



Springwood High School

SEND Information Report

(Updated December 2025)

All governing bodies of schools and nurseries have a legal duty to publish information on their website concerning the implementation of their policy for students with Special Educational Needs.

This information will be updated at least annually.



Springwood's Approach and Rationale

The aim of Springwood High School is to attain maximum achievement for every individual in an inclusive and appropriate educational environment. We will work in partnership with pupils and parents to ensure that individuals reach their full potential. We believe that both academic and social development, including personal attitudes and values, are important. These essential factors will help our pupils to meet the wider demands of the world of work and adulthood.

In particular, we aim to:

- enable every student to experience success
- promote individual confidence and a positive attitude
- ensure that all students, whatever their Special Educational Needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- give students with SEN-D equal opportunities to take part in all aspects of the school's provision, as far as is appropriate
- identify, assess, record and regularly review students' progress and needs
- involve parents/carers in planning and supporting at all stages of their children's development
- work collaboratively with parents, other professionals and support services
- ensure that the responsibility held by all staff and governors for SEN-D is implemented and maintained

Springwood's Approach and Rationale

At Springwood we strongly believe in developing the whole child. We are committed to ensuring that every child can fulfil their potential and make the most of their talents.

It is because of this belief and this commitment that we want everyone - students and staff - to be **AMBITIOUS**:

ARTICULATE	Able to communicate with peers & adults alike in a range of settings
MOTIVATED	Determined and enthusiastic to achieve
BRAVE	Unafraid to challenge themselves
INDEPENDENT	Responsible for their own success
THOUGHTFUL	Kind, considerate and respectful to others
INQUISITIVE	Curious to learn
ORGANISED	Good managers of their own time
UNSTOPPABLE	Resilient to the challenges they encounter
SERIOUS	About fulfilling their potential

Our Team

The SEN Team works collaboratively with all colleagues in school but we have a joined up approach to working closely with:

Mrs K. Bunting

Trust SENCO

Miss Z. Connolly

Senior SEN Support Assistant/ Medical Needs

Miss M. Walker

Assessment/ Intervention/ TA

Mr L. Thurlow

Pupil Premium Manager/ F-Ten

Mr A. Wisniewski

Librarian

Miss M. Gluscz

EAL Mentor

Mrs D. Moss, Mrs Taylor,

Attendance Officers

Wren the Attendance Dog

Wren the Attendance Dog



Our Team

Achievement and Progress Support Assistants (TAs)

- Miss Shona Baxter
- Miss Amy Biggs (diabetics)
- Miss Charlie Biggs
- Miss Amber Brunton (apprentice)
- Miss Maddi Courtman
- Mrs Claire Cusdin
- Mrs Amy Fyfe-Taylor (Sixth Form)
- Mrs Stacey Hatton
- Mrs Helen Lenney
- Mrs Lara Mehmet
- Mr Darion Mellusco
- Miss Mia Paton
- Mr Freddie Reed
- Mrs Sam O'Shea
- Miss Kaylea Williamson
- Miss Amelia Platt (English Mentor)

Our Team

Our Trust SENCO, Senior SEN Support Assistant and SEN Admin Assistant are based in the SEN Office.

You can contact the SEN Office between 8am and 4pm by calling 01553 773393 and we will be happy to talk to you.

You can also contact us by email:

Trust SENCO

Mrs K. Bunting: k.bunting@springwoodhighschool.co.uk



Senior SEN Support Assistant/ Medical Needs

Miss Z. Connolly: z.connolly@springwoodhighschool.co.uk



SEN Admin Assistant

Miss B. Benefer: b.benefer@springwoodhighschool.co.uk



Qualifications and Training

Trust SENCO – Mrs Kaye Bunting (in post since 2008)

BA (Hons) French: 2001

Postgraduate Certificate in Education (Secondary): 2002

Advanced SENCO Award: 2019

IPSEA Level 1/ Elementary SEND Law: 2020

JCQ Exam Arrangements Update, Dyslexia Outreach Service: 2024

Essential SENCO Network: Termly

Regular training through Whole School SEND and National Association for Special Educational Needs

Senior SEN Support Assistant and Medical Needs – Miss Zoe Connolly

Norfolk SENDCO Now: 2022 and 2023

NVQ Level 3 in Health and Social Care 2011

ELSA (Emotional Literacy Support Assistant) 2018, 2023-24

EBSNA (Emotionally-Based Non-School Attendance) 2024

Understanding Self Harm and Suicide Prevention in Educational Settings 2021

Epilepsy Awareness 2019 and Administration of Buccal Midazolam 2019

Induction Autism 2022 and Induction Learning Disabilities 2022

Behaviours that Challenge 2022

Teachers

CPD Programme by SENCO

TLC Model 24/25: Dyslexia Friendly Classrooms, Pre-teaching Vocabulary, Working Memory/ Cognitive Load, Scaffolding, Dual Coding

SEN Induction for Trainees and ECTs

Diabetes Awareness

Qualifications and Training

Teaching Assistants

CPD Programme by SENCO

Manual Handling: Safe Lifting of Children (selected)

Need specific training, various sources

Awareness of Type 1 Diabetes in Schools and Other Settings

Attachment and Trauma Awareness

Emotionally-Based Non-School Attendance

Need specific training varies throughout the team and includes (but is not limited to):

- ADHD
- Adverse Childhood Experiences, Early Trauma
- Autism Spectrum Conditions
- Dyslexia
- Dyspraxia
- Hearing Impairment
- Speech, Language and Communication Needs

Qualifications and Training

CPD Programme by the SENCO/ via our TLC model:

- Improving Literacy in Secondary Schools (Education Endowment Foundation) – focusing on the links between vocabulary development and reading skills and the need to teach Disciplinary Language (subject-specific language).
- Making Best Use of Teaching Assistants (Education Endowment Foundation) – focusing on the need to ensure that vulnerable learners have enhanced access to teachers.
- The Inclusive, Accessible and Ambitious Curriculum (Whole School SEND/ nasen).
- Inclusive Classrooms and Dual Coding
- Metacognition
- Working Memory and Cognitive Load
- Literacy and the Dyslexia Friendly Classroom
- Scaffolding
- In addition, all staff have access to a suite of resources, advice and guidance on a range of needs and difficulties that they can access for support at any time.
- Future planned sessions for the year ahead relate to specific needs and ensuring staff are confident in strategies to address them.

