



Springfield
Primary

SEND Information Report

Date Reviewed	Body	Review Date
Autumn Term 2026	Local Governing Board	Autumn Term 2027

At Springfield Primary School we believe in achievement, ambition and progress for all pupils. We embrace the rich tapestry of cultural backgrounds, religious beliefs and diverse learning profiles our pupils have.

We aim to meet the needs of our pupils by implementing highly quality teaching. High quality teaching is the first step in responding to pupils who have special educational needs (SEN) (SEND Code of Practice, 2015)

We ensure that we can meet a broad range of SEN and will seek advice, when needed, from external professionals, including but not limited to Educational Psychologists, Speech and Language Therapists, Occupational Therapists and the Child and Adolescent Mental Health Service (CAMHS).

We undertake a rigorous system of monitoring pupil progress and supporting personal and academic achievement. We remove barriers to learning and use a wide range of strategies to foster a culture of lifelong learning for all pupils.

The SEND Information Report is based on the following statutory guidance and legislation:

- Special Educational Needs and Disability (SEND) Code of Practice (2015)
- Part 3 of the Children and Families Act (2014) which sets out the school's responsibilities for pupils with SEND
- The Special Educational Needs and Disability Regulations (2014) which set out the school's responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

The SEND Information Report explains:

- How the school supports and makes provision for pupils with SEND
- The roles and responsibilities of everyone involved in providing for pupils with SEND

Note: If there are any terms we have used in the SEN Information Report that you are unsure of, you can look them up in the Glossary at the end. The terms 'SEN' and 'SEND' are used interchangeably throughout the report.

Contents:

1. What kind of SEN does the school provide for?
2. How will the school know if my child needs SEN support?
3. How will I be involved in decisions made about my child's education?
4. How will my child be involved in decisions made about their education?
5. How will the school measure my child's progress?
6. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?
7. How will the school adapt its teaching for my child?
8. How will the school adapt the curriculum and learning environment for my child?
9. What expertise and training do staff have to support my child's SEN?
10. How will the school evaluate whether the support in place is helping my child?
11. How will the school make sure my child is included in activities alongside pupils who do not have SEND?
12. How will the school support my child's mental health and emotional and social development?
13. What support is available for me and my family?
14. What should I do if I have a complaint about my child's SEN support?
15. Glossary

1. What kind of SEND does the school provide for?

A pupil has SEND if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A pupil has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream school

(SEND Code of Practice, 2015)

Special educational provision is additional to or different from any provision made generally for other children or young people of the same age by mainstream schools.

Springfield Primary School are an inclusive school where every pupil matters. We aim to support pupils' needs, across the following four broad areas:

Broad area of need	Includes but is not limited to
Communication and Interaction	• Autism Spectrum Disorder (ASD) • Speech, Language and Communication needs (SLCN) • Social Communication Difficulties.
Cognition and learning	• Moderate Learning Difficulties (MLD) • Specific Learning Difficulties • Downs Syndrome
Social emotional and mental health difficulties	• Attention Deficit Hyperactivity Disorder (ADHD) • Attachment Disorder • Anxiety and Depression • Emotional Based School Non-Attendance (EBSNA)
Sensory and / or physical needs	• Cerebral Palsy • Epilepsy • Hearing Impairment • Visual Impairment

SEN at Springfield Primary School 2024-2025

% pupils with SEND receiving SEN Support and in receipt of an EHCP at Springfield Primary School compared with primary schools nationally (June 2025)

	National	Springfield Primary School
% pupils who receive SEN Support (Graduated Response – Phase 3)	14.8%	9.8%
% pupils who are in receipt of an Education Health and Care Plan (EHCP) (Graduated Response – Phase 4)	3.5%	2.4%

Primary need of pupils with SEND at Springfield Primary School compared with primary schools nationally (June 2025)

	National		School	
Primary need:	EHCP	SEN Support	EHCP	SEN Support
Communication and interaction	67.1%	47.6%	89%	37.8%
Cognition and learning	12.5%	25.4%	0%	13.5%
Social, emotional and mental health difficulties	14%	22.8%	11%	40.6%
Sensory and / or physical needs	6.4%	4.2%	0%	8.1%

National data extracted from: <https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england/2024-25>

