Springfield Infant School and Nursery

SEN Information Report October 2026



Contents

- Our School Values
- Our Universal Offer for All Children
- Who Is Responsible for Supporting SEND Provision at Springfield Infant School?
- What Is a Specialist Educational Need or a Disability?
- Special Educational Needs; the Four Broad Areas of Need
- How Are Children With a Special Education Need Identified?
- How Do We Meet the Needs of Individuals?
- Involving Parents and Children
- Support and Interventions Used in School
- What Happens Once a Need Is Identified?
- Training and Specialist Advice
- Support for Children and Parents



Our School Values

- Belong
- Be respectful
- Be ready



We strive for all children to make excellent progress from their given starting points regardless of their individual needs or disabilities.

Our Universal Offer for All Children





- High quality teaching in every class, a school wide focus on reading and vocabulary
- Clear consistent routines
- Visual timetables, social stories (fire drills), dual coding
- Access to in school speech support under specialist guidance (Communicate)
- A behaviour policy based on Therapeutic Thinking
- A behaviour curriculum that supports children to develop learning behaviours, resilience and emotional literacy
- Appropriate scaffolding inclusion in all learning activities/clubs and school trips
- Appropriate resources in the classroom (concrete, pictorial, abstract)
- Bespoke equipment purchased as advised by professionals
- Access to Forest Schools
- OPAL Play
- Breakfast and after school clubs
- Lunch time nurture club
- Targeted support in the classroom
- Enrichment opportunities linked to the curriculum
- Approachable staff and an open-door policy



Who Is Responsible for Supporting SEND Provision at Springfield Infant School?

All About our school:
Springfield Infant School and Nursery is a mainstream school part of the Orwell Multi Academy Trust that takes pupils aged 3 to 7 years old. The main building is on one floor with two levels with wheelchair access available throughout via a lift between the two levels. We have an onsite kitchen that provides free school meals for all our pupils. We also have a 52 place Nursery offering 15 and 30 hour funded places. There are 3 classes per year group with a maximum intake of 90 pupils in each year group.



Our school Senco Mrs. Viv Proctor



Our deputy headteacher Mrs Katie Beckinsale



Our family support worker Mrs. Julie Rolfe

The SEND team can be reached by email through admin@springinf.omat.org.uk or by calling the school office on Ipswich 01473 741305

What Is a Specialist Educational Need or a Disability?

A pupil has SEND where their learning difficulty or disability calls for special educational provision; that is provision different from, or additional to that normally available to pupils of the same age. This could be a:

Learning Difficulty: when a child finds it harder to learn than most children do.

Disability (that we need to make special provision for): something that hinders a child from using our school facilities.

Special or additional provision: support that is extra or different to what is typically provided.

Special Educational Needs; the Four Broad Areas of Need

Communication and Interaction:

Speech & language difficulties. Social communication difficulties (other than autism); Autism / ASD

Cognition and Learning :

Learning difficulties; Specific learning difficulties; Focus, attention, or memory difficulties.

Social, Emotional and Mental Health

ADHD; Anxiety; Dysregulated behaviour.

Sensory and / or Physical

Physical needs (e.g. cerebral palsy, dyspraxia); Deafness or hearing difficulty; Blind or visually impaired.

How Are Children With a Special Education Need Identified?

- Some children joining our school may already have a diagnosis or need that has been identified by other professionals
- Careful monitoring by class teachers and school assessments may raise concerns. These are monitored and can lead to SEN support or to a specific need being identified within school
- Discussions with parents and listening to their concerns helps us to act quickly to support children

Assessments in School

- Baseline assessments
- Wellcomm specialised speech assessment
- Observational assessments from staff
- Reading and phonics assessments
- Insight data tracking
- Maths and English assessments
- Parental concerns raised with teachers or the SEND team
- Intervention tracking

How Do We Meet the Needs of Individuals?

