Special Educational Needs and Disability (SEND) Policy

Rationale

All children have the right to a broad and balanced curriculum that is relevant, differentiated and coherent. The Springfields Academy is committed to identifying and supporting all pupils who have SEND and provide such children with the level of resources necessary to meet their needs.

The Springfields Academy is comprised of a school site in Calne. We are a Special School for children who have an Educational Health Care (EHC) plan, primarily with a diagnosis of autism and/or speech, language and communication needs (SLCN). We recognise that all pupils at the academy have complex needs in the areas of:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Physical and/or sensory

Aims

Our SEND policy outlines how we provide tailored support and resources to ensure these pupils have the opportunity to reach their full potential.

Our objectives for our SEND pupils are:

- **Identification and Monitoring:** We aim to identify and monitor each child's individual needs from the pre-admission stage to ensure that appropriate provisions are in place to enhance their attainment.
- **Personalised Curriculum:** We design a personalised, appropriate, and innovative curriculum that meets the specific needs of our pupils.
- **Partnership with Parents/Carers:** We work closely with parents and carers, fostering a strong partnership to ensure collaborative support for each child's development.
- **Involvement of Children and Parents/Carers:** We actively involve children and their parents or carers in identifying and reviewing targets and outcomes, including those specified in their Educational Health Care Plan (EHCP) reviews.
- **Awareness and Training:** We ensure that all individuals involved with the children are familiar with the procedures for identifying needs, providing support, and delivering effective teaching.
- **Collaboration with Outside Agencies:** We collaborate with external agencies, where appropriate, to support the needs and provisions for our more complex and vulnerable pupils, ensuring comprehensive and integrated care.

Definition of Special Educational Needs and Disability (SEND)

Children have Special Educational Needs if they have *a learning, communication, emotional, mental or social 'difficulty'* which calls for *special educational provision* to be made for them. Children have a *special need* if they:

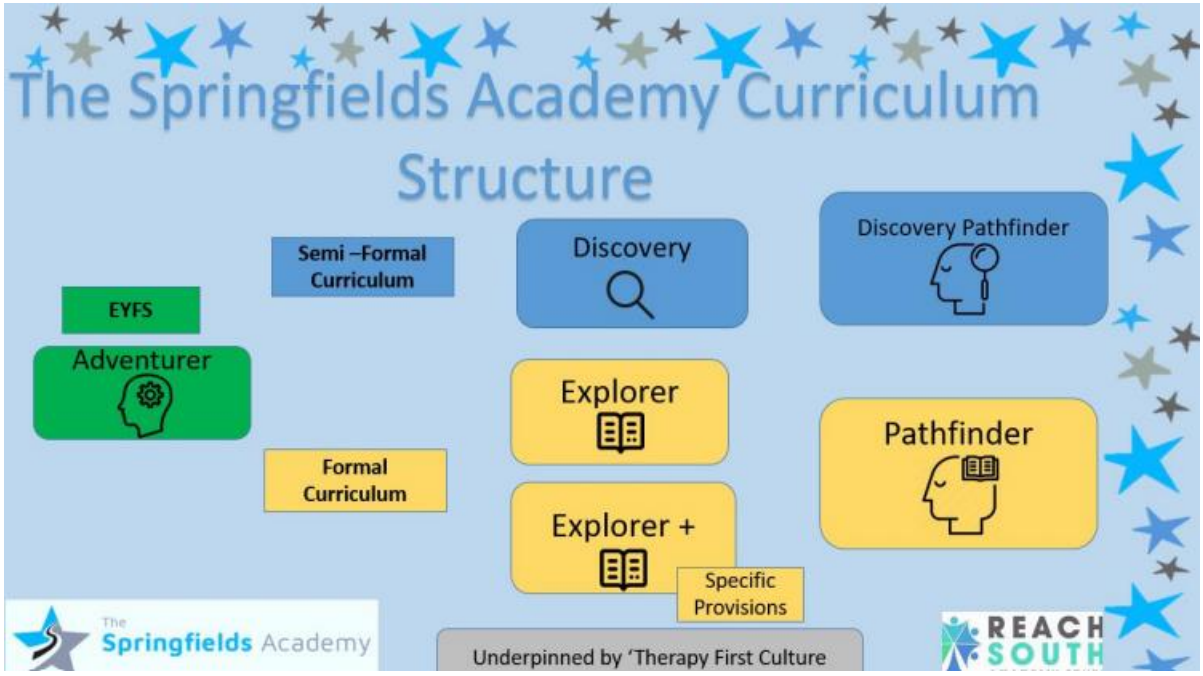
- Have a significantly greater difficulty in learning than the majority of children of the same age: or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in the Academy.

