Springwell School



Special Educational Needs Policy

Last Review: October 2026

Next Review: October 2027

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Position: **Headteacher**

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Aims

At Springwell, we believe everyone has the right to succeed and the entitlement to develop their full potential. Educational experiences and opportunities are provided to enable individuals to progress to the best of their ability.

Inclusion at Springwell is an ongoing process that celebrates diversity and involves the identification and minimising of barriers to progress and participation that may be experienced by any pupil, irrespective of age, ability, gender, sexual orientation, ethnicity, language and social background, and the utilisation of resources to reduce these barriers.

At Springwell we aim to:

- provide high quality and appropriate teaching in a stimulating, challenging, enjoyable and safe learning environment.
- enable all pupils to develop their personal and social skills and to experience success, achievement, and fulfilment.
- provide equality of education for all
- support the achievement of pupils with Special Educational Needs in mainstream through a high-quality outreach service.
- Provide support and training to other schools through an alliance of education partners with a specialism in SEND, including a Schools Direct Initial Teacher Education (SIP).

Principles

Springwell will:

- operate within the framework of inclusion provided by the Government and Local Authority
- ensure that this inclusion policy is understood and implemented consistently by staff.
- value all pupils irrespective of race, religion, gender, or age
- recognise and celebrate diversity as a positive aspect of the school community.
- treat all children and their parents with respect and take their views into account.
- identify and recognise barriers to learning and participation.
- minimise barriers to learning to enable the participation of all.
- ensure all pupils have access to an appropriately differentiated curriculum with high expectations for all.
- recognise, value, and celebrate pupil and staff achievements.
- promote good relationships and manage behaviour positively.
- work in partnership with parents/carers in support of their child's education.
- maximise resources to support the learning of all and provide appropriately to meet the diversity of needs.
- act positively with regard to our statutory obligation to promote racial equality, good race relations and eliminate unlawful racial discrimination.
- challenge and eradicate prejudice and discrimination wherever it occurs.
- create a safe, happy, orderly, and caring environment where everybody feels accepted and has a sense of belonging.

Procedures

The Senior Leadership Team co-ordinate inclusion at Springwell School. They are responsible for:

- Ensuring that the school's approach to inclusion is coherent, consistent, and effective.
- Monitoring the implementation of the inclusion policy, which involves monitoring and assessing inclusive provision and reporting annually to the governing body.
- Assessing ongoing and annual progress of all pupils and reporting to the Governing Body
- Working together to identify barriers to learning and provide staff with appropriate strategies.
- Reporting and analysing all incidents as required to the Local Authority

They will carry out these responsibilities in the context of all teachers being responsible and accountable for meeting the learning and social needs of all pupils in their classes.

Roles and Responsibilities

The Senior Leadership Team will:

- be proactive in promoting equality in terms of provision and access.
- encourage parents/carers to play an active role in the school's activities through the development of the home school partnership, termly meetings, sharing of information and regular communication.
- ensure, through monitoring, that the spirit and practice of inclusion is reflected and promoted throughout all aspects of school life.
- ensure initial training for staff through the induction programme.
- ensure staff are given opportunities to update their skills and knowledge through appropriate professional development.
- plan strategically to maintain and develop inclusion.
- evaluate the successes and identify areas for improvement in the policy and practice and include these in the School Strategic Plan.
- develop, maintain, and strengthen links with a range of outside agencies.
- ensure that all those involved in recruitment and selection are effectively trained and made aware of what they should do to avoid unconscious discrimination,
- seek to ensure that our facilities are accessible for all pupils, staff, and visitors; when this is not possible temporary measures will be put in place, where and when practical, to help and support any person with a disability to fully participate in the life of the school. In addition, reasonable adaptations to the buildings, fittings and location will be made to enable staff to carry out the responsibilities of their post, within reasonable budgetary constraints.

Teachers will:

- ensure inclusive practices are embedded within their class.
- ensure that lessons and schemes of work are fully accessible by all pupils and teaching styles address the range of abilities, learning needs and styles within their class.
- plan strategically to provide learning resources which overcome potential barriers to learning.
- assess pupil performance on an ongoing basis to ensure teaching remains relevant to the individual needs and circumstances of each pupil.

- provide ongoing training and support for special school assistants within their class to enable them to understand the needs of the pupils and provide appropriate support and teaching.
- discuss any concerns about individual pupils' progress with the deputy or senior teacher and agree and follow actions to support them.
- further develop and support the partnerships with parents/carers, and other agencies.

