress, groups will be revised and new methods considered, where appropriate. This is part of the 'Assess-Plan-Do-Review' cycle of the graduated approach.

Where concerns remain and a multi-agency approach is required with the possibility of a future submission for a statutory assessment by the Local Authority, then a One Plan may be written for the child.

Where concerns remain despite sustained intervention, the school will consider requesting a Statutory Assessment – applying for an Education Health and Care Plan. Parents will be fully consulted at each stage. Through joint parent-teacher partnership, all monitoring will be shared so that everyone involved will be aware of the support in place, as well as the impact it is having in supporting the child's needs. The child will be asked to contribute to the process throughout by age and ability appropriate methods of collating 'pupil views'.

What are the policies for identifying children and young people with SEN and assessing their needs at Springfield Academy?

- Our SEN policy can be found on our webpage at <http://www.educationvillage.org.uk> .
- As advised in the new regulations, at Springfield Academy, a pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. High quality teaching in all classes across the school means that fewer pupils will require such support.
- Springfield Academy considers evidence that a pupil may have a disability under the Equality Act 2010 and, if so, considers what reasonable adjustments may need to be made for them. Our inclusion and equality policy can be found at <http://www.educationvillage.org.uk> .
- At Springfield Academy, class teachers, supported by the senior leadership team, make regular assessments of progress for all pupils. Our assessment policy can be found at <http://www.educationvillage.org.uk/> .
- There is a small percentage of children at Springfield Academy whose first language is not English. These children do not necessarily have SEN. Identifying and assessing SEN for children whose first language is not English requires particular care. Our EAL policy can be found at <http://www.educationvillage.org.uk/> .

What are the arrangements for consulting parents of children with SEN and involving them in their child's education at Springfield Academy?

At Springfield Academy we make every effort to consult with parents and involve them with their child's education. We give regard to:

- the views, wishes and feelings of the child's parents/carers
- the importance of the child's parents/carers, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions.
- the need to support the child's parents/ carers, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

What are the arrangements for consulting children and young people with SEN and involving them in their education at Springfield Academy?

At Springfield Academy we make every effort to give regard to:

- the views, wishes and feelings of the child or young person.
- the importance of the child or young person participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions
- the need to support the child or young person, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

In this way we will endeavour to enable children and young people to fully participate in decision-making.

SEN Support Plans, One Plans are reviewed alongside pupils and parents at least termly.

EHC reviews are held annually and are child centred. The child is fully involved in the preparation of information gathering for the review and also attends the meeting, as appropriate per child.

What are the arrangements for assessing and reviewing children and young people's progress towards outcomes at Springfield Academy? What are the opportunities available to work with parents and young people as part of this assessment and review?

- **Assessment** In identifying a child as needing SEN support the class teacher, working with the SENCO, carries out a clear analysis of the pupil's needs. This draws on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from our core approach to pupil progress, attainment, and behaviour. It also draws on the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. School takes seriously any concerns raised by a parent. These concerns are recorded and compared to the setting's own assessment and information on how the pupil is developing.
- This assessment is reviewed regularly. This helps ensure that support and intervention are matched to need, barriers to learning are identified and overcome. For some types of SEN, the way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need.
- **Review** The effectiveness of the support and interventions and their impact on the pupil's progress is reviewed in line with the agreed date.

- The impact and quality of the support and interventions are evaluated, along with the views of the pupil and their parents. This feeds back into the analysis of the pupil's needs. The class teacher, working with the SENDCO, revises the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.
- Parents are given clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.
- Where a pupil has an EHC plan, the local authority **must** review that plan as a minimum every twelve months. Springfield's Local Authority SEN caseworker for 2021-2022 is Nicky Brown.
- The SENDCO and class teacher, together with any specialists, and involving the pupil's parents, consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. Outcomes to be achieved through the support are agreed, including a date by which progress will be reviewed.
- Where a pupil is receiving SEN support, school talks to parents regularly to set clear outcomes and review progress towards them. The activities and support that will help achieve them are discussed, and the responsibilities of the parent, the pupil and the school are identified. School meets with parents at least three times each year.
- These discussions are led by a teacher with good knowledge and understanding of the pupil who is aware of their needs and attainment. This is usually the class teacher. It provides an opportunity for the parent to share their concerns and, together with the teacher, agree their aspirations for the pupil.
- These discussions allow sufficient time to explore the parents' views and to plan effectively. Meetings are, wherever possible, aligned with the normal cycle of discussions with parents of all pupils. They are longer than most parent-teacher meetings.
- The views of the pupil are included in these discussions. This is through involving the pupil in all or part of the discussion itself, or gathering their views as part of the preparation.