The Role of the Special Educational Needs and Disability Co-ordinator (SENDCo)

- Co-ordination of all support for students with Special Educational Needs and/or Disabilities.
- Development of the school's SEND Policy to ensure that all students receive a consistent, high quality response to meeting their needs in school.
- Ensuring the involvement of parents in supporting their child's learning, informing them of the support they are receiving and including them in the review of their child's progress.
- Liaison with providers of external support.
- Liaison with other settings to support transition.
- Updating the school SEND record of need (system to ensure that all needs are known and understood) and ensuring that records of all needs and progress are maintained. We call this the SEND Register.

The Role of the Special Educational Needs and Disability Co-ordinator (SENDCo)

- Ensuring that all staff are aware of each student's individual needs and/or conditions and the specific adjustments required to enable them to be included and make progress.
- Ensuring that all staff are supported to deliver the planned work or programme for each student to enable them to make the best possible progress. This may involve the use of additional adults, external specialist help and specially planned work and resources as well as advice and guidance on adapting the curriculum.
- Providing specialist support for teachers and support staff to enable them to help all students with SEND to achieve their potential.
- Organising training for staff to ensure that they are aware of and are confident in meeting the needs of all students with SEND.

The Role of Teaching Staff

In our school, the class teacher is recommended as the first point of contact for parental concerns and is responsible for the following:

- Ensuring that all students have access to good/outstanding teaching and that our ambitious curriculum is adapted to meet individual students' needs.
- Checking student progress and identifying, planning and making reasonable adjustments as required. For example, targeted work, additional support, adapting resources etc. and discussing adaptations with the SENDCo as necessary.
- Ensuring that recommended strategies are followed and compulsory provision is in place in their classroom for each student with SEND.

The Role of Students and Home

Students with SEND often have a unique knowledge of their own needs and circumstances, as well as their own view concerning the support they need to gain the most from their education.

They will be encouraged to participate in the decision making process, including the setting of learning targets and contributing to their support plans. This will be achieved through a variety of approaches as appropriate to the age of the student. These might include:

- Student interviews (Pupil Voice)
- Questionnaires
- Self-evaluation (pictures or written answers)
- Student set targets

Home will be expected to:

- Access and contribute to support plans and target setting
- Communicate with us by telephone, email, video meetings or attend meetings in school e.g. Progress Evenings and Review Meetings
- Provide support with learning and emotional support
- Keep the school informed of any barriers to their child's progress
- Provide a wide range of opportunities and experiences
- Provide homework support

The Role of Students and Home

We believe that all parents of children with SEN should be treated as equal partners. We demonstrate a positive attitude to parental involvement, provide user-friendly information and strive to ensure that parents understand the procedures in place and are aware of how to access advice and support.

Parents will be supported and enabled to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their children's education.
- Have knowledge of their children's entitlements within the SEN framework.
- Make their views known regarding how their children are educated and, where appropriate, co-produce plans to meet their Special Educational Needs and review these plans with us when they are in place.
- Access information, advice and support during the assessment process.

Parental Engagement

Parental engagement has a large and positive impact on children's learning. We have a number of ways in which you can stay informed and work with us to improve your child's progress which you can read about here:

<https://www.springwoodhighschool.co.uk/page/?title=Parent+Links&pid=142>

There are opportunities for you to take an active role in the life of the school, for example, the Parent, Teacher, Friends Association (PTFA) which has recently been reformed as we feel it is an excellent way to bring together parents, teachers and the local community, to raise money and help support the school.

<https://www.springwoodhighschool.co.uk/page/?title=PTFA&pid=137>

We welcome interest in our Parent Governor roles. You can read about our Governing Body, including Governor Recruitment, here:

<https://www.springwoodhighschool.co.uk/page/?title=Governors&pid=40>

Definition of Special Educational Needs (SEN)

Pupils have Special Educational Needs if they have a learning difficulty which calls for Special Educational Provision to be made for them.

Pupils with a disability have Special Educational Needs if they have any difficulty in accessing education and if they need any Special Educational Provision to be made for them, that is anything that is additional to or different from what is normally available in schools in the area.

Types of Special Educational Needs

There are four **Broad Areas of Need**:

Communication and Interaction

- Autistic Spectrum Conditions
- Speech, Language and Communication Needs

Cognition and Learning

- Moderate Learning Difficulties
- Severe Learning Difficulties
- Profound and Multiple Learning Difficulties
- Specific Learning Difficulties, for example, dyslexia, dyspraxia, dyscalculia and dysgraphia.

Social Emotional Mental Health

- ADHD or ADD (Attention Deficit Hyperactivity Disorder or Attention Deficit Disorder)
- Oppositional Defiant Disorder

Sensory and/ or Physical

- Visual Impairment
- Hearing Impairment
- Multi-Sensory Impairment
- Physical Difficulties/ Disabilities

Profile of Special Educational Needs at Springwood High School

In line with the Special Educational Needs Code of Practice (2015), students are added to our Record of Needs (we call this the SEND Register), as:

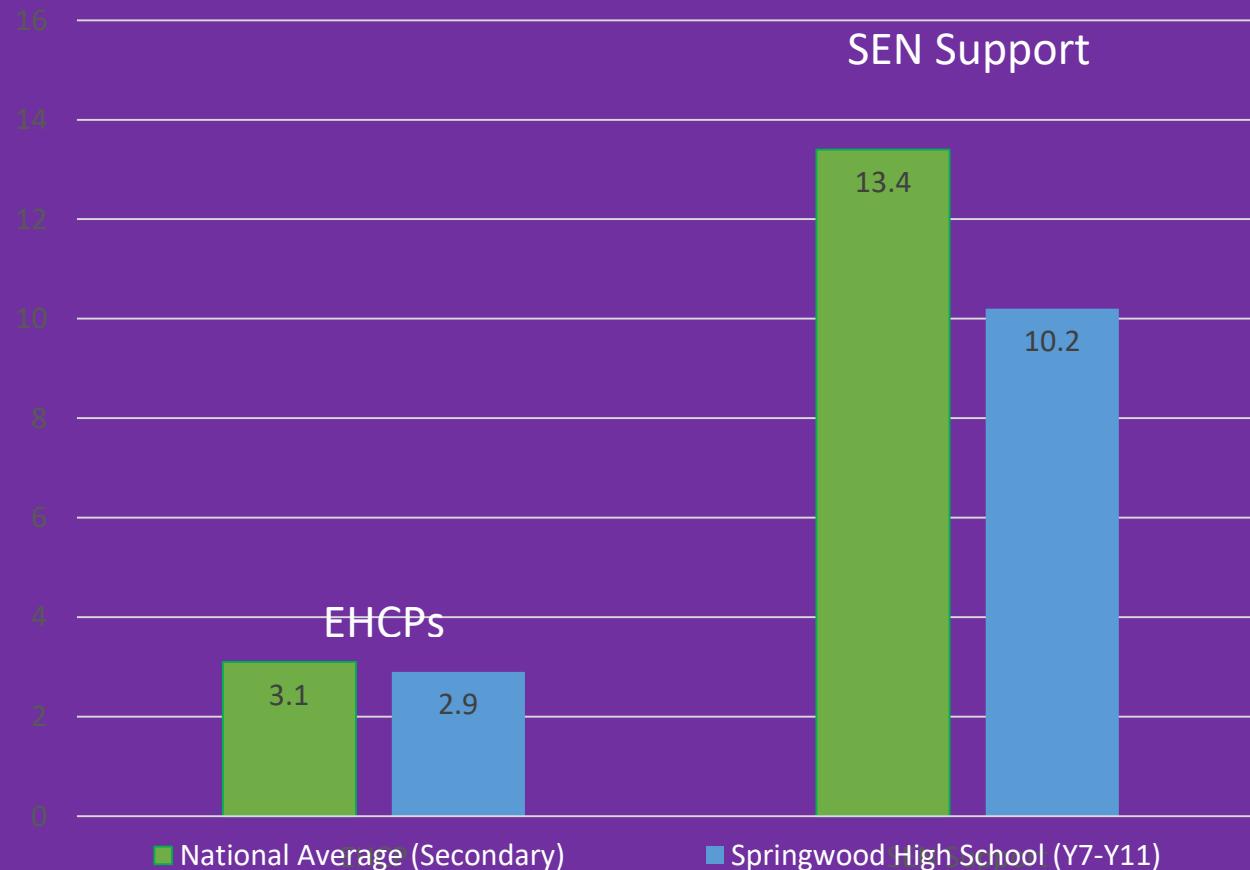
- An 'E' code, for students with an Education, Health and Care Plan
- A 'K' code, for students at SEN Support

We have added an extra code to our system for pupils we are monitoring but whose needs are currently met through reasonable adjustments and High Quality Teaching or who have made enough progress to be removed from the SEND Register but whom we still want to highlight to staff:

- A 'W' code, for students on our 'Watch List'.

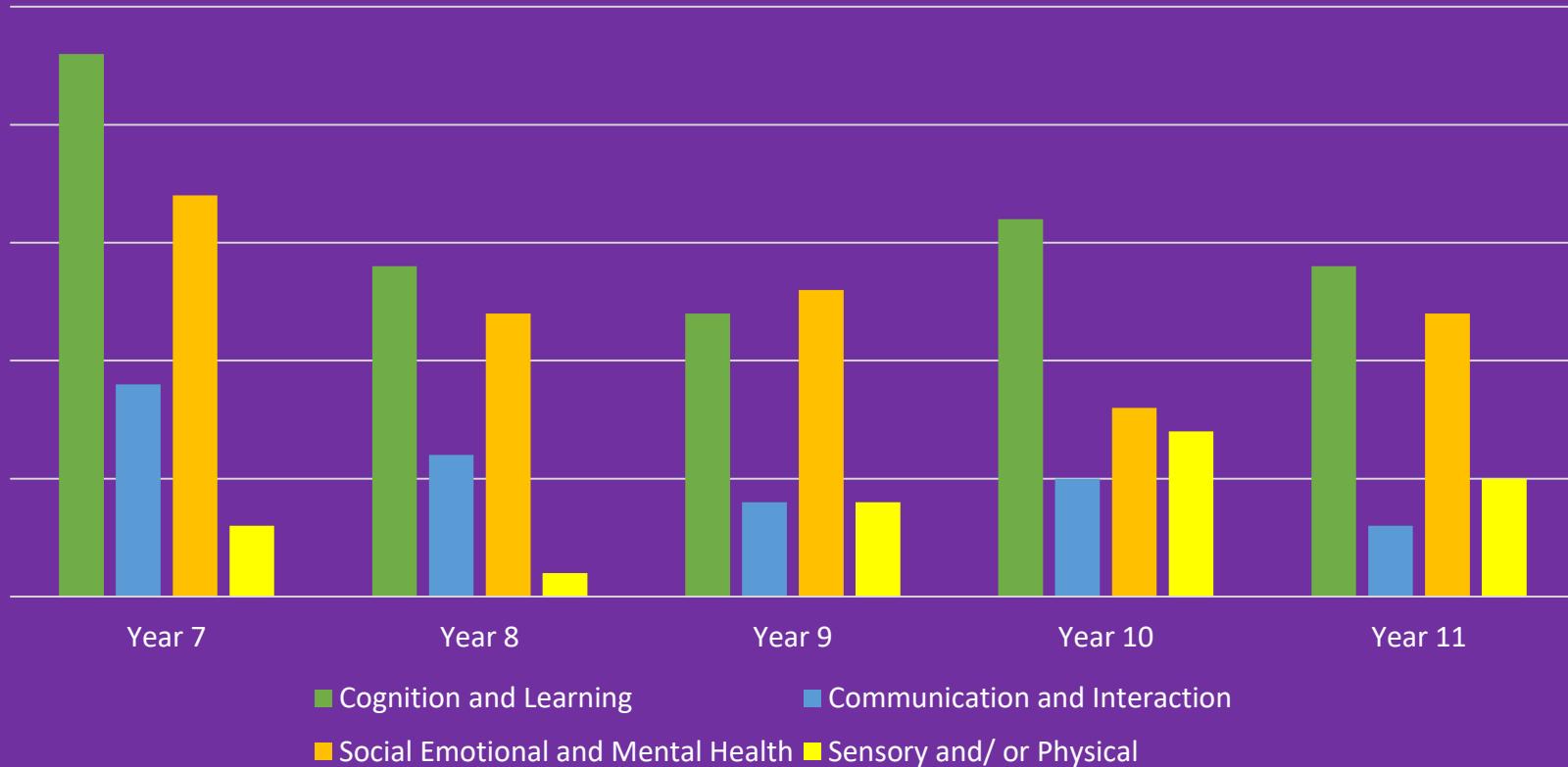
This might also include students who have a diagnosis, such as Autism Spectrum Disorder, ADHD or dyslexia, but who do not need provision that is over and above what is normally available to all students due to the progress they have made.