All staff will:

- make themselves aware of the individual circumstances of each pupil within their class and any potential barriers to learning.
- contribute to the ongoing assessments of pupils' performance and progress.
- support the wellbeing of pupils.
- highlight pupils causing concern and take appropriate action.
- use a wide range of teaching approaches to meet individual needs and learning styles.
- use a wide range of targeted resources to provide access to and support for learning.
- recognise and celebrate individual achievement.
- deal with incidents in accordance with school policy.
- make use of professional development opportunities offered.
- further develop and support the partnerships with parents/carers, and other agencies.

Provision

The school is currently funded for 281 pupils and provides education for primary aged pupils with complex learning difficulties. The school is made up of 33 classrooms, 27 of which are on the main site, one satellite class based in a mainstream host school and five EYFS classes at Start Point Sholing. All pupils access the specialist teaching areas based on the main site on a regular basis.

The school offers a range of provision to meet the diversity of pupils' needs including the following:

- Pupils are admitted to the school by the Local Authority. All pupils have an EHCP.
- EHCPs are reviewed annually in line with the Code of Practice and school policy.
- Targets are agreed at the Annual Review and reviewed on at least a termly basis.
- Classes are usually age banded but, in some cases, these are not exclusive year groups or key stages.
- Provision is matched to the individual learning and social needs of each pupil.
- Individual learning targets are set for all pupils in each subject area to ensure teaching remains relevant to the individual needs. These are assessed weekly and updated at least every half term.
- The school curriculum is accessible by all pupils and each class works from discrete schemes of work to ensure progress and continuity across the school.
- Alternative learning programmes are developed for pupils with very specific needs.
- Additional in class support is provided as required by each child.
- The additional needs of the pupils are systematically reviewed, and provision is tailored to match their needs.
- Specialist school-based staff are deployed to provide additional communication teaching, emotional support, and manual handling support for identified pupils across the school.

Other specialist provision includes:

- Structured communication systems
- Positive behaviour management programmes and individualised reward systems
- High level of individual teaching
- High adult ratios (on average 1:2)
- Variety of teaching approaches and methods to meet individual learning needs.
- Integrated classes
- Individual work systems each day to increase their means of working independently.
- Whole school systems such as individual schedules, differentiated to the individual learning needs of each pupil.
- Use of circle time and group work to teach social skills such as waiting, sharing, turn taking.
- Regulation and emotions work
- Whiteboards in each classroom
- Educational visits to support classroom teaching.
- Welfare Team to support medical needs.

School Facilities

The purpose-built school site was designed to be fully accessible by all pupils, staff, and visitors. Children with physical disabilities will find little or no restrictions on movement and all children are provided with additional support and supervision wherever and whenever this is necessary.

The building has a range of specialist teaching areas including a hydrotherapy pool, multi-sensory rooms, soft playroom, art room, food technology room, library/ICT suite.

Personal care, changing and toileting facilities are accessible by all pupils.

External Support

The school obtains additional external specialist advice and support from the following sources:

- Speech & Language Therapist, Occupational Therapist and Physiotherapist who provide ongoing support and advice.
- School Health Nurse who is available to support pupils and families
- School doctors who regularly visit school to meet individual pupils and their families.
- Teams of health and social care specialists from Jigsaw who support specific children and their families.
- Educational Psychologists who provide ongoing support and guidance in relation to specific pupils and whole school issues
- Support and periodic intervention are given to Looked After Children through joint agency work involving Social Care
- Social workers working with identified pupils.
- Local PCSO who provides whole school support and guidance where necessary.
- Specialist music teacher who works with identified pupils
- Local mainstream primary schools as part of the school network
- Feeder special secondary school
- Educational Welfare Officer (EWO) who advises and supports on attendance and pupil behaviour issues.

Parent Partnership

The school has a fundamental commitment to working with parents as partners:

- The knowledge, views and first-hand experience parents have regarding their children is valued for the contribution it makes to their child's education.
- Regular two-way communication with parents is maintained throughout each week.
- Regular meetings across the year enables parents and school staff to share information and plan together.
- Parents receive regular information regarding the class timetable, IEPs, and class topic information.
- Parental views and opinions are sought on at least an annual basis.
- Parents are always welcome to contact the school to discuss any issues or concerns.

Transition Arrangements

As pupils become older, they move through the school. Careful planning and the sharing of information, ensures each teacher is prepared to meet the needs of the new pupils. Specific time is allocated when children move classes, to enable teachers to spend time together preparing for the transition.

When pupils leave Springwell at the end of Yr. 6 to transition onto secondary education, time is taken to prepare both the child and the receiving school. Visits are arranged for the child to visit the new school and for this school to observe the children within Springwell. Academic details and information of a more social nature is also shared between the schools.

Similar planning also takes place for those children who leave the school at other times throughout the year.

The school has a detailed complaints procedure, and all complaints are be taken seriously and either addressed by the governors or LA on all matters relating to admission.

Monitoring and Evaluation

This policy will be reviewed on an annual basis or earlier if legislation should change.