Springfield Academy

SEN Information Report

2026-2027

At The Education Village Academy Trust, all children, young people and adults are valued both as individuals and as part of the wider Trust community. We aim to provide a safe, happy and caring environment within which everyone can thrive.

Who do I contact regarding special educational needs at Springfield Academy?

2026-2027

Mrs Melody Coates, SENDCO

Springfield Academy, The Education Village, Salters Lane South Darlington, DL1 2AN

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SEN INFORMATION REPORT FOR PARENTS:

BACKGROUND

The statutory code came into force on 1 September 2014. It applies to England and is for:

- Head Teachers and Principals
- Governing Bodies
- School and college staff
- SEN coordinators
- Early Education Providers
- Health and Social Services Staff
- Local Authorities

It applies to schools, including academies.

The code explains the duties of schools and colleges to provide:

- reasonable adjustments for disabled children and young people
- auxiliary aids and services to disabled children and young people

Separate guides to the code are available for the following audiences:

- schools and alternative provision settings
- early years settings
- further education providers
- social care professionals

The code provides statutory guidance on duties, policies and procedures relating to:

- part 3 of the Children and Families Act 2014 and associated regulations
- Special Educational Needs and Disability Regulations 2014
- Equality Act 2010
- The new code replaces the 'Special educational needs (SEN): code of practice'2001.
- This *SEN information report for parents and carers* includes information as set out in the Special Educational Needs and Disability Regulations 2014 and will be renewed annually.

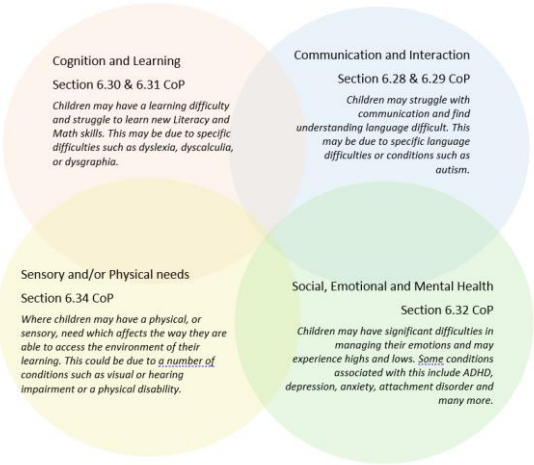
What kinds of SEN are provided for at Springfield Academy?

At Springfield Academy, we support children with a wide range of special educational needs and disabilities (SEND). Provision is adapted and personalised as far as reasonably possible, based on each child's individual strengths, needs and barriers to learning.

A child is identified as having special educational needs (SEN) if they have a learning difficulty or disability that calls for special educational provision to be made for them. A child is considered to have special educational needs if they;

a) have significantly greater difficulty in learning than the majority of children of the same age;
b) have a disability which prevents or hinders them from making use of educational facilities generally provided for children of the same age within mainstream schools; or
c) are under compulsory school age and meet the criteria outlined above, or would do so if special educational provision were not made for them.

Our school provides for pupils with the following needs (as outlined in the SEND Code of Practice 2015). Pupils will have an identified need under one or more of the categories below. We have children in all these categories of SEND, and some children may have difficulties in more than one category. This may include children with or without a formal diagnosis.



Special educational provision means educational provision that is additional to or different from that made generally for children of the same age.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. At Springfield Academy, we carefully consider a child or young person's progress across all areas of learning and development. This helps us to identify whether any difficulties in making progress are related to a developing command of English, or whether they may be due to special educational needs (SEN) or a disability. A child's first language is always valued, and we recognise that pupils who are learning English as an additional language (EAL) are not considered to have SEN solely because of their level of English.

How does the school know if children/ young people need extra help?

Whether or not a pupil is making adequate progress academically and/or social and emotionally, is seen as a significant factor in considering the need for SEN provision.

Children with SEN are identified holistically through a range of approaches, including transition information from prior settings, observation, formative and summative educational assessments, input from other professionals, progress from starting points and listening to the views or concerns raised by the child and/or their parents/carers.

The SEN Code of Practice 2014 makes it clear that 'all teachers are teachers of pupils with special educational needs.' All teachers at Springfield Academy are responsible for identifying pupils who may have a special educational need and, in collaboration with the SENDCO, will ensure that those pupils requiring different or additional support are identified at an early stage.

What should I do if I think my child/young person may have special educational needs?

At Springfield Academy we have a clear focus on the importance of identifying needs at the earliest opportunity. The benefit of early identification ensures that timely and effective provision and support can be implemented to improve long-term outcomes for the child or young person.