All pupils at The Springfields Academy have an Education Health Care Plan (EHCP).

Curriculum

The Springfields Academy is dedicated to delivering a broad and balanced curriculum. We offer:

- Early Years Provision
- Semi-Formal Curriculum Provision
- Formal Curriculum Provision



This curriculum is thoughtfully integrated with opportunities for pupils to develop functional skills, independence, and work-life skills, tailored to their individual needs. We are committed to personalising the curriculum to accommodate the diverse needs, interests, and learning styles of our pupils. For further details on the various cohorts and learning styles, please refer to the 'SEND Information Report'. In Key Stage 4, pupils can achieve accredited learning outcomes through APT Awards, Entry Level qualifications, Functional Skills, BTEC, GCSEs, and Arts Awards.

In all cases, class/subject teachers will be responsible for the teaching and learning of pupils and ensure that work is appropriately planned and differentiated. Where appropriate, pupils may be withdrawn for special individual and/or small group intervention. This may include Speech and Language Therapy, Occupational Therapy, Counselling, emotional literacy development, rebound therapy, reading support and social skills etc. In addition to the academic curriculum, pupils' individualised timetables provide opportunities to withdraw from some lessons to participate in therapy sessions.

Springfields has established links with Mainstream schools, other Special schools, Wiltshire College, and work placements to enrich the curriculum through additional learning opportunities.

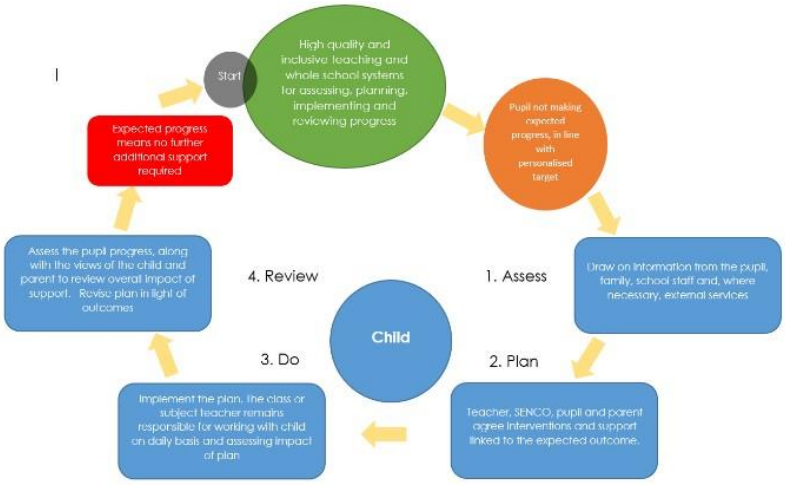
For more information visit our website: [The Springfields Academy - Our Curriculum Pathways]

Therapy and Outreach

Pupils who attend Springfields may also have an individual programme of therapeutic support designed to meet their specific needs. Areas of focus may include: Speech and Language Therapy (SALT); Occupational Therapy (OT); Emotional Literacy Support; Counselling; Outreach support etc. In consultation with the SENDCO and Head of Therapy, staff can refer pupils for interventions and therapies, which are delivered by trained Academy staff, or qualified therapists. For more information visit our Therapy tab on our website: [The Springfields Academy - Therapy at Springfields]

Reviewing Progress

The Springfields Academy follows a graduated approach to progress towards outcomes; Asses, Plan, Do, Review.