Primary need of pupils with SEND at Springfield Primary School compared with primary schools nationally (July 2026)

	National		School	
Primary need:	EHCP	SEN Support	EHCP	SEN Support
Communication and Interaction	66.6%	25.7%	64.70%	32.43%
Cognition and Learning	18.1%	13.8%	5.88%	10.81
Social, emotional and mental health difficulties	14.8%	24.8%	17.65%	32.43%
Sensory and/or physical needs	4.98%	3.8%	11.76%	24.32%

National data extracted from: <https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england/2025-26>

2. How will the school know if my child needs SEND support?

We aim to identify SEN as early as possible and will use a range of approaches to do so. The school actively encourages parental involvement in the identification of SEN.

The school uses the following approaches:

- The SEND Admin will request information from any early years providers or previous school settings
- Staff, who have been involved with the child, will have discussions with new staff
- The Class Teacher, SENDCo and Senior Leadership Team (SLT) will discuss progress and attainment at termly pupil progress meetings
- The Class Teacher, SENDCo and SLT will observe and monitor progress towards wider outcomes as well as academic progress and attainment, for example attendance, engagement in extra-curricular activities

- The SENDCo and SLT will monitor the quality of provision via learning walks, planning and book looks and consultations with pupils with SEND
- The SENDCo will carry out additional assessments, where relevant
- The SENDCo will refer to external professional, where relevant

How can I let the school know if I have a concern about my child's progress or development?

Class Teacher:	If you have a concern about your child's progress or development, you should speak to your child's Class Teacher. The Class Teacher will: • Listen to the concerns you have about your child's progress or development • Talk to your child to gather their views about their learning and their experience of school • Take action in line with the school's graduated response as outlined in this report
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How will the school let me know if they have concerns about my child's progress or development?

Class Teacher:	If the Class Teacher has a concern about your child's progress or development, the Class Teacher will arrange a meeting with you to discuss this. The Class Teacher will: • Talk to your child to gather their views about their learning and their experience of school and share this information with you • Discuss the concerns they have about your child's progress or development • Listen to any concerns you may have about your child's progress or development • Take action in line with the school's graduated response as outlined in this report
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Springfield Primary School SENDCo:

The SENDCo at Springfield Primary School is Miss L Holton

To contact the SENDCo, email sendco@springfieldprimaryschool.org.uk or phone 01234 306000

3. How will I be involved in decisions made about my child's education?

There will be an opportunity to discuss your child's strengths and needs, the desired outcomes for them and progress against agreed outcomes and targets at regular times throughout the year.

These include:

- Parents Evenings
- Annual report on your child's progress

- Termly Review of One Page Profile or Individual Education Plan (IEP) if relevant to your child (Springfield Primary School Graduated Response)
- Annual Education, Health and Care Plan (EHCP) Review if relevant to your child (Springfield Primary School Graduated Response)

The SENDCo may attend these meetings to provide additional support.

If you have concerns that arise between these meetings, please contact the Class Teacher using the Class Dojo service.

Parents and carers will be formally notified if SEN provision is put in place for their child. Prior to this, there will have been a discussion between parents/carers, the Class Teacher and if relevant, the SENDCo as to whether the child requires SEN provision to be put in place.

4. How will my child be involved in decisions made about their education?

The level of involvement your child has in decisions that are made about their education will depend on their age and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their outcomes and targets and progress towards these
- Prepare a presentation, written statement, video, drawing, etc. to share at meetings
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey or questionnaire
- Contribute their views to their One Page Profile, their IEP or their EHCP
- Provide feedback to quality assure SEN provision, for example, providing feedback on the impact of a time limited intervention they have attended

5. How will the school measure my child's progress?

We consider the needs of the whole child and will continue to assess and monitor progress using the graduated approach and the four-part cycle of assess, plan, do, review. The Class Teacher will work with the SENDCo to carry out a clear analysis of your child's strengths and needs.

In addition, progress is monitored and measured through:

- Half termly in class assessments
- Termly pupil progress meetings with SLT
- Interventions where progress is measured using baseline and exit assessments
- Termly reviews of One Page Profiles and Individual Education Plans (IEPs) if relevant to your child (Springfield Primary School Graduated Response)

6. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

We recognise that transitions can be challenging for a child with SEND and therefore steps are taken to ensure that transitions are as smooth as possible.