What are the arrangements for supporting children and young people in moving between phases of education at Springfield Academy?

In paragraph 6.9 the new C.O.P states "All schools have duties under the Equality Act 2010 towards individual disabled children and young people. They **must** make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. These duties are anticipatory – they require thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage. Schools also have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations."

- In this way the transition of pupils to and from each stage of education is anticipatory. The transitional stages are to the Foundation Stage at age 3 years, to Key Stage 1 at age 5 years, to Key Stage 2 at 7 years and to Key Stage 3 at 11 years of age. We are able to liaise

closely at each transitional stage regarding additional educational, physical, sensory, emotional, social and medical needs. We work closely with outside agencies to achieve a personalised approach for those children with SEND.

- Planned transition 'hand-over' meetings between teachers and TAs and alongside the SENDCO are held in the summer term to enable information regarding pupil need to be shared in anticipation of the next academic year and to ensure transition is as successful as possible for both the children and their parents.
- We strive to provide continuity of support and reduce each child's potential anxiety by working closely with staff in the next Key Stage/school.
- Enhanced transition arrangements are put in place for those children with SEN transitioning between KS2 and KS3. These arrangements may differ and can be adapted according to the needs of the child and in relation to the type of support they require.

What is the approach to teaching children and young people with SEN at Springfield Academy?

- Where a pupil is identified as having SEN, we take action to remove barriers to learning and put effective special educational provision in place. This SEN support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated response. It is a cycle of assess-plan-do-review. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.
- High quality teaching that is differentiated and personalised meets the individual needs of the majority of children and young people. Where progress continues to be less than expected the class teacher, working with the SENDCO, assesses whether the child has SEN. While informally gathering evidence (including the views of the pupil and their parents) we do not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required. The pupil's response to such support can help identify their particular needs.
- Intervention timetables are produced in each class which outline the additional provision that each child may be receiving. Intervention may include small group work, access to LEXIA, pre-teach tasks, basic skill revision groups, Speech and Language intervention, individualised Occupational Therapy intervention, access to ICT to support recording in Literacy, use of sensory aids, Precision Teaching groups among many other strategies.
- Some children and young people need educational provision that is additional to or different from this.

How are adaptations made to the curriculum and the learning environment of children and young people with SEN at Springfield Academy?

- All pupils access a broad and balanced curriculum. Teachers set high expectations for every pupil, whatever their prior attainment. Teachers use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty are identified and addressed at the outset. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement. Such planning means that pupils with SEN and disabilities are able to study the full national curriculum.
- Our school understands the importance of differentiation in enabling children to access the curriculum depending upon their needs. This is dependent on the individual child's specific needs, as well as any funding given to support the child, as to how best children can access the curriculum. This is often done through class task differentiation, discreet group support (both in and outside of classes) and through use of class teacher support, TA support and one-to-one support where applicable. The curriculum is adapted, as required, as is the learning environment.
- The sensory, social and behavioural needs of children are taken into account with regards seating. Appropriate resources are available to children with particular individual needs as recommended by specialist outside agencies. Some of these include weighted jackets, heaving lifting opportunities, pencil grips, sensory cushions, sensory diet, behaviour contracts, visual timetables, concept mapping, risk assessments and care plans.
- All classrooms are carpeted and with blinds. Chairs and tables are of an appropriate height. We have height adjustable tables for wheelchair users. We have shared areas between classrooms which can be accessed for intervention groups as well as access to an immersive sensory theatre, hydrotherapy pool and soft play room.
- The policy on Equality and Diversity documents the statutory responsibilities that the Academy must meet in relation to equality and accessibility. Our Accessibility Plan written in compliance with [paragraph 3 of schedule 10 to the Equality Act 2010](#).