Progress against academic targets is monitored three times per year as part of a pupil progress review, and necessary intervention is put into place as needed. Pupils may also be given targets for individual therapies and these are reviewed at the end of any intervention.

The EHCP Review, held annually, is an opportunity for all of the people and agencies involved in working with a child to come together with the parents and child. This review is an opportunity to discuss progress towards Education, Health and Care outcomes and academic targets, plan for the following year and to raise any concerns. Springfields ensure that pupils have the opportunity to be involved in decisions and discussions about all aspects of their education, health and care. Parents are formally invited into the Academy three times each year to discuss progress during parents evenings, in addition to the My Plan Review.

Roles and Responsibilities

The SENDCo and Leadership Team:

The Springfields Academy's Assistant Head SENCo is Maxine Page. The SENDCo is responsible for SEND policy and its implementation across The Springfields Academy.

The duties of the SENDCo and the Leadership Team include:

- Taking responsibility for the day-to-day operation of provision put in place for all pupils with SEND.
- Implementing the SEN policy and improvement plan
- Providing guidance and support in the area of SEND, with a focus on good autism practice, in order to secure high quality teaching and effective use of resources to support pupils in reaching their personalised outcomes
- Contributing to the continuing professional development of staff
- Working alongside staff to assist them in identifying, assessing and planning for children's needs
- Liaising with staff regarding pupils progress.
- Supporting the review of EHCPs
- Coordinating a range of support available to the pupils
- Reviewing pre-admission documentation
- Working in close partnership with external support agencies as needed
- Monitoring, evaluating and reporting on the provision for all SEN pupils to the governing body

Directors and Governing Body:

The Academy's Integrated Pupil Services governor is Sandy Chase. The governors play an important role in developing and monitoring the academy's SEN policy.

The governing body's duties include:

- Ensuring that the necessary provision is made to meet the needs of all our pupils.
- Ensuring that teachers in the Academy are aware of the importance of identifying and providing for all pupils in their care.
- Ensuring that parents/carers are notified of a decision by the Academy that specific provision is being made for their child.
- Having regard to the Special Educational Needs Code of Practice (2015) when carrying out its duties towards all pupils in the Academy.
- Monitoring the quality of provision for all SEN pupils, taking into account how funding, staffing and resources are deployed.

Class/Subject Teachers

All teachers within the academy are teachers of SEND. It is the responsibility of class teachers to:

- Provide lessons across a broad and balanced curriculum, which take into account the needs of the individual
- Use strategies to effectively support pupils to work towards outcomes
- Use support staff effectively to facilitate pupil progress
- Seek out advice on how to support SEN pupils as needed
- Assess progress towards outcomes, and implement interventions for individuals as needed

Pupil Voice - HEARD:

At Springfields pupil voice is the golden thread woven through the daily pupil experience that provides opportunities for pupils to share their views, feelings and learning. We enable our pupils to communicate in the style that best suits their needs so that their input shapes our school community and informs each pupil's journey towards a 'safe, independent life'.

Our 'HEARD' framework ensures Pupil Communication is listened to, accepted and has impact.

We have various approaches to gathering pupil voice based on research into effective strategies that help our learners with autism to communicate their thoughts and feelings around specific topics.

We collect pupil voice in three key areas:

Safety	Myself	Learning

The impact of our Pupil Voice Strategy is that:

- Pupils feel safe
- Pupils feel listened to
- Pupils feel respected

Parent/Carer Voice

The Academy will endeavour to build an effective working relationship and genuine partnership with parents. The academy offers opportunities for parents/carers to be fully involved in the identification, assessment, and decision-making process regarding their child's outcomes and progress.

