Springhead Infant School

Special Educational Needs

School Offer
2019-2020
**Key Information**

| School Contact Details | Springhead Infant and Nursery School  
 Cooper Street, Springhead, Oldham.  
 OL4 4QT  
 0161 770 5620  
 www.springhead.oldham.sch.uk  
 Executive Headteacher: Mrs G.A.Kay |
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<tbody>
<tr>
<td><strong>Is Springhead a Specialist Facility for pupils with SEN?</strong></td>
<td>No</td>
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<tr>
<td><strong>Does Springhead have facilities for children with physical disabilities?</strong></td>
<td>Springhead Infant School is on three levels. There are disabled toilets situated amongst the Reception classrooms, as well as in Keys Stage One.</td>
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<tr>
<td><strong>School Age Range</strong></td>
<td>Age 3-7 years</td>
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<tr>
<td><strong>Name and contact details of your school’s SENCO</strong></td>
<td>Miss H.Reitze</td>
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The name and contact details of the person responsible for maintaining details of the School Local Offer for our school is:

| Name of Person/Job Title | Miss H.Reitze  
 The Ivory Federation SENCo |
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<tr>
<td>Contact telephone number</td>
<td>0161 770 5620</td>
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<tr>
<td>Email</td>
<td><a href="mailto:h.reitze@springhead.oldham.sch.uk">h.reitze@springhead.oldham.sch.uk</a></td>
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### Accessibility and Inclusion

**What our school provides**

At Springhead Infants we embrace the fact that every child is different and, therefore, the educational needs of every child are different – this is certainly the case for children with Special Educational Needs.

All the furniture we provide for learning is designed for the age and suitability of the activities we do. We are a friendly school and the teachers are available at the start and end of each day for ‘handovers’ and the sharing of information.

All the statutory policies with regards to Equality, SEND, Inclusion and many more are available on our website or alternatively they can be requested from the school office. A wide variety of other information is available on the school website, on the noticeboards in the playground and via the regular communication with parents e.g newsletters.

The school has a range of resources specifically to be used for children with SEN. We use visual/pictoral timetables, workstations, easy grip pencils, first and then boards, SEN visual timers and specialist programmes. We use a range of software e.g Espresso to help pupils to access and make progress in subjects they find difficult.

We use a range of technology including iPads apps, laptops, PCs, headphones, dictaphones, easy speak for pupils who find communication difficult. In addition, every classroom environment has clear labelling, pictoral prompts and an interactive whiteboard.

### Teaching and Learning

**What our school provides**

Where possible, we identify children who have Additional Special Educational Needs according to the following definition-

- **a learning difficulty** i.e. a significantly greater difficulty in learning than the majority of children of the same age, or a disability which makes it difficult to use the educational facilities generally provided;
- and if that learning difficulty calls for special educational provision i.e. provision additional to, or different from, that made generally for children of the same age.

Therefore, the early identification through observation, assessment and discussion with parents and professionals for any child who may have Special Educational Needs is extremely important to us at our school.

On entry needs are identified through liaison with parents, carers and other professionals (including nursery schools or other previous school). Regular teacher assessments and observations are also used to identify any special education needs as they move through the school. By thorough monitoring we are able to act quickly when children do not make expected progress.

All children have different needs, therefore children with Special Educational Needs at Springhead receive a differentiated personalised curriculum. For some children who require additional resources than the school can provide, we are able to apply to the Local Authority for resources for additional
support.

Money is allocated annually from the school budget to support pupils with SEN. This is used to ensure that good outcomes for pupils with SEN and maintained and that all pupils have full access to the National Curriculum and Foundation Stage Curriculum.

Money is allocated according to a child’s additional needs and it may typically include:

- The provision of additional Teaching Assistants who are used to provide support to enable children to access the curriculum.
- The use of Teaching Assistants for targeted support and the delivery of specialist programmes.
- Release time from class for the SENCo to meet with parents and liaise with staff and other agencies to improve the quality of provision for identified children.
- The provision of external specialists for additional and more in depth assessment and advice.
- The provision of specialist equipment and resources.
- Additional training and support for staff where necessary.