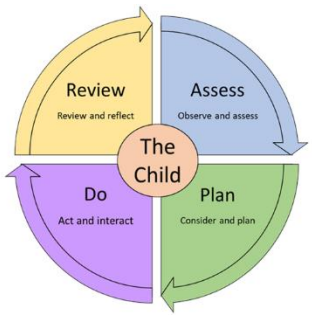
If you, as a parent or carer, have concerns regarding your child's progress or in relation to any of the 'special educational needs areas' identified above, then you are warmly encouraged to make an appointment to see the class teacher along with the school Special Educational Needs and Disabilities Co-ordinator (SENDCo).

We have an 'open door' approach to communication here at Springfield. Teachers can be accessed at the start and end of every day at each classroom. The principal or a senior leader is available on the gate each morning and afternoon. Staff can be contacted directly via the DoJo app and the SENDCo's contact details are included at the top of this document. This is of course in addition to termly parent/carer consultation evenings and SEN parent/carer drop-in sessions.

How will both you and I know how my child/young person is doing?

At Springfield Academy, we have a clear approach to identifying and responding to SEND with quality first teaching (QFT) and assess, plan, do, review being at the forefront of this.

Springfield Academy believes that monitoring pupil progress is crucial in aiding a child's development. Progress is the fundamental factor in determining the need for additional support.



If a child's class teacher, in consultation with parents, concludes that a child may need further support to help their progress, the teacher will seek the help of the SENDCO. The SENDCO and teacher will review the approaches adopted. Where support additional to that of ordinarily available provision is required, it may include further adaptation in class, specific intervention, referral to external agencies, TA/T focused support or 1:1 if needed. Children will receive a SEN Support Plan which will detail individual targets and provision. SEN Support Plans will be evaluated at least termly alongside parents and child at parent consultations, to measure the impact which this intervention and support is having upon the child's learning. This review may be held with class teacher or SENDCO. If a child is not responding effectively to intervention, i.e. if there is no change in their progress, groups will be revised and new methods considered, where appropriate. This is part of the 'Assess-Plan-Do-Review' cycle of the graduated approach.

Where concerns remain despite sustained intervention, the school will consider requesting a Statutory Assessment – applying for an Education Health and Care Plan. Parents/carers will be fully consulted at each stage. Through joint parent-teacher partnership, all monitoring will be shared so that everyone involved will be aware of the support in place, as well as the impact it is having in supporting the child's needs. The child will be asked to contribute to the process throughout by age and ability appropriate methods of collating 'pupil views'.

What are the policies for identifying children and young people with SEN and assessing their needs at Springfield Academy?

- Our Trust SEND policy can be found on our webpage at http://www.educationvillage.org.uk

- Springfield Academy considers evidence that a pupil may have a disability under the Equality Act 2010 and, if so, considers what reasonable adjustments may need to be made for them. Our inclusion and equality policy can be found at http://www.educationvillage.org.uk

What are the arrangements for consulting children and young people with SEN and involving them in their education at Springfield Academy?

At Springfield Academy we make every effort to give regard to:

- the views, wishes and feelings of the child or young person.
- the importance of the child or young person participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions
- the need to support the child or young person, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

In this way we will endeavour to enable children and young people to fully participate in decision-making.

SEN Support Plans are reviewed alongside pupils and parents at least termly.

EHC reviews are held annually and are child centred. The child is fully involved in the preparation of information gathering for the review and also attends the meeting, as appropriate per child.

What are the arrangements for assessing and reviewing children and young people's progress towards outcomes at Springfield Academy? What are the opportunities available to work with parents and young people as part of this assessment and review?

Assessment In identifying a child as needing SEN support the class teacher, working with the SENDCO, carries out a clear analysis of the pupil's needs. This draws on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from our core approach to pupil progress, attainment, and behaviour. It also draws on the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. School takes seriously any concerns raised by a parent. These concerns are recorded and compared to the setting's own assessment and information on how the pupil is developing.

This assessment is reviewed regularly. This helps ensure that support and intervention are matched to need, barriers to learning are identified and overcome. For some types of SEN, the way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need.

Review The effectiveness of the support and interventions and their impact on the pupil's progress is reviewed in line with the agreed date.

The impact and quality of the support and interventions are evaluated, along with the views of the pupil and their parents. This feeds back into the analysis of the pupil's needs. The class

teacher, working with the SENDCO, revises the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Parents/carers are given clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

Where a pupil has an EHC plan, the local authority **must** review that plan as a minimum every twelve months.

The SENDCO and class teacher, together with any specialists, and involving the pupil's parents, consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. Outcomes to be achieved through the support are agreed, including a date by which progress will be reviewed.

Where a pupil is receiving SEN support, school talks to parents regularly to set clear outcomes and review progress towards them. The activities and support that will help achieve them are discussed, and the responsibilities of the parent, the pupil and the school are identified.