Profile of Special Educational Needs at Springwood High School (%)



Types of Special Educational Needs at Springwood High School

Primary Area of Need (first recorded need)



It is important to note that some students will have secondary needs (or more) that are not represented in this data.

Identification of Special Educational Needs

When children start at Springwood High School, they join from a number of Primary settings and the transition systems ensure that we receive details of their progress and successes so far, along with any information on a Special Educational Need or disability already identified by parents or health workers and education professionals.

Where this is the case, we work closely with the feeder school and family before the child joins us to make sure their transition to Springwood is as smooth as possible. Where children join us mid-year, similar procedures apply during our admissions process.

Sometimes, however, needs are not identified until a young person has been with us for some time and we are always happy to listen to concerns from parents or the young person themselves about their learning and development and will investigate these concerns further.

Identification of Special Educational Needs

Information gathering takes place in a number of ways:

- Conversation with the young person and their parents
- In-school assessments, such as, word reading, spelling, reading comprehension, handwriting samples, numeracy and understanding of spoken language (depending on the need)
- Observation of the young person in class
- Feedback from teachers on specific focus areas
- Academic data
- Achievement and Behaviour Points
- Consideration of any information on file from previous settings

We work closely with other members of staff to make sure information is joined up – this could include the Year Team, Safeguarding Team, EAL Mentor, Behaviour Manager or the Literacy Coordinator.

The initial assessment and information gathering becomes our baseline or starting point when looking at next steps of support for the young person.

Assess-Plan-Do-Review and SEN Support

If there is an identified Special Educational Need for a student, we may use additional provision or different interventions to those provided within the usual adapted curriculum offer and strategies implemented by the class teacher. We will use an “Assess-Plan-Do-Review” cycle as part of our Graduated Approach for SEN Support.

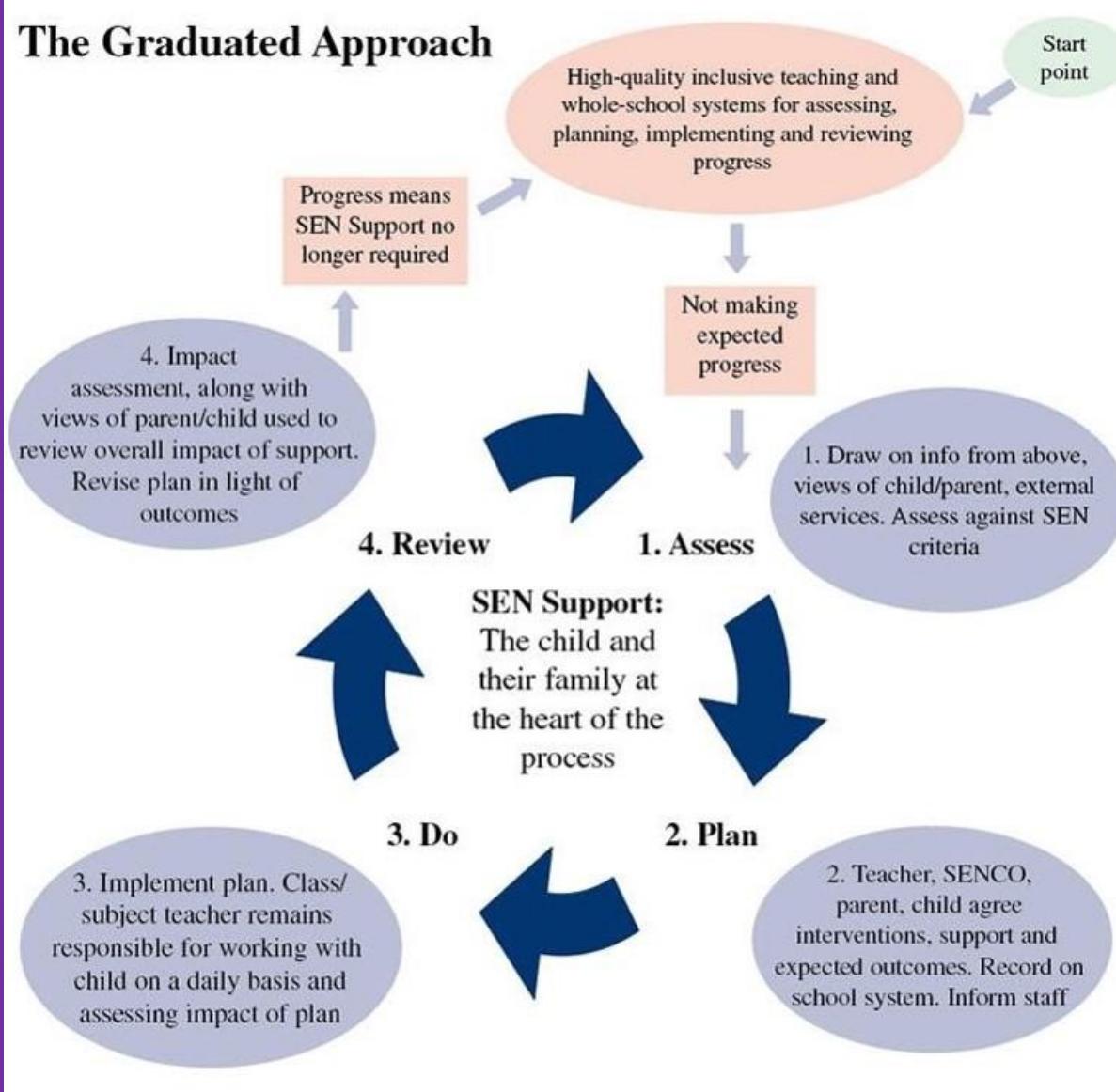
We employ strategies from Norfolk’s guidance Provision Expected at SEN Support (PEASS):

<https://www.norfolk.gov.uk/children-and-families/send-local-offer/education-and-learning/how-education-providers-support/special-educational-provision/social-emotional-and-mental-health-semh-support-guidance>

as well as guidance and strategies from external agencies and specialists and the SENCO.

Assess-Plan-Do-Review Cycle

The Graduated Approach



Application for an Education, Health and Care Plan (EHCP)

If a student continues to make less than expected progress, assistance from external services would be requested, again in consultation with parents.