Where needed, pupils with SEN can have modified access arrangements when undertaking statutory assessments.

Person Centred Reviews are used to review targets and progress and plan a course of future action. Parents, the class teacher, the SENCo and any other relevant outside agencies are involved in the process.

The Governors ensure that staff receive regular training. All staff are first aid trained and some are trained to deliver specialist programmes e.g BLAST. All staff have access to training when it is needed to meet the needs of pupils. The SENCo and the Head teacher ensure they keep up to date with any changes in legislation, local arrangements and any developments on all matters related to Special Educational Needs. The Head teacher and SENCo liaise with staff regularly to ensure any changes are communicated appropriately and in a timely order.

‘Disabled pupils and those who have special educational needs are supported well in their learning by effective special teaching programmes and well deployed teaching assistants so that they develop basic skills well, especially in reading. As a result, this prepares them well for learning in all subjects.’ (Most recent Ofsted inspection)

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<th>Reviewing and Evaluating Outcomes</th>
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<td><strong>What the school provides</strong></td>
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Our children do well because we have a rigorous monitoring and review cycle in place. Plans are in place and targets are set to ensure that all our pupils do well. Termly Person Centred Reviews and Pupil Progress Meetings are used to review progress, tackle any underperformance and ensure the strategies are appropriate for the age, ability and needs of the child. Those children with additional needs, who meet the threshold for additional funding from the Local Authority also have an annual review.

At all reviews, interventions are evaluated for effectiveness and changes to provision are made if needed. Parents, class teachers, governors, specialist teachers, other professional and the SENCo are involved in the review and evaluation of outcomes for pupils with Special Educational Needs.
## Keeping Children Safe

**What the school provides**

‘The behaviour of pupils is good. Pupils are polite and considerate towards each other and they respond well to the care all adults show them. They are usually strongly engaged in their learning and eager to succeed.’ (Most recent Ofsted Inspection Report)

Safeguarding procedures are fully in place and robustly checked and monitored by senior leaders and Governors. The very few who express concerns about safety do not fall into any particular group, but instead have individual concerns.

Pupils learn to stay safe in school through the curriculum and understand safety with respect to water, electricity, fire, road safety and safety in the home. Children are taught how to stay safe on the internet and other technologies through e-safety lessons. An effective induction process for children, parents and staff ensures that everybody feels safe and well looked after in the school.

Pupils respect the adults in our school, regardless of their role, and also show respect towards each other. Consequently there are very few incidents of bullying or racist behaviour.

Pupils are listened to and there are excellent opportunities for pupils’ voices to be heard and each pupil has access to more than one member of staff to offer support and guidance. The Pastoral Care Worker provides additional opportunity and support for those pupils who need it. Class teachers, support staff and Pastoral Care Worker carry out their pastoral care responsibilities efficiently and effectively and the high level of care provided enhances the quality of learning and progress for all pupils, including those with Special Educational Needs.

‘The school’s work to keep pupils safe and secure is good. Pupils say they feel safe.’ (Most recent Ofsted Inspection Report)

## Health (including Emotional Health and Wellbeing)

**What the school provides**

An effective induction process for children, parents and staff ensures that everybody feels well looked after in the school. The induction process in place enables children to join the school happily, confidently and without stress to enable them to make a good start in the EYFS.

We have a full time Pastoral Care Worker who ensures that the health and well being of all pupils is a priority. She works closely with the Senior Leadership Team, Class Teachers and the School Nurse to ensure that any health and well being difficulties are minimised and concerns tackled.

