



Special Educational Needs and Disabilities (SEND) Information Report Updated May 2025

1. Name of the establishment						
<p>Springfield Primary School Cavendish Street Sheffield S3 7RZ Tel: 0114 272 3455 e- mail: enquiries@springfield.sheffield.sch.uk</p> <p>SEN Governor : David Ward- Contact via school SENCO: Sally Holder- Contact via school Assistant SENCo- Anna Tejeda- Contact via school</p>						
2. A brief overview of the educational provision						
<p>We are a one form entry mainstream school Reception – Y6</p>						
3. Current Ofsted rating						
<p>Ofsted Inspection November 2024: Good</p>						
4. Eligibility for the educational provision						
<p>We offer mainstream educational provision for children aged 4-11years. The provision primarily supports (or has supported) learners with:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="padding: 5px;">Social & communication difficulties including Autism</td> <td style="padding: 5px;">Behavioural Emotional or Social Difficulties</td> <td style="padding: 5px;">Mental Health Difficulties</td> <td style="padding: 5px;">Moderate Learning Difficulty</td> <td style="padding: 5px;">Specific Learning Difficulty (e.g. Dyslexia)</td> <td style="padding: 5px;">Speech, Language & Communication Needs</td> </tr> </table> <p>We have the highest turbulence of any primary school in Sheffield, so numbers on roll and average class size change frequently. There is a Designated Teacher for children who are in Local Authority Care.</p>	Social & communication difficulties including Autism	Behavioural Emotional or Social Difficulties	Mental Health Difficulties	Moderate Learning Difficulty	Specific Learning Difficulty (e.g. Dyslexia)	Speech, Language & Communication Needs
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5. Identification of learners with SEN						
<p>We monitor children's academic progress and emotional well-being closely and offer a range of interventions and provision within school. If these are unsuccessful, we contact external specialists. We use a range of assessments to ensure all children are achieving to their full potential. We are concerned with the progress of a child as a whole and want all children to succeed.</p>						
6. Physical access of setting to all learners						
<p>Springfield Primary School was opened in 1875 and is a typical Victorian building. It is one building with numerous stairs, corridor, floors and sub- levels. It is a Listed Building. Wheelchair accessibility is extremely limited and there is no child disabled toilet. Each phase has its own playground. The Reception is partly undercover. The KS1 playground has a wall with iron railings and the KS2 playground has a high fence all the way around the perimeter. The gates to both are locked during the school day. The dining room operates on a rota basis as it is not possible to seat everyone in one sitting. Visual timetables are used; some children have their own personal timetable. The resources we provide for learners with SEND depend on the needs required and available budget.</p>						