External specialists can play an important part in the early identification of Special Educational Needs and in advising schools on effective provision.

If a student is still a cause for major concern or making no progress, an application for an Education Health and Care Plan might be considered.

Where a request for an Education, Health and Care Plan assessment is made by a school to the Local Authority, the student will have given significant cause for concern and the student's needs would not be able to be met by Springwood High School's Local Offer.

The Local Authority will seek evidence from the school that any strategy or programme implemented by the "Assess-Plan-Do-Review" cycle has been continued for a reasonable period of time without success for at least two cycles.

You can read about this process here: <https://www.norfolk.gov.uk/children-and-families/send-local-offer/education-and-learning/support-for-learning/education-health-and-care-ehc-plans/ehc-needs-assessment-and-plans/ehc-needs-assessment-requests>

Special Educational Provision at Springwood High School

Springwood High School has access to support from a number of different services.

Reasonable adjustments are made to cater for the needs of individual children and we have a variety of programmes to boost and support pupils if necessary.

In addition, we employ Teaching Assistants, who deliver interventions and provide support within the Provision Map including in-class support, co-ordinated by the SENDCo.

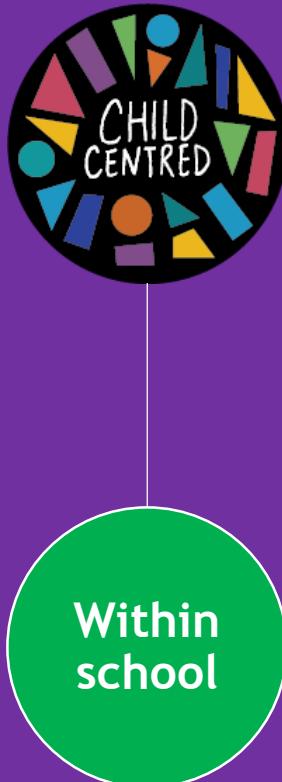
We have a team of Teaching Assistants who are subject-based, those who work with specific pupils to provide consistent support and some who provide support across the curriculum with a range of classes.

For all pupils with Special Educational Needs, our approach is that there is enhanced access to the teacher in lessons rather than their needs being supported solely by a Teaching Assistant and we aim to promote independence for all students.



Special Educational Provision at Springwood High School includes...

- Anger Management
- Self-Esteem
- ASDAN Short Courses
- Maths and English Mentors
- Homework club
- Touch Typing
- IDL: Reading/Spelling/ Numeracy
- Sparx Reader
- Paired Reading
- Read, Write, Inc. Fresh Start (phonics)
- Social Skills/ Communication and Interaction support
- Cooperative Games
- Socially Speaking
- Lego Intervention
- F-Ten
- Vocabulary Enrichment (pending)



- Dyslexia screening
- Boxall Profile
- Reading Pens
- Laptops
- Coloured paper and/or overlays
- Ear defenders (ear plugs)
- Concentration aids ('fiddle' equipment)
- In-class additional adult support
- Midday Supervisory Support
- Time Out provision
- Exam Access Arrangements
- Ramps and lifts to enable access to buildings and considered timetabling of rooms.



F-Ten is a support room space for SEMH and behaviour support and other interventions.

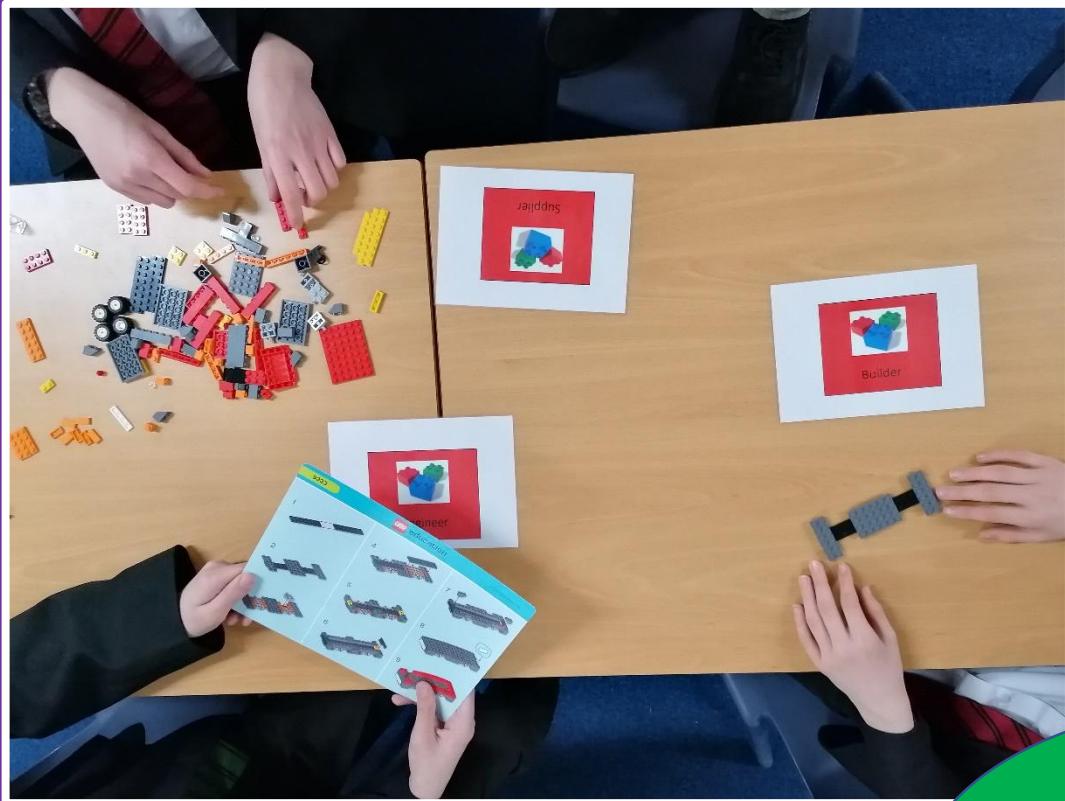


F-Ten is open before school, at break and lunchtimes for a safe space and after school for a supported homework club.

We have literacy interventions that can be accessed online in school and at home.



Listening to children read is still an important part of our provision.



Our LEGO
Intervention supports
social,
communication and
interaction skills.