How does Springfield Academy evaluate the effectiveness of the provision made for children and young people with SEN?

- The effectiveness of the support and its impact on the child's progress is reviewed in line with the agreed date. The impact and quality of the support is evaluated by the teacher and the SENCO, working with the child's parents and taking into account the child's views. Any changes to the outcomes and support for the child in light of the child's progress and

development are agreed. Parents are given clear information about the impact of the support provided and are invited to be involved in planning next steps.

- After each data entry following pupil core subject assessment every half-term, progress meetings with the head teacher and deputy head teacher are held. Each teacher's class action plan alongside progress data and intervention evaluation is discussed and reviewed. The class action plan is then updated and adapted accordingly with the view to review again following the next assessment period. Pupil progress tracking which includes effectiveness of intervention is paramount to our practice here at Springfield Academy.
- This cycle of action is revisited in increasing detail and with increasing frequency, to identify the best way of securing good progress. At each stage parents are invited to attend a meeting to contribute their insights to assessment and planning. Intended outcomes are shared with parents and reviewed with them, along with action taken by the school, at agreed times.
- School effectiveness including evaluating SEN provision is of course subject to inspection by the Local Authority and Ofsted. *Pupils who have special educational needs (SEN) and/or disabilities make good progress. Support provided is valued highly by parents and carers (Ofsted July 2018).*

How will school staff support my child/young person?

It is the responsibility of all teachers to cater for the special needs of children within their classes on a daily basis. The class teacher differentiates the curriculum for children with special educational needs. The class teacher works with appropriate TA's to oversee and plan the child's education programme and this is monitored frequently. Teaching assistants and support staff work with children in discreet, small group settings during lesson time, offer one-to-one support where appropriate and provide intervention groups both inside and outside of the classroom.

Every staff member working with the child will have an important role to play. Martin Brader is our school governor with the key responsibility of SEN. Governors are aware of the school's policies and procedures and they are updated where appropriate. (Although the governor won't directly support children, they, along with the Head Teacher and SENDCO, will oversee that suitable procedures are in place.) A SEN report is produced by the SENDCO and shared at least annually with governors in terms of discussing pupil progress, effectiveness of provision, funding implications and any other relevant successes/concerns.

During parent review meetings, discussions will be held between appropriate members of staff and parents concerning the support their child is receiving. This is a great opportunity for any opinions and concerns to be shared and any queries explained.

How is the decision made about what type and how much support my child/young person will receive?

The whole child is considered; this includes strengths, achievements and difficulties. Factors such as existing diagnosis, results from assessments, National Curriculum levels achieved, Milestones achieved, EYFS levels achieved and any other fundamental influences will be considered by all those working with the child, eg the Class Teacher, Teaching Assistant, the school SENDCO, the school nurse and the Head Teacher. Outside agencies may also be involved, especially when further assessment is required, for example an Educational Psychologist, Speech and Language Therapists etc. Parents will be involved at all stages of the decision process – whether it be concerning in house support from school or greater support as suggested by Darlington L.A. Support is monitored regularly and any concerns can be raised with those appropriate staff involved.

How will my child/young person be included in activities, including those outside the classroom such as physical activities and school trips?

Children will be included in activities outside the classroom including physical activities and school trips where possible. Arrangements will be made to cater for the physical and medical needs in relation to transport, access to medication and support provided during residential trips. Springfield Academy is a fully inclusive school and therefore aims to embrace all opportunities available for every pupil. It is our aim and strong belief that all children and young people with SEN should be enabled to engage in activities available for those children and young people who do not have SEN this includes trips, PE and after school clubs.

What support will there be for my child/young person's overall wellbeing?