Review discussions are led by a teacher and/or the SENDCO with good knowledge and understanding of the pupil who is aware of their needs and attainment. It provides an opportunity for the parent to share their concerns and, together with the teacher, agree their aspirations for the pupil.

These discussions allow sufficient time to explore the parents' views and to plan effectively. Meetings are, wherever possible, aligned with the normal cycle of discussions with parents of all pupils. They are longer than most parent-teacher meetings.

The views of the pupil are included in these discussions. This is through involving the pupil in all or part of the discussion itself or gathering their views as part of the preparation.

What are the arrangements for supporting children and young people in moving between phases of education at Springfield Academy?

Springfield Academy has well-established arrangements and in line with Local Authority procedures to support children and young people as they move between different phases of their education. Transition planning begins as early as possible and is tailored to each learner's individual needs, with close collaboration between parents/carers, previous or receiving settings, and relevant external agencies. Staff share key information about pupils' strengths, progress, and required support so that provision is consistent, and continuity is maintained. Additional transition measures, such as extra visits, meetings with new staff, visual resources, or personalised transition booklets are offered for pupils with SEND who may require enhanced preparation. Our aim is to ensure that every child experiences a smooth, positive transition that promotes their confidence, wellbeing, and readiness for the next stage of learning.

Planned transition 'hand-over' meetings between teachers and TAs and alongside the SENDCO are held in the summer term to enable information regarding pupil need to be shared in anticipation of the next academic year and to ensure transition is as successful as possible for both the children and their parents. 'Move up' mornings are also planned for in the summer term to allow pupils to access their new classroom environment and spend time with their new teacher before

the new term. *Meet The Teacher* meetings are also held within September. Parents/carers are invited into school to discuss the initial transition period and the plans for year ahead.

We strive to provide continuity of support and reduce each child's potential anxiety by working closely with staff in the next Key Stage/school. Springfield Academy works closely with the Mental Health Support Team who deliver transition-focussed workshops in the summer term for Y6.

How are adaptations made to the curriculum and the learning environment of children and young people with SEN at Springfield Academy?

Springfield Academy is a single-form primary school. All pupils are taught within their year group classroom and access a broad and balanced curriculum.

Children and young people with SEND access a curriculum that is thoughtfully adapted to ensure they can engage, progress, and achieve alongside their peers. Subject leaders and teachers follow the principles of the SEND Code of Practice by using a graduated approach - *assess, plan, do, review*, to identify individual needs and make evidence-based adjustments. In line with EEF recommendations, Springfield Academy prioritises high-quality, inclusive teaching, including clear instruction, scaffolding, chunked tasks, pre-teaching of key concepts, and the strategic use of modelling and worked examples.

The curriculum is designed to be ambitious yet flexible, with adaptations such as differentiated materials, alternative recording methods, visual supports, and structured routines that reduce cognitive load and promote independence.

The learning environment is also adjusted where needed, for example through seating arrangements, sensory-friendly spaces, assistive technology, and predictable classroom organisation. These adaptations ensure that pupils with SEND experience a supportive, accessible, and well-sequenced curriculum that enables them to thrive academically, socially, and emotionally.

How does Springfield Academy evaluate the effectiveness of the provision made for children and young people with SEN?

The Academy evaluates the effectiveness of provision for pupils with SEND through a rigorous and ongoing cycle of monitoring, review, and improvement. Using the graduated approach, leaders and teachers regularly assess pupil progress, review the impact of interventions, and adjust support where needed.

Evidence is gathered from a range of sources, including classroom observations, work scrutiny, assessment data, pupil and parent/carer voice, and feedback from support staff and external agencies. Springfield Academy focuses on whether adaptations and interventions are improving access to high-quality teaching and securing meaningful progress over time and if not. SEN provision is reviewed termly by the SENDCO and senior leaders, with outcomes also discussed with governors during termly visits to the setting to ensure accountability and strategic oversight.

This systematic approach ensures that provision remains responsive, effective, and closely matched to the needs of children and young people with SEND.

School effectiveness including evaluating SEN provision is of course subject to inspection by the Local Authority and Ofsted.

Pupils who have special educational needs (SEN) and/or disabilities make good progress. Support provided is valued highly by parents and carers **(Ofsted July 2018).**

Teachers deliver the planned curriculum well. They successfully adapt the curriculum for pupils with special educational needs and/or disabilities (SEND) (Ofsted May 2022).

How will school staff support my child/young person?

School staff support your child through a coordinated, whole-school approach that ensures their needs are understood and met consistently. Teachers provide high-quality, inclusive classroom practice, using strategies such as clear instruction, scaffolding, modelling, and structured routines to help your child access learning confidently.