External Support and Agencies



- Educational Psychology
- Specialist Support Teachers
- Exam Access Arrangement testing
- VSSS - Virtual School Sensory Support for hearing and visual impairments
- Respectrum (specialist ASD support, social communication/interaction, anxiety, dyslexia assessments, specialist observations)
- Dyslexia Outreach Service
- Access Through Technology
- School and Communities Team



- Community Paediatricians
- School and Community Team
- Neurodevelopmental Service
- Thurlow House
- Occupational Therapy
- Physiotherapy
- Social Care Services
- Specialist Nurse Teams – Paediatric Diabetes and Epilepsy
- Kooth
- Nelson's Journey
- Matthew Project Well-Being Service
- Point 1
- Respectrum
- Mental Health First Aid
- School Nursing Team



Support for Social Emotional, and Mental Health (SEMH) Development of Pupils with Special Educational Needs (SEN)

At Springwood High School we have a 'whole school approach' to a young person's well-being. Their well-being and mental health are everyone's business.

We have developed a culture of talking about emotions and feelings. There is an acknowledgement that anyone can have difficulties and that it is OK to accept help.

We promote **CARE**:

C – Challenge

A – Act

R – Report

E – Educate

We reinforce to all students that we want to listen to their concerns and worries and support them alongside educating students on child-on-child abuse (including bullying, racism and homophobic behaviour) and sexual harassment and sexual violence. We have a dedicated email for reporting incidents which is accessed by our Safeguarding Team:
bullying@springwoodhighschool.co.uk

Support for Social Emotional, and Mental Health (SEMH) development of pupils with Special Educational Needs (SEN)

Students can talk to any member of staff in school but will have regular contact with their Form Tutor who will get to know them well. We have a Pastoral System to further support this, with a team of staff who are our Year Managers and are office-based:

- Year 7 – Mrs Rawlinson
- Year 8 – Mrs Isle
- Year 9 – Mrs Kempton
- Year 10 – Mrs Robinson
- Year 11 – Miss Savage
- Sixth Form – Mrs Franklin and Mrs Williams

In addition, students are supported by our Designated Safeguarding Leads - Miss Smith and Mrs Freeman. Miss Smith is our Mental Health Champion and works closely with the SENCO as required.

These colleagues can offer time to talk, advice and make referrals to agencies for support.

Of course, students can approach any member of staff in school and they will be listened to and signposted to appropriate support.

Adaptations to the Curriculum and Learning Environment for Pupils with Special Educational Needs

All staff are trained to adapt lessons to enable every student to learn at their own pace and in their own way.

Additional resources are created or provided as required and a range of strategies are used including:

- **'scaffolding'** (support that is gradually removed as students become able to succeed independently)
- **explicit instruction** (teacher demonstration, guided practice, independent practice)
- **use of technology** (visualisers, ICT equipment)
- **cognitive and metacognitive strategies** (teaching methods of working, chunking tasks, encouraging pupils to take responsibility for learning)
- **flexible grouping** (allocating pupils to specific groups to meet needs)

We ensure that every Department regularly considers their provision for pupils with SEND and their access to the curriculum.

Adaptations to the Curriculum and Learning Environment for Pupils with Special Educational Needs

Teachers provide instructions in different formats e.g. verbally and with written and/ or visual prompts to ensure that students have the best chance of accessing them and something to refer to.

Instructions are given to the whole class and are repeated on a 1:1 basis to those students who need them. Teachers and Teaching Assistants can re-word information to support understanding.

We check understanding through questioning, asking students to explain what they have to do in their own words and how they are going to start their task. Throughout the lesson, understanding is checked through questioning.

We support students through scaffolding and model answers, recognising that some students might require this scaffolding to be in place for longer and in different formats.

Adaptations to the Curriculum and Learning Environment for Pupils with Special Educational Needs

When students understand the task, they are encouraged to work as independently as possible.

Staff allow students to process the task requirements and think for themselves.

If support is needed, staff will prompt, provide clues and model (in addition to the teacher's initial modelling), but will always take a 'least help first' approach to promote independence.

Retrieval tasks take place every lesson to support memory and recall and this is the case in subjects across the school to provide a predictable start and to support students through regular revision.

Adaptations to the Curriculum and Learning Environment for Pupils with Special Educational Needs

Our lessons are structured to support students with SEND with routine and consistency and all lessons start with a calm greeting at the door.

We are clear what is expected of students in lessons through well-established school-wide routines. When it comes to being polite and respectful towards each other within our community, we like to keep things simple and straightforward and encourage students to use their **STEPS**:

<u>SIR OR MISS</u>	Every time
<u>THANK YOU</u>	Every time
<u>EXCUSE ME</u>	Every time
<u>PLEASE</u>	Every time
<u>SMILE</u>	Every time

Adaptations to the Curriculum and Learning Environment for Pupils with Special Educational Needs

Pupils are grouped in a mixture of ways. In some subjects they are in mixed ability groups and in the core subjects we have support groups which are smaller classes.

We have a number of transitions throughout the school day across a large and a busy site and we can support students with transitions with visual timetables and quieter movement around the school, if needed.

We ensure that learners with SEND have enhanced access to the teacher in lessons. Teaching Assistant support is available in certain classes but we recognise that access to the subject teacher supports student progress and this is the primary strategy within our High Quality Teaching to meet the needs of learners.

Adaptations to the Curriculum and Learning Environment for Pupils with Special Educational Needs

Any specific or physical requirements will be assessed individually and equipment will be provided, where possible, to meet those needs. We work closely with Occupational Therapists, Physiotherapists and The Virtual School for Sensory Support to make our site and classrooms accessible.

Where need has been confirmed by colorimetry professionals, we will provide coloured overlays and/ or exercise books with coloured paper. We have a wide range of colours available. Teachers provide handouts on coloured paper and change the background colour of the interactive whiteboard.

We work closely with the Teachers of the Hearing and Visually Impaired to ensure that recommendations are followed and adaptations are made e.g. enlarged texts or staff wearing radio aids in class. We have provided staff with clear face masks to support lip reading while managing Covid-19.

We use and supply technology to support students where need is confirmed e.g. laptops, reading pens, text to speech software and teachers frequently use visualisers to support explanations in class.

Adaptations to the Curriculum and Learning Environment for Pupils with Special Educational Needs

Learning from experiences during the pandemic, we continue to provide access to Google Classroom and live or recorded lessons for students who have long-term absence due to medical needs.