We have access to specialist support and an advisory service from other outside agencies within the Local Authority. We work closely with the Hearing Impairment team, Speech and language Team, Educational Psychologist, QEST and advisory teachers e.g autism specialists. We also get support from Occupational Therapy and Physiotherapy for pupils who need assessment. School are unable to refer to these services directly, but can do so through a paediatrician.
## Communication with Parents

### What the school provides

Our communications with parents is good with monthly newsletters, daily twitter updates and regular website updates. Staff are visible when parents are around at drop off and collection times. The views of parents and carers are given a very high priority and matters of concern are dealt with the day matters are raised or within one working day.

Our Pastoral Care Worker has forged excellent relationships with our parents. She is visible on the playground at the start and end of the school day and she plays a key role in all school matters relating to parental engagement.

Our Parental Consultation meetings provide opportunities for parents to discuss the progress of their child, explore the child’s views on their learning and progress and set targets for the rest of the year. Teachers, parents and the children are involved in these meetings.

Additional termly meetings are in place for parents of children with Special Educational Needs. Person Centred Reviews are used to review targets and progress and plan a course of future action. Parents, the class teacher, the SENCo and any other relevant outside agencies are involved in the process.

## Working Together

### What the school provides

Pupils are listened to and there are excellent opportunities for pupils’ voices to be heard and each pupil has access to more than one member of staff to offer support and guidance. The Pastoral Care Worker provides additional opportunity and support for those pupils who need it.

Children throughout the school have a wide range of home learning activities which are designed to improve and reinforce basic skills. The activities are often practical and fun and involve the whole family in the learning.

Pupils are encouraged to participate in charity work and fund raising, this is achieved each term. They support the charities financially and have raised a significant sum over the past 3 years. Global disasters are also supported by the pupils.

The School and Eco Council provide all pupils with an excellent opportunity to take responsibility and participate in decision making. The outcomes contribute to an increase in pupil understanding on sustainability, importance of the school and local environment and global responsibility.

## What help and support is available for the family?

### What the school provides

Our Pastoral Care Worker has forged excellent relationships with our parents. She is visible on the playground at the start and end of the school day. The Senior Leadership Team and Pastoral Care Worker support families in a wide variety of ways e.g signposting to relevant support organisations, completing paperwork/forms, putting in place home behaviour plans, assistance on getting their child to school (travel plan), meet and greet arrangements, regular update meetings.

Alongside the regular day to day support we provide, a higher level of assistance is also available
through Early Help. Early Help are a team of professionals that can provide support for families. At Springhead, Early Help work is organised and managed through our Pastoral Support Worker, Mrs Thomas.

Oldham’s parent/carer forum is called POINT (Parents of Oldham in Touch). This is an umbrella organisation for all parents and carers of children & young people with Special Educational Needs, disabilities and complex medical needs. They work with Oldham Council, education, health and other providers to make sure the services they plan and deliver meet the needs of disabled children and families (http://pointoldham.co.uk).

### Transition to Junior School

**What the school provides**

Springhead Infant School maintains its good links with Knowsley Junior School. Our Year 2 pupils visit their forthcoming junior school for curriculum taster sessions. The Senior Leadership Team from the junior school visits the Year 2 pupils early in their third term to explain to the children about the transition to junior school and to answer any questions the children may have. Knowsley Junior School also provides transition events for parents and pupils.

For children with special educational needs, additional transition meetings are arranged with pupils, parents and key members of staff from the receiving school. At this meeting a discussion is held about the pupil’s identified special educational needs, how they can be met and a provisional plan is made for their transition. In some exceptional cases, additional visits and extra transition arrangements are put in place.

### Extra Curricular Activities

**What the school provides**

We encourage all children to engage in extra curricular activities both those that school host and those that are available in the local community. We provide activities that are held after school and all children are actively encouraged to become involved.

All extra curricular activities available to our children from school and in the local community are communicated to parents via our school website.

To support our working families, we host a Before and After School Club called Squirrels. The uptake for this is high and the places are limited.

We provide our children with a rich curriculum, trip visits/visitors are planned throughout the year for every year group.