



School SEND Information Report

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| SCHOOL NAME | Springdale First School | | |
| TYPE OF SCHOOL | Mainstream | Phase - First | |
| ACCESSIBILITY | Fully Wheelchair Accessible | Yes | |
| | Auditory/Visual enhancements | Yes | |
| | Other Adaptions: | Accessible toilet and shower | |
| CORE OFFER | Are you currently able to deliver the 'core offer' as set out in Poole's Local Offer? (See separate document.) | | Yes |
| POLICIES | Are the schools policies available on its website for: | SEND | Yes |
| | | SAFEGUARDING | Yes |
| | | BEHAVIOUR | Yes |
| | | EQUALITY & DIVERSITY | Yes |
| DISABILITY LEGISLATION | Are you compliant with the requirements of the Disability Discrimination Act 1995 and the Equality Act 2010? | | Yes |
| RANGE OF PROVISION | Please indicate what your school has to offer (over and above your core offer) In each of the following areas: | | |
| | Areas of Strength Excellent pastoral support means that individual children feel valued and know that their voice will be heard. Children's emotional needs are well met and SEND children are positive about school. Quality First Teaching is a feature of the school and promotes inclusion. | | |
| | Specialist Facilities/Equipment to support SEND Specialist ICT equipment is available including; * Big key plus keyboards * Track pads * FM genie * Dragon Speak software * Talking tins * Tablets/IPADs with specific software. Subscription to educational resources, including; * Twinkl * Purple Mash * Oxford owl reading tree Two additional learning environments available for children with specific SEND needs. | | |
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| | <p>Input from Educational Psychologists/Therapists/Advisory Teachers/other specialist support services Input is received from a range of professionals according to individual children's needs.</p> |
| | <p>Breakfast and After School Club support Breakfast and After School Club are both available for children with SEN. Individual needs would be assessed prior to joining so that the child's needs are met.</p> |
| INCLUSION | <p>How do you promote inclusion within the school? Including day and residential trips?</p> <p>Children's individual needs are assessed in relation to specific events and activities in conjunction with the parents. Wherever possible, children with SEND can fully access all events and activities; reasonable adjustments may be made in consultation with parents.</p> |
| | <p>What proportion of children currently at the school have SEND?</p> |
| PARENT SUPPORT INVOLVEMENT/LIAISON | <p>How do you involve/support the parents of children/YP with SEND regarding identifying and meeting their needs. How do you communicate their progress and areas of difficulty?</p> <p>All parents are invited to attend parent consultations on a termly basis and will receive a written report about their child's progress in the Spring Term. In addition to this, parents of children with SEN are encouraged to liaise with their child's class teacher and the Inclusion Leader on more frequent basis. If a child receives additional support from an external professional, parents will be informed prior to the session/s and will be invited to feedback sessions alongside the child's class teacher. Paper copies of reports written by external professionals will be given to parents.</p> <p>How will the school prepare children with an SEND to join their next setting/school/college/stage of education or life?</p> <p>The school Inclusion Leader liaises with professionals at the local Middle schools to discuss transition. If parents wish, parents can meet with teachers from sending and receiving schools and additional visits to their child's new setting can be arranged. Individualised transitions packages are organised for the children and are prepared according to the individual's needs.</p> |
| INVOLVEMENT OF CHILDREN AND YOUNG PEOPLE | <p>How do you consult with pupils with SEND and involve them in their education, including planning for SEND intervention.</p> <p>Pupil conferencing and audits are used to gather pupil's views and evidence about their learning and the experiences they have at school. Where appropriate children are involved in their IEP targets.</p> |
| EVALUATING SEN PROVISION | <p>How do you evaluate the effectiveness of provision made for children and young people with SEN?</p> <p>The progress and attainment of all children is closely tracked so there is a clear view of the achievement of all pupils. The school adopts the graduated response to optimise the effectiveness of provision.</p> |

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| SENCO contact details | Name of SENCO (Inclusion Leader) Mrs S Burgess Contact details: e-mail office@springdale.poole.sch.uk Tel No: 01202 697200 |
| CONCERNS AND COMPLAINTS | How can parents raise concerns or make a complaint about SEND provision? In the first instance, parents are encouraged to talk to the class teacher about any concerns they might have about their child. The SENDCo will also provide advice and guidance. If there is an ongoing concern, parents should contact the SENDCo or Headteacher to discuss the matter further. In the rare instances that a matter is not resolved, the complaints policy, which is available on the school website, should be followed. |
| OTHER INFORMATION | All adults and children are proud of Springdale First School. Visitors comment on the positive ethos and atmosphere which enables all children to thrive. The school is able to provide a wide range of support and when new needs are identified the school will work with parents to ensure appropriate provision is put into place. |
| COMPLETED BY (Name and Position) | Mrs S Burgess Inclusion Leader Mrs S Hill Headteacher |
| DATE COMPLETED | September 2018 |
| UPDATE | September 2019 |