We work closely with Occupational Therapists, Physiotherapists and The Virtual School for Sensory Support to review the site and facilities and consider rooming carefully so that students are taught in the most accessible rooms e.g. downstairs if there is not a lift in the building.

We have adjustable desks in Science Labs and our Food Technology rooms have designated areas to support students with physical disabilities, such as, height-adjustable worktops. We provide alternative seating for students' who are not stable enough when sitting on a stool.

Our site is made accessible through ramps, lifts, clear signage, adapted toilets and changing areas.

Assessing and Reviewing the Progress of Pupils with Special Educational Needs

We strive to work together with families to recognise emerging needs and support students with Special Educational Needs and Disabilities at the earliest stage, drawing on external advice where necessary and using delegated resources flexibly to make appropriate provision.

We regularly use 'low-stakes' testing in lessons to assess understanding, check learning and identify gaps. There are two formal assessment weeks for each Year Group during the academic year. Data from these assessments is reviewed and enables us to identify where students are not making progress and sometimes where groupings need to be changed.

Young people who require a reader, scribe or extra time as their normal way of working are entitled to this support in assessments. In Key Stage 3 this is often based on information from the primary schools regarding arrangements in place for SATs as well as our own assessment data from literacy assessments and professional reports.

Assessing and Reviewing the Progress of Pupils with Special Educational Needs

We monitor young people throughout Key Stage 3 and staff complete an audit in Year 9 to confirm students who use support in class and assessments as their normal way of working relating to weaknesses in one or more of the following areas:

- Reading (decoding, speed, comprehension)
- Writing (spelling, speed, handwriting, planning)
- Speed of working (reading, writing, processing)

Students with a clear history of need and normal way of working are assessed by our Specialist Teacher so that we can apply for Exam Access Arrangements in Year 10 to support GCSEs. We can reapply for students who continue into the Sixth Form where evidence of need remains.

Assessing and Reviewing the Progress of Pupils with Special Educational Needs

Monitoring progress is an integral part of teaching and leadership at Springwood High School taking place within Departments and monitored by Heads of Year.

Where students take part in interventions, parents/ carers, students and relevant staff are all involved in reviewing the impact of the support for learners with SEN. The 'Assess-Plan-Do-Review' model is followed as part of the Graduated Approach.

The SENDCO and relevant staff collate the impact data for interventions to ensure that they are effective. We do this by carrying out assessments at the start and end of an intervention period to monitor its impact. For example, for a reading intervention, students would complete reading assessments before starting and after a set period of time (usually a half term or term) to see if their reading has improved but for Lego Intervention assessment might be 'softer' – through student questionnaires or observation-based.

For students with Education and Health Care Plans (EHCPs_ the SENCO, and where possible the appropriate teachers and Teaching Assistants, discuss progress with families at individual Annual Review meetings.

Termly reviews take place for students with an Achievement Support Plan (those with an EHCP or at SEN Support) and we ask students and parents/ carers to contribute to this progress. Our Achievement Support Plans are available for families to access online, providing another way to communicate with us, helping us to work together.

Evaluating the Effectiveness of Provision

Monitoring the impact of an intervention on students' progress helps us to review the effectiveness of that particular type of support.

Where an intervention is not helping a student to make progress, we will consider alternative options, feeding into Assess-Plan-Do-Review cycles.

Where an intervention does not prove successful in a wider sense i.e. not improving outcomes for large groups of children, we may withdraw this intervention from our Provision Map and add new, more effective provisions.

Currently, we are expanding our range of literacy interventions by introducing a phonics-based programme that follows on from support students might have had in Key Stage 2.

In general, interventions are undertaken in six or twelve week blocks with an assessment at the beginning and end to assess their impact.

Extra-Curricular Provision

All young people should have the same opportunity to access extra-curricular activities. The school offers a range of additional clubs and activities and is committed to making reasonable adjustments to ensure participation for all, including additional staffing if this is required.

We monitor engagement with extra-curricular activities and include it as a focus in our Pupil Voice surveys so that we can remove any barriers to participation and encourage pupils' involvement.

You can read about our extra-curricular offer here:

<https://www.springwoodhighschool.co.uk/page/?title=Extra+Curricular+Activities&pid=93>

We also offer a Homework Club with adult support for students who would benefit from this environment.

Supporting Needs at Phase Transfer

(Year 6 into Year 7 and

Year 11 into Post-16)

If your child has an EHCP, the SENCO will be invited to the Annual Review by the feeder school during Year 6 and sometimes as early as Year 5 if there are queries around whether mainstream education is appropriate. This enables us to start building a successful relationship with you and your child and to gain an insight into their successes and areas of need. The feeder school will talk to the SENCO and share any information regarding any SEN-D or other concerns.

In addition to this, your child will attend additional transition support sessions in the Summer Term. We can also discuss the need for any further visits or tours if appropriate for your child.

If your child has SEN-D or areas of concern but does not have an EHCP, our SENCO will liaise with your child's school to share information in order to ensure a smooth transfer. They might be included in an extra transition session to build their confidence before the Taster Days. We invite you to contact us when your child's place is confirmed so that we can get to know you and your child.

Supporting Needs at Phase Transfer (Year 6 into Year 7 and Year 11 into Post-16)

If your child has SEN-D or areas of concern but does not have an EHCP, our SENCO will liaise with your child's school to share information in order to ensure a smooth transfer. They might be included in an extra transition session to build their confidence before the Taster Days.

We invite you to contact us when your child's place is confirmed so that we can get to know you and your child.

For all children with identified needs at SEN Support or with an EHCP, we create a document working collaboratively with the young person, the primary school and parents, to share information with our staff ready for September.

Supporting Needs at Phase Transfer

(Year 6 into Year 7 and

Year 11 into Post-16)

If a young person in Year 11 at Springwood moves into the Sixth Form, our SENCO will continue to be aware of their needs and will monitor their progress and whether there is a need for intervention in liaison with the Sixth Form team. If another provider, such as the College of West Anglia, is their chosen destination; we will ensure that, with your consent, information about their needs and the provision they have received is sent to the appropriate member of staff within the new setting, following communication throughout the application process.

We ask all Year 12 students who join us from other schools to declare any previous SEN-D provision, including Access Arrangements for exams that they have received. Where students declare that they have Special Educational Needs, we liaise with their previous school to gather information and to ensure that we continue to meet their needs in the Sixth Form, so that they can fulfil their potential.