7. Adaptation of the curriculum for learners with SEND
The classteacher is primarily responsible for meeting the needs of all the learners in their class. Where a child requires further support, the SENCos are on hand to advise and liaise with external specialists as required. The curriculum is differentiated to meet the needs of all learners and we respond to the needs of the children as far as is practically possible with personalised learning provision. The Learning Mentor is able to support children both academically and socially and also liaises with outside agencies. We have a small sensory room available for those children who benefit from this environment.
8. Training staff have undertaken in order to support learners with SEND
Springfield was a pilot school for Achievement for All and achieved the Quality Mark. It also has Healthy Schools status. Staff receive regular training, with some staff specialising in different areas of need eg Speech & Language, Dyslexia, Autism. Staff have undertaken the Autism Education Trust Tier 1 training, Flowers 125 and training with Trauma Informed Schools UK (TISUK) and through these, the school promotes de-escalation techniques. The school uses the Birmingham Toolkit to support children with their learning. Teaching Assistants work closely with teachers so that in the event of absence, someone who knows the children well is on hand. Visiting staff are briefed as to the nature of any children with SEND. We take advice from the Educational Psychologist, Speech Therapist, Social Communication Teams and other specialists as and when required. With regard to administering medication, a plan is drawn up with the family as and when required and we also liaise with the relevant specialists from the NHS as and when necessary. Some staff have been trained to administer Epi- pens and arrangements are in place for children who require regular medication.
9. Communicating with and involving families
School communicates to parents in a variety of ways; letters, emails and text messages are sent, phone calls are made and there is daily contact between teachers and parents. Parent meetings are held to address a range of topics as requested by parents and as school determines. Parent- Teacher meetings are held regularly. The progress of all children is monitored termly, with provision is planned in response to the needs of all children. Reviews are held termly for all pupils with SEND. Support plans are co-produced with parents and updated at the review meetings. Copies of the notes from these meetings are sent to parents. There are more regular updates and contact between home and school if the need arises.
10. Evaluating the effectiveness of the provision for learners with SEND
The progress of all children is rigorously monitored each term, with class provision planned in response to the needs of the class. However, if a particular intervention is unsuccessful/ further need identified, the school will act. We follow a constant cycle of Assess, Plan, Do & Review, according to the needs of the child.
11. Support provided for the learners' overall wellbeing
The Inclusion Team meets regularly. Support is planned and provided to children who we assess as vulnerable. We call on external professionals as and when required eg Speech and Language Therapists, Educational Psychologists and the Virtual School. The SEAL programme is used throughout school. Anti-Bullying week is run annually and the school has an Anti- Bullying policy and this includes E- Safety. If a child has SEND and is under the care of the Local Authority, regular meetings are held. We are also able to access the Family Intervention Service (FIS) to enable early intervention work and assist with parental support.
12. Behavioural interventions used
We have a whole school and consistent approach to behaviour as outlined in the behaviour policy and Springfield Primary School staff are very experienced in behaviour management. There is a system of positive reinforcement and rewards within school. These can be adapted when necessary to suit particular situations and particular times. School makes immediate contact with parent if behaviour is giving cause for concern. The Learning Mentor monitors attendance closely. Good attendance is celebrated and the school offers Attendance Panels to which Parents / Carers are invited as a supportive measure. The whole school implements the principles of the Flowers 125 Project alongside a Trauma Informed approach.
13. Inclusion of learners with SEND in non-classroom based activities
We aim to make all our activities available for all our learners.

Where there may be concerns, discussions are held with the family prior to any trip/ specific activity. We offer extra-curricular After School and Lunchtime Clubs. The Learning Mentor arranges activities for targeted children in conjunction with external providers.

14. Consultation with and involvement of learners in their education

Pupils are involved in all stages of their learning, through discussion with teachers in class and parent & teachers at Parent- Teacher meetings where appropriate. We conduct pupil surveys and we have a School Council. Pupils with SEND complete a One Page Profile.

15. Preparation of learners with SEND to progress to, from and within your setting?

We undertake transition work and activities prior to the summer holidays, in advance of a child's move to a new class. Specific meetings are arranged for staff to share SEND information with the child's next teacher. Additional transition activities are offered to those who require it at whatever stage of transition. Planned sessions are in place to support transition from KS2-3 in order that all our children are fully prepared for the next phase of their education. This involves close liaison with the secondary schools. The SENCO meets with all the secondary SENCOs prior to children leaving KS2. We normally send children to 7 or 8 settings and each has different requirements.

16. Online prospectus and open days for families and learners

Due to the high numbers of children we admit throughout the year, once we receive an allocation, the Learning Mentor initiates contact with the family and invites them to visit. Any other interested/ prospective families should contact school for further information and to request a visit. Our school website has a virtual tour and a wealth of information about Springfield.

17. Outreach to home educating families

Where we are aware of families in our area who are home educating, we liaise with them and provide a tailored support and signposting in response to their needs and circumstances.

18. Additional services for learners with SEND

Springfield Primary School works closely with a local cluster of primary schools as well as being a member of the TRIAD Learning Community (A group of school with a similar context and setting) and the SENCO works closely with schools in these groups and other schools in the locality.

All of these groups offer training/ advice and support as often there will be siblings from one family across different settings and sometimes families move within the area, which entails a move of school. This also aids transition from Primary to Secondary.

We also welcome visits from other professionals who feel we may be able to offer professional development.

Complaints

Any complaints regarding the provision for SEND should be made in the first instance to the SENCo. If the issue remains unresolved, then it will be dealt with under the school's complaints policy. Copies of this policy are available upon request from the school office.