- As Springfield Academy is a small school, all staff tend to know the name of all of the children in the school. Our pastoral education is very good.
- We are part of the Education Village Trust and therefore have access to a wide CPD programme.
- We have very close links with the Mulberry Centre and staff from CAMHS regularly visit school to attend meetings.
- We take bullying very seriously. In order prevent bullying children are regularly advised on what to do if they feel that they are being bullied. There is a 'buddy', system in place. We also have class school council representatives. We take part in anti-bullying week and celebrate Kindness Day.
- We a Rights Respecting school.
- We employ a Home-School support worker and counsellor (Danielle Bussey) who provides advice and support to parents/carers on a range or issues to improve the well-being of pupils in Springfield Academy.

- Springfield Academy also has a named member of staff responsible for managing medicines. Action plans have been produced for medicines such as inhalers and epi-pens to ensure they are used safely use around school.
- All staff follow Springfield Academy's Behaviour Policy. All appropriate staff have received Team Teach training. Such strategies will be amended as and where needed to cater for children with behavioural needs. Members of our Senior Leadership Team have the overall responsibility of overseeing the management of behaviour across the school and they will be made aware of such needs. As a school, we believe that behaviour management is a crucial factor surrounding the ongoing progress of all children, including those with special educational needs. The school works closely with the Education Welfare Officer to monitor and respond to issues with attendance and again those on the SEN register will be included within this process.

What specialist services and expertise are available at or accessed by the school?

- Springfield's SENDCO, Kathryn White is accredited with a national SEN coordination qualification and is a dyslexia specialist teacher (SpLd). Kathryn White is also Looked After Child (LAC) Lead, Deputy Designated Safeguarding Lead (DDSL) and named ASD lead.
- We have an identified mental health lead (TA) who has been trained in Mental Health First Aid and who is currently completing a project on obtaining pupil voice.
- Springfield employ a Home School support worker who has many years' experience at working for Young Carers.
- We employ a NHS Speech and Language therapist, Vicky Calabro who works with us one day a week.
- Our Educational Psychologist for 2021-2022 is Sandra Meehan who works for Darlington Educational Psychology Service. Accessing this service is through a referral process and is to be a result of discussion with parents/carers, class teacher and SENDCO.
- Other outside agencies accessed by some of our SEN pupils include, these include Occupational Therapy, Physiotherapist, Social Communication Outreach Service (Sam Dawson), Children's Centre, Early Years Team (Joy Burgess) and Early Help workers.
- Special Educational Needs & Disabilities Information Advice & Support Service (SENDIASS) and Darlington Against Disability (D.A.D.) also offer free and confidential advice for parents and carers.
- Children/families requiring multi-agency input and who may require support from social care or other healthcare providers may be part of an Early Help Assessment process which is a co-ordinated approach to seeking a range of advice and support to meet complex needs.
- School work closely with social services and contribute to regular Child In Need review meetings for those SEN children who have an allocated disability social worker.

- Richard Gartland (Head Teacher) is the school's designated safeguarding lead (DSL) alongside Kathryn White (SENDCO) and Paula Austin (Deputy Head) as deputy designated safeguarding leads (DDSL).

What training have the staff supporting children/young people with SEND had?

- All staff at Springfield Academy have received recent high quality training in Sounds Write, Speech and Language Therapy (Vicky Calabro), Occupational Therapy, dyslexia awareness (Gill Ellison EP). Appropriate staff have the Team Teach qualification for handling children displaying challenging behaviours.
- Springfield Academy's SENDCO is a qualified dyslexia specialist (SpLd) and holds the National Award for SEN Coordination.
- For children with medical needs, care plans and risk assessments are regularly updated, based on advice and guidance from parents and appropriate medical agencies. Training is provided eg asthma, epilepsy, epi-pen, diabetes, moving and handling.
- Specialist expertise for Behaviour Support, SALT, physio, educational psychology and O.T. are accessed where appropriate.

How accessible is the school environment?