Once a specific need is identified all pupils are treated as individuals and the adaptations and support that is put in place reflects this. Pupils do not need a diagnosis for support and adaptations to be put in place. We understand that if a pupil has a diagnosis, each child is unique and again the support in place reflects this. Teachers, the SENDco and parents work together to identify strengths and barriers (difficulties/needs) in learning. When a barrier is identified, adults in school work together to plan appropriate adaptations and support (this may be an intervention). Pupils engage in the adaptations/support/intervention (do) for a planned period. Adults supporting the pupil review progress at the agreed time and sometimes we find that the pupil no longer needs support. If a pupil needs to continue with additional support the graduated approach continues, and adults plan the next period of support. Teachers and support staff all work at all levels of support.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.

Review

We will assess how well the support we put in place helped the child to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer.



Assess

If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for input from you and your child, as well as getting help from external professionals where necessary.

Do

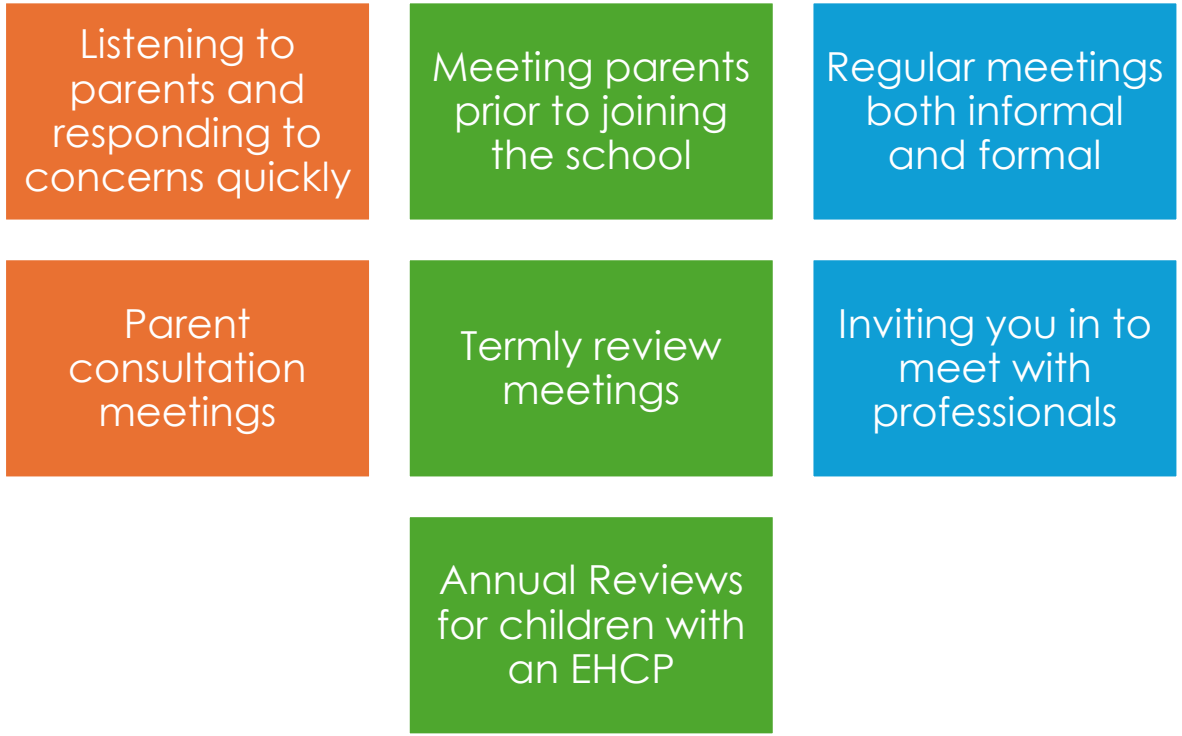
We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.

Plan

In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.



Involving Parents and Children



- Collecting child views may include:
- Talking to the child adding their views
- Asking or observing the child
- The child completing a survey
- The child self-assessing their behaviour targets
- Planning a social story with the child, involving them in the process

Discussions with the adults both in school and at home. Adults that closely support the children have valuable knowledge that can help us pinpoint certain needs or support required for each individual child.