If your child is joining the school in Reception, we:

- Arrange visits for you and your child to look around the school
- Visit your child in their current setting to meet your child and talk to the adults at the setting to gain an understanding of your child's strengths, needs and interest and the SEN provision that is in place
- Organise a home visit to meet with you to gather information about your child
- With your permission, we meet with external professionals involved with your child to gather the professional advice that has been provided
- Invite your child to attend stay and play sessions and the transition day to meet the staff working in Reception Class

If your child is moving to another school, we:

- Contact the SENDCo at the other school to arrange a meeting to share information about the child's SEN and any SEN provision that has been in place for your child
- Pass on all records about the child in a timely manner
- Ensure, where possible, the child is given opportunities to visit the new school

If a child is moving between classes, we:

- Pass on Information to the new class teacher in advance
- IEPs, EHCPs and advice from external professionals is passed on to the new teacher
- Provide opportunities for all children to visit their new class to familiarise themselves with the classroom environment, teacher and teaching assistants. Children with SEND may require more frequent visits
- Visuals and social stories are shared dependent on the child's needs to support them with the transition

If a child is moving to secondary school, we:

- Pass on information, with permission from parents/carers, to the new school, for example EHCPs, IEPs, advice from external professionals and risk assessments
- Provide opportunities for your child to visit their new school and for staff from their new school to visit them at Springfield Primary School
- Invite staff from the new school to attend any EHCP annual reviews which are due to take place

7. How will the school adapt its teaching for my child?

The Class Teacher is responsible and accountable for the progress and development of all the pupils in their class. Quality First Teaching (QFT) is our first step in responding to pupils with SEND and prioritises learning and well-being (SEND Code of Practice, 2015).

The Class Teacher will:

- Promote and develop an ethos of high standards and expectations of all pupils in their class
- Create a supporting and engaging learning environment to promote inclusivity, achievement, and a sense of belonging
- Deliver effective instruction to support learners to thrive
- Help pupils to take ownership of their learning experiences and actively participate in shaping their educational journey
- Adapt the curriculum to meet the strengths, needs and interests of pupils
- Provide in-class support, for example adult or peer support, use of technology and adapted resources, where required

- Plan, deliver and evaluate targeted time-limited, evidence-based interventions, where required

The school follows a graduated response to SEN provision. This is underpinned by a 4-part cycle of assess, plan, do and review. The graduated response is fluid, which means pupils can move between phases.

Springfield Primary School Graduated Response

Phase 1 For example: Pupils who require adaptations to teaching and/or environment but do not require SEN provision	• Ordinarily available provision • One Page Profile including adaptations to teaching and/or environment • No specific SEN provision Next Steps: Class Teacher to monitor and complete SEND referral if ordinarily available provision is not meeting need
Phase 2 For example: Pupils who requires adaptations to teaching and/or environment and /or intervention to close the gap in attainment or to address specific areas of development but do not require SEN provision	• Ordinarily available provision • One Page Profile including adaptations to teaching and/or environment • Extra provision for example small group intervention Next Steps: Class Teacher to monitor and complete SEND Referral if ordinarily available provision and/or intervention to close the gap in attainment or to address specific areas of development is not meeting need
Phase 3 For example: Pupils who require SEN provision which may include adaptations to the curriculum and/or environment, support and group or one-to-one intervention	• Ordinarily available provision • Half Termly or Termly Individual Education Plan (IEP), including outcomes, targets and provision • Evidence-based group or one-to-one intervention • Request for external professionals to be involved (if relevant) Next Steps: Further support from SENDCo and external professionals Next Steps: Possible application for an Education Health and Care Needs Assessment (EHCNA)
Phase 4 For example: Pupils who are in receipt of an Education Health and Care Plan (EHCP)	• Ordinarily available provision • Half Termly or Termly Individual Education Plan (IEP) including outcomes, targets and provision • Evidence-based group or one-to-one intervention • Involvement of external professionals (if relevant) • Education Health and Care Plan Next Steps: Arrangements as stated on EHCP

8. How will the school adapt the curriculum and learning environment for my child?

We manage the school's resources using the four part cycle of assess, plan, do, review. The effective use of school resources is regularly monitored and evaluated to ensure it impacts positively on outcomes for all pupils, including those with SEND.