Our aim is to show sensitivity, honesty and mutual respect in encouraging children and their families to share concerns, discuss strategies and see themselves as equal partners in the Academy.

Parents are communicated with regularly regarding the child, through class charts messaging, emails, phone calls, regular meetings, EHCP reviews and other events such as parents evenings. Additionally, The Academy offers Parent coffee mornings and parent partnership meetings once per term, where parent voice is the key focus.

For further information on our Parent/carer offer please view the Parent/Carer tab on our webpage: The Springfields Academy - Parent / Carer

Dyslexia support:

We are committed to creating a dyslexia-friendly environment. This includes:

- Using clear, accessible fonts and layouts in printed and digital materials
- Providing verbal instructions alongside written ones
- Minimising copying from the board
- Allowing access to assistive technology, such as reader pens, overlays, or text-to-speech tools

Pupils with dyslexia are supported through:

- Evidence-based interventions focused on phonological awareness, reading fluency, spelling, and memory strategies
- Multisensory teaching methods used both in interventions and classroom practice
- Regular progress monitoring and adjustment of support strategies

For more information about how the school support pupils with dyslexia please go to the website link: The Springfields Academy - Dyslexia Friendly Schools Information

Young carers support:

We are committed to ensuring that any pupil identified as a young carer is supported and enabled to thrive. This includes:

- Engaging with pupils and families to support young carers to achieve educationally
- Promoting a positive culture in which young people are safeguarded by the prevention of undertaking care that is often above that expected for that child's age and stage of development
- Using a whole family, inter-agency approach to accessing services

- Reducing the impact of caring on the wellbeing of young carers
- Providing enrichment opportunities for young carers such as trips and rewards

For more information about how the school supports young carers follow the website link to the policy: The Springfields Academy - Policies

Admissions Arrangements

The Springfields Academy primarily caters for pupils age 4-19 with a diagnosis of autism and/or Speech Language and Communication needs. We have a semi-formal curriculum pathway (Discovery Curriculum) and an adapted National Curriculum pathway (Explorer/Pathfinder Curriculum).

Once the school is named section I of the pupil's EHCP, the admissions team will identify the pupil's needs and appropriate provision within the academy. The parents/carers will be informed of the personalised and phased transition into Springfields.

For further information regards admissions please view the following webpage The Springfields Academy - Admissions and Transitions or contact admissions@springfieldsacademy.org

Resources

As an academy, we are committed to providing high-quality resources, which enable pupils to access the curriculum. Resources will vary from pupil to pupil and reasonable adjustments will be made depending on individual pupil need.

The budget for SEND resources is managed by the SENDCo of the academy in consultation with the Business Manager, and in line with the SEND development plan and pupil need.

Complaints Procedure

If parents/carers have a complaint regarding the SEND provision for their child, they must contact the head of school, Samantha Cottrell, who will issue a copy of the complaints procedure. Alternatively, a copy of the Reach South complaints procedure can be found on The Springfields Academy's website Reach South Academy Trust - Complaints and Concerns.

Evaluating the success of our policy

The policy will be evaluated and reviewed against the aims stated on page 1 by:

- Regular monitoring of curriculum, teaching and support staff, and resources deployed to meet pupil's needs
- Monitoring and assessment of pupil's progress towards academic and social + emotional outcomes
- Providing regular opportunities for parents/carers to be involved in reviewing and adapting the provision of their children
- Providing regular opportunities for pupils to give their thoughts and opinions on their outcomes and provision.
- Successfully engaging outside agencies in annual reviews, recording their expertise on individual's development

- Gaining pupil and parent/carer feedback regarding the accessibility of this policy

Links with other policies and documents

This policy should be read in conjunction with other relevant documents such as:

- The SEND Information Report
- Accessibility Plan
- Admissions Policy
- Teaching and Learning Policy
- Behaviour Management Policy

Signature of Head Teacher:

Approved by Governing Body:

Reviewed: 1st September 2027

Date of next review: 1st September 2027