All identified needs follow the Graduated Approach: **Assess, Plan, Do, Review.**

Support and Interventions Used in School

Communication and Interaction

- Speech support
- Intensive interaction
- Attention Autism
- Nursery Narrative
- Neli
- Pre-teaching
- Clicker 8
- Visual supports
- Now and Next boards
- SALT/Communicate
- Language for Thinking
- Talk About

Cognition and Learning

- Phonics intervention
- Fluency intervention
- Clicker 8
- Jolly Phonics
- Memory skills
- Haberton reading programme
- Precision teaching
- Toe by Toe
- Spelling intervention
- Handwriting intervention

Social, Emotional and Mental Health

- Thrive sessions with practitioners
- Class check-ins
- Behaviour Curriculum
- Social stories
- Time to Talk
- Socially speaking
- Drawing and Talk
- Soft starts
- Home time circuits

Sensory and Physical

- Sensory rooms
- Sensory circuits
- Specialised equipment
- Calm corners
- Visual and display equipment/books
- Vestibular regulating chairs
- Sensory/calm boxes
- Gym trail
- Occupational Therapy
- OPAL play

What Happens Once a Need Is Identified?

For most children, we meet their SEND without needing support services. This is because our staff have training and skills to adapt classrooms and lessons to meet their needs. If not …



The class teacher creates an IEP (Individual Education Plan). Targets are overseen by the SENDCo and the plan and targets are shared in meetings with parents. The process of assess, plan, do review begins and progress is monitored. If we think after the given time that we need further advice, we will book an Inclusion meeting with SES through the Suffolk Local Offer. We discuss the outcomes with the student's parents. The parents are fully involved at all stages of the decision making for their child.

- If school support does not yield the desired impact for the child to make sufficient progress, or to secure learning, then more specialised advice is sought. Referrals to specialists are made or assessments by EP's (Educational Psychologists) are booked. Teachers follow the advice given and the SENDCo monitors them. The governors and the headteacher monitor the SENDCo.

Training and Specialist Advice

- All school staff have received training relating to SEN
- All staff will receive specialist training when required and available
- Our staff regularly attend various training organised by the local authority or relevant other professionals In addition staff may have access to the following:
- Specialist Teacher advice and training
- Training for staff in the last 3 years includes:

Therapeutic Thinking, Restorative Practice, Colourful Semantics, Clicker 8, Read Write Inc, Chatta, Talk 4 Writing, Intensive Interaction, NELI, Attention Autism, peer and team – teaching, working alongside the Senco in school.

- Educational Psychologist advice and assessments from Acorn Psychology
- Speech and Language Therapist advice SALT
- Occupational Therapist
- Physiotherapist/Consultant
- Specialist speech and language support and targeted work from Communicate
- School Nursing
- ISM Inclusion support meetings with SES
- Utilising SES as part of the Suffolk Local Offer
- Mental Health School Team (MHST) half termly meetings
- Early Help
- EWO Education Welfare officers

Support for Children and Parents

Transition:

We offer four stay and play sessions for parents and children in the Summer term before enrollment with school. This allows us, the child and the family to begin to build a relationship prior to admission. It helps us make staffing arrangements for any child joining us with an EHCP and identified support can then be put in place quickly. Our staff visit pre-schools and organise home visits for children starting school in the Autumn term.

Transition activities occur in school as the children move to the next year group and classes are trialed before final decisions are made. Classes are organised around the education of the children and not purely friendship based.

Transition to our linked Junior School begins in April, this entails visits, assemblies, teachers observing in classes and staff meetings between both schools. Additional transitions slots are created for children with SEMH needs and our family support worker and one of our Thrive practitioners accompany the children on the extra visits.

- Suffolk Local Offer
- Sendiass
- IPSEA
- Suffolk SEND Strategy
- Suffolk Parent Hub