We record the SEN provision for each child on the last page of their IEP. The impact on outcomes is reviewed on either a half termly or termly basis.

The SENDCo has an overview of SEN provision across the school and monitors the impact that the use of school resources has on pupil outcomes.

In some instances it is necessary for the school to request additional resources for pupils with SEND, for example:

- A request for specific equipment that is required so that a child can better access the school site or the curriculum
- A request for additional funding to deliver specific SEN provision that has been agreed for a child
- A request to externally professionals to carry out assessments, to provide recommendations on adaptive teaching or to deliver training for school staff

The school's Accessibility Plan outlines how the school will improve access for pupils with disabilities to the curriculum, the physical environment and to information. It details the school's strategies for reducing or eliminating barriers to participation.

The school's Accessibility Plan can be accessed via the link below.

9. What expertise and training do staff have to support my child's needs?

Miss Holton is a qualified teacher and SENDCo and has achieved the National Award for SEN Coordination (NASENCO).

Our staff engage in continuous professional development.

The SENDCo delivers half termly training for teaching staff, weekly training for support staff and calls on the expertise of external professionals to deliver SEND training, where relevant.

This year staff have accessed training online and face-to-face which includes but is not limited to:

- ADHD Awareness
- Autism Awareness
- Adaptive Teaching for pupils with SEND
- The Zones of Regulation
- Team Teach Training
- Supporting writing for pupils with SEND
- 5-a-day approach (Education Endowment Foundation)
- Supporting the development of speech, language and communication
- Early Reading Recovery Training Program
- Sensory Diet Training
- Pedagogy

10. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Ongoing monitoring by the Class Teacher
- Half Termly in class assessments
- Reviewing the impact of targeted time-limited evidence-based interventions
- Termly pupil progress checks with the Senior Leadership Team (SLT)
- Half Termly or Termly IEP Reviews, if required (Springfield Primary School Graduated Response)
- Annual Review of an EHCP, if required (Springfield Primary School Graduated Response)
- Monitoring by the Extended Leadership Team, including the SENDCo, Key Stage and Subject Leads, for example learning walks, planning and book looks and consultations with pupils with SEND
- Using pupil questionnaires or surveys

The evidence gained through evaluation is used to identify improvements that can be made to a child's SEN provision and /or strategic improvements to SEN provision at the school

Examples of strategic improvements to SEN provision at Springfield Primary School 2024-2025:

- Improved IEP format for pupils at Phase 3 and 4 of Springfield Primary School Graduated Response
- Staff training focused on improvements to adaptive teaching
- Development of The Zones of Regulation curriculum and delivery of 2 x parent workshops

11. How will the school make sure my child is included in activities alongside pupils who do not have SEND?

We are committed to fostering an inclusive environment where all children feel that they belong and are fully engaged in learning and the social life of the school. We believe that true inclusion promotes understanding, empathy and a diverse range of perspectives amongst our pupils.

We actively promote the inclusion of pupils with SEND alongside their peers who do not have SEND in all aspects of school life including:

Learning:

Pupils with SEND participate in the same curriculum and classroom activities as their peers. Adaptive teaching is used to ensure all pupils can access the curriculum and classroom activities. Collaborative learning opportunities are planned for and delivered across the curriculum.

Social and extra-curricular activities:

Pupils with SEND are encouraged to participate in playtimes, school trips, clubs, sports and other extra-curricular activities alongside their peers who do not have SEND. Reasonable adjustments and additional support are provided, as needed, to facilitate full participation and to ensure that pupils with SEND have the same opportunities for social interaction and enrichment as their peer.

School Events and Assemblies:

Pupils with SEND are integral to school performances, assemblies and other whole school

events. Their contributions are valued and celebrated, reinforcing a sense of belonging and shared community.

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

A child's emotional and social development is equally important as their academic development and great importance is placed on this in school.

We recognise that children with SEND may require additional support in this area.