If your child joins our setting at a time other than the key transition points, we ask that you share information with us regarding any identified needs or concerns that you have so that we can work together to support your child. We liaise with previous settings to request that relevant files are shared with us.

Supporting Needs at Phase Transfer

We support students to settle in with us and have a successful transition through regular check-ins with Pastoral Staff, support in the first two weeks from Transition Leaders (for Year 7), and easing the new Year Groups into the school with only having their cohorts on site for the first day.

Transition Leaders ensure students can find their way from lesson-to-lesson and around the school at social times.

We are fortunate to have many amazing Sixth Formers who take up employment with us in Year 13 to support younger, vulnerable students at lunch times. This position is subject to the same recruitment processes as all other employment in school. We can offer this support as a temporary measure to ensure a smooth settling in period or for as long as is needed.

For Year 7 students who take part in our transition activities in Year 6, we will gather their views on how effective it was in supporting them.

Supporting Needs at Phase Transfer (Post-16) and in Preparation for Adulthood and Independent Living

We have access to a Registered Career Development Practitioner who is the Careers Advisor for West Norfolk Academies Trust.

Each student in Years 10 and 11 has a careers interview but those students with identified Special Educational Needs are prioritised for the appointments. Some students will begin to work with our Careers Adviser in Year 9.

We support access to these appointments in a variety of ways:

- In school appointments supported by a member of the SEN Team, if required
- In school appointments accompanied by parents, if required
- Evening appointments by video consultation, supported by parents

Written feedback and recommendations are shared with the young person, parents and school.

We run ASDAN courses for Key Stage 4 focusing on modules in Careers and Experiencing Work and Living Independently. We can also offer a range of modules personalised to students' areas of interest as well as additional English and Maths.

Funding

Springwood High School receives funding from the Local Authority, including Element 3 (Top Up) Funding.

Link to our budget share SEN Memorandum:

<https://csapps.norfolk.gov.uk/BudgetShare/pdf/23/SENMemorandum/2405.pdf>

Costed Provision Map

Will be added shortly once this has been approved for 2025/26.

Policies and Procedures

Safeguarding Policy

SEND Policy

Accessibility Plan

Equality and Diversity Statement

Behaviour Policy

Supporting Medical Conditions

Admissions Policy

These documents can be found on our Policies page on the school website by clicking the link below:

[https://www.springwoodhighschool.co.uk/
page/?title=Policies&pid=42](https://www.springwoodhighschool.co.uk/page/?title=Policies&pid=42)

Complaints and the Governing Body

We aim to work with you in a positive and collaborative way at all times to secure the best outcomes for our students, however, we recognise that you may feel that you need to raise concerns.

In the first instance, this should be with the SENCO or the Headteacher.

We hope to address your concerns and continue to have a positive working relationship with you.

Should you need to refer to it, a copy of the School's Complaints Policy can be found here:

<https://www.springwoodhighschool.co.uk/page/?title=Policies&pid=42>

The Local Authority and their Support Services in Meeting the Needs of Pupils with Special Educational Needs

Norfolk Local Offer:

<https://www.norfolk.gov.uk/children-and-families/send-local-offer>

This website is for anyone in the life of a child or young person aged 0-25 who has a Special Educational Need and/or disability (SEND) in Norfolk.

The website can help you:

- Find information on support in education
- Learn about Special Needs services that can help children, young people and their families
- Find a support network - parents, groups and organisations
- Get guidance and advice about how to help a young person plan their adult life

Springwood's Local Offer forms part of the Norfolk Local Offer for learners with SEND.

SEND Youth Forum

Norfolk SEND Youth Forum

A new virtual youth group for young people with special educational needs and disabilities (SEND) aged 11-25. The group met for the first time in September 2020.

- The group:
- Shares experiences in education and training
- Discusses issues
- Works together to improve services for young people with SEND
- Creates change

This is a project supported by [Norfolk SENDIASS](#), in partnership with the [Virtual School for SEND](#).

The meetings are held online via Microsoft Teams, on Wednesdays from 6.30-7.30pm.

Dates for the upcoming academic year are to be confirmed.

For further information and to join the group, visit:

<https://www.norfolk.gov.uk/children-and-families/send-local-offer/advice-and-support/discussion-forums/norfolk-send-youth-forum>

Norfolk Local Offer - Leisure Opportunities

Norfolk County Council share information about activities for children and young people with Special Educational Needs and Disabilities on their social media channels.

You can access links to these platforms, along with the Norfolk Community Directory, by visiting:

<https://www.norfolk.gov.uk/children-and-families/send-local-offer/advice-and-support/things-to-do>

Further Sources of Support

Support name	Website address	Email address	Telephone numbers	Brief description of service	Who is it for
Norfolk SENDIASS (Information, advice & support services)	https://www.norfolksendiass.org.uk	norfolksendiass@norfolk.gov.uk	01603 704070	We provide free and impartial information, advice and support about special educational needs & disabilities (SEND).	For children, young people, parents and carers.
Contact a Family	https://contact.org.uk/	info@contact.org.uk	0808 808 3555	Contact is a trading name of Contact a Family. We run a free helpline for parents and carers with a disabled child aged from birth to 25, living in any part of the UK. Your child does not need a diagnosis for you to call our helpline. We support families, bring families together and help families take action for others.	Parents and carers with a disabled child.
Independent Parental Special Education Advice (IPSEA)	https://www.ipsea.org.uk/	office@ipsea.net	01799 582030	Our vision is that children and young people with special educational needs and disabilities are able to fulfil their potential. We help children and young people with special educational needs and disabilities, and their families and carers, to get the appropriate education, training and support to which they are entitled under the law.	Children and young people with special educational needs and disabilities, and their families and carers
Family Voice	https://www.familyvoice.org.uk/	office@familyvoice.org.uk	07950 302937	Is the parent carer forum for Norfolk. We work with (not for) the local authority, health and social services to improve services for children and young people with special educational needs and/or disabilities (SEND) and their families.	Families, children and young people with SEND.

Working Together

At Springwood High School we are committed to working together with all members of our school community.

Parents who wish to provide feedback or become involved in future reviews of our Local Offer of support are welcome to contact the school on 01553 773393 or email:

Mrs Bunting:

k.bunting@springwoodhighschool.co.uk

SEN Office Team

send@springwoodhighschool.co.uk

We welcome your views so please do get in touch.

Should you wish to contact a particular teacher, please do so by emailing the School Office at office@springwoodhighschool.co.uk for the teacher's attention.