- Our facilities offer support for those with reduced mobility / wheelchair users and include ramps to enable access to the building and adapted toilet facilities.
- We are committed to children with SEND being included in activities both inside and outside the classroom. We expect all students to be able to participate and achieve in every aspect of school life. The Equality and Diversity Scheme for The Education Village Academy Trust brings together schemes and action plans for Race, Gender and Disability equality, meeting the current statutory duties in these areas. However, it goes far beyond these strands to include sexual orientation, religion or belief, and every aspect which has the potential to discriminate against or to devalue any individuals within our community such as against those with special educational needs or potential language barriers. The unique nature of The Education Village as home to Darlington's only special school provides a tremendous opportunity for all three schools to celebrate difference and achievement by all. We are further committed to the development of cohesive communities both within our physical boundaries and within our local, national and global environments.

What are the arrangements for supporting children and young people who are looked-after by the local authority and who have SEN?

- In line with February 2018 statutory guidance based upon section 20 of the 2008 Children and Young Person's Act, Kathryn White (SENDCO) is Springfield's designated teacher for looked after children and previously looked after children.
- Many looked-after and previously looked-after children have suffered disrupted learning, may have missed extended periods of school, and many of them have special educational needs (SEN).
- The way in which the role of the designated teacher is carried out varies from school to school. Here at Springfield, it will depend on the number of looked-after and previously looked-after children on roll and their individual needs.
- The designated teacher is to be a central point of initial contact within the school. This helps to make sure that the school plays its role to the full in making sure arrangements are joined up and minimise any disruption to a child's learning.
- The designated teacher works closely with other staff in school to make sure the child's progress is rigorously monitored and evaluated.
- Listening to the voice of looked-after and previously looked-after children is a vital part of successfully understanding and meeting their needs and therefore will be obtained regularly.
- All looked-after children will have a Personal Education Plan (PEP) which is maintained by the Local Authority. To make sure the child's PEP meets looked-after children's needs including those children with SEN, designated teachers will work closely with other teachers to assess their specific educational needs. Although the designated teacher will lead on the plan within the school, other staff in the school may need to contribute to it, for instance the SENCO, class teacher, TAs and Home School Support Worker.
- A child's care plan is reviewed regularly by the authority that looks after them. These reviews are statutory and must be done at the following intervals: the first review must happen within 20 working days of the date the child became looked-after; the second at not more than three months after the first review; and the third and subsequent reviews at not more than six monthly intervals. The review is chaired by an Independent Reviewing Officer (IRO). The IRO will ask about the child's educational progress as part of the overall care plan review and should have access to the most up-to-date PEP.
- The designated teacher is fundamental to helping looked-after children make a smooth transition to their next school or college. This includes arrangements to: achieve speedy transfer of the looked-after child's school records to a new school; ensure the child's PEP is Special educational needs (SEN) 51.
- Looked-after children and previously looked-after children are significantly more likely to have SEN than their peers. Of those with SEN, a significant proportion will have Education, Health and Care Plans (EHC plans). Springfield's designated teacher to be fully aware of the pupil's needs and to contribute to the monitoring of their PEP and EHCP or SEN Support Plan should they be at school support level.

What are the arrangements for handling complaints from parents of children with SEN about the provision made at the school?

- We are committed to working very closely with children and families and to be responsive to their needs and requests. Should a complaint arise please contact either or Richard Gartland Principal rgartland@educationvillage.org.uk , Paula Austin Deputy Head pausitn@educationvillage.org.uk or Kathryn White SENDCO kwhite@educationvillage.org.uk
- Here at Springfield we have an 'open door policy' whereby all teachers are available for regular discussion and feedback.

Where will I find information about the Local Authority's Local Offer?

- The Darlington LA local offer (Regulation 53, Part 4) can be found at www.darlington.fsd.org.uk
- Springfield's Local Offer can be found at <http://www.educationvillage.org.uk>.

NB: Access to services/support/intervention may vary given the impact of COVID restrictions for this academic year. Please speak to SENDCO regarding any changes or amendments.