We provide:

- A whole school PSHE curriculum, in which The Zones of Regulation curriculum is embedded
- A named adult for children to talk to about their feelings, as required
- Emotional check-ins throughout the school day using The Zones of Regulations charts in classrooms.
- Alternative start times, earlier collection, different break and lunch time arrangements, as required to support transitions and emotional regulation.
- Specific strategies and targeted time-limited evidence-based intervention to meet outcomes related to social and emotional development on a pupil's IEP or EHCP.
- A zero tolerance approach to bullying and curriculum content and activities that promote anti-bullying.
- Timely referral to external professionals who can support early identification and pupil wellbeing.

13. What support is available for me and my family?

- A meeting can be requested with the Class Teacher to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so that similar strategies can be used
- The SENDCo is available over the phone, via email and is able to meet to discuss your child's progress or any concerns or worries you may have about your child
- All information from outside professionals will be discussed with the child involved (if appropriate) and the child's parents/carers. Where this is not possible a report will be made available.
- IEPs are reviewed by the Class Teacher with parents/carers and children each half term or term.
- A SEND coffee morning has been introduced where parents of children with SEND can meet informally to talk. We invite external services along to provide information to parents/carers. Bedford Borough Parent Carer Forum attended the coffee morning in July 2025.
- The SENDCo and SEND Admin send out relevant information to parents/carers via Dojo or email regarding the Local Offer and any other relevant training or services
- The SENDCo and SEND Admin signpost parents/carers to support groups and useful SEND information

There are a number of support services that parents/carers of children with SEND can access. These include but is not limited to:

Bedford Borough Local Offer:

The Children and Families Act (2014) requires Local Authorities and schools to publish and keep under review information about services they expect to be available for children and

young people with SEND aged 0-25 years. The purpose of the Local Offer is to advise parents and young people of the services that are available in the local area and beyond and how to access them.

Bedford Borough's Local Offer can be accessed via the link below.

The You Tube video explains how to use the Local Offer.

<https://youtu.be/0CvtwC0Kx8A>

<https://localoffer.bedford.gov.uk/kb5/bedford/directory/home.page>

Bedford Borough Parent Carer Forum:

A Parent Carer Forum is a group of parents/carers of children with SEND. The forum works with local authorities, education settings, health providers and other providers to make sure that the services they commission, are able to plan and deliver services effectively that meet the needs of children with SEND and their families.

Bedford Borough Parent Carer Forum give parents/carers the opportunity to participate in a number of ways, for example coffee events, conferences, social media, surveys and focus groups.

Bedford Borough Parent Carer Forum can be accessed via the link below.

<https://www.bbpcf.co.uk/>

Bedford Borough SEND Information Advice and Support Service (SENDIASS)

Bedford Borough SENDIASS provide a free, impartial and confidential service to parents/carers of children with SEND. They offer support to young people with SEND to help them access the best possible education. Bedford Borough SENDIASS aims to encourage partnership between parents, carers and young people with those responsible for their education and training.

Bedford Borough SENDIASS can be accessed via the link below.

<https://localoffer.bedford.gov.uk/kb5/bedford/directory/site.page?id=KunrZShjVcM>

14. What should I do if I have a complaint about my child's support?

We always value your comments and opinions. If you have concerns or a complaint about the provision that has been made for your child, you can:

- Raise the concern or complaint with the Class Teacher
- If there has not been a satisfactory resolution, raise the concern or complaint with the SENDCo
- If the matter is unresolved, raise the concern or complaint with the Head Teacher
- If there has not been a satisfactory resolution, contact the governor with responsibility for SEND. The SEND Governor is Claire Ward. Please email the school office on office@springfieldprimaryschool.org.uk and the message will be passed to the SEND Governor.

The Complaints Policy can be accessed on the school's website.

[https://www.springfieldprimaryschool.org.uk/docs/CLT - Complaints_Policy.pdf](https://www.springfieldprimaryschool.org.uk/docs/CLT_-_Complaints_Policy.pdf)

15. Glossary

- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 broad areas of need describe the different types of needs a pupil with SEND can have. The 4 broad areas are communication and interaction, cognition and learning, physical and/or sensory needs and social, emotional and mental health difficulties

- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- **Graduated response** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the provision, and reviewing the impact of this on the pupil's outcomes
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local Offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENDCo** – the special educational needs and disability coordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between classes, years, phases, schools or institutions or life stages