The SENDCO works closely with staff to identify needs early, plan appropriate support, and monitor progress through the graduated approach.

Teaching assistants deliver targeted interventions, reinforce learning in class, and promote independence rather than dependence. Pastoral staff, including the school counsellor and our Emotional Literacy Support Assistant (ELSA), offer emotional and social support, helping your child feel safe, valued, and ready to learn. Where appropriate, Springfield Academy also collaborates with external professionals to ensure specialist advice informs provision such as the Mental Health Support Team and Resilience Nursing Service. This joined-up approach ensures your child receives personalised, consistent support that enables them to thrive academically, socially, and emotionally.

Every staff member working with the child will have an important role to play. Nathalie Dullage is our school governor with the key responsibility of SEN. Governors are aware of the school's policies and procedures and they are updated at least termly. Although the governor won't directly support children, they, along with the Head Teacher and SENDCO, will oversee that suitable procedures are in place. A SEN report is produced by the SENDCO and shared termly with governors in terms of discussing pupil progress, effectiveness of provision, funding implications and any other relevant successes/concerns.

How is the decision made about what type and how much support my child/young person will receive?

Decisions about the type and level of support your child receives are based on a holistic understanding of their strengths, achievements, areas of difficulty and tolerance for accessing the learning environment. Staff consider a wide range of information, including any existing diagnoses, assessment outcomes, National Curriculum attainment, EYFS or milestone progress,

and any other relevant factors that may influence learning. This process involves all professionals working with your child such as the class teacher, teaching assistants, the SENDCO, pastoral or medical staff, and senior leaders. For children with EHCPs, this will also be dependent on local authority outlined provision and allocated funding.

When additional insight is needed, the Academy may seek advice from external specialists, including Educational Psychologists, Speech and Language Therapists, or other support services.

Parents and carers are fully involved at every stage, ensuring decisions are transparent and collaborative, whether the support is provided in school or through wider local authority services.

Support is reviewed regularly through the graduated approach, and parents are encouraged to attend all referral and review meetings in school.

How will my child/young person be included in activities, including those outside the classroom such as physical activities and school trips?

Your child is included in all activities, both in and beyond the classroom through careful planning, thoughtful adjustments, and a commitment to inclusive practice. Springfield offer a wide range of extra-curricula clubs and experiences which are open to all pupils regardless of need.

Staff work proactively to identify any barriers and put in place the right support so that every pupil can participate meaningfully and safely. This may involve adapting tasks, providing additional adult support, using visual or sensory aids, or making reasonable adjustments to equipment and environments. For physical activities, teachers ensure that activities are differentiated so all pupils can take part at an appropriate level, with alternative options offered where needed.

School trips and visits are planned with inclusion at the forefront. Risk assessments of trip venues and destinations consider individual needs. Additional staffing is arranged when required, and parents/carers are consulted to ensure the arrangements are suitable. Wherever possible, Springfield Academy aims to remove barriers rather than limit opportunities, ensuring your child can enjoy the same enriching experiences as their peers and feel fully part of school life.

What support will there be for my child/young person's overall wellbeing?

As Springfield Academy is a small school, all staff tend to know the name of all of the children in the school. Our pastoral care is excellent and highly responsive and flexible in the approach we take to meeting individual needs.

Your child's overall wellbeing is supported through a comprehensive network of pastoral, emotional, and mental-health provision designed to help them feel safe, understood, and ready to learn. Staff build strong relationships with pupils and use strategies such as social stories, visual supports, and structured routines to reduce anxiety and promote confidence. The school's ELSA-trained practitioner (Juliet Waistell) provides targeted emotional-literacy sessions to help

pupils develop self-regulation, resilience, and social skills, while the school counsellor offers confidential therapeutic support when more individualised help is needed. The Mental Health Support Team works closely with the Academy to deliver early intervention, guided self-help, and advice for both pupils and families. We run a Nurture group each lunchtime for those children who may struggle with the unstructured part of day or who require additional support with social interaction and emotional regulation, which is led by the SENDCO and school counsellor. When a higher level of specialist input is required, the school collaborates with external services such as CAMHS and the resilience nursing team to ensure children receive the right expertise at the right time. This joined-up approach ensures that every child's emotional, social, and mental-health needs are recognised and supported with care and consistency.

Springfield Academy also has a named member of staff responsible for overseeing medical needs and the administration of medication (Juliet Waistell).

Staff follow Springfield Academy's Behaviour Policy, which has been recently updated to place a stronger focus on individual needs and restorative approaches. Springfield Academy recognises that behaviour support cannot be approached with a 'one size fits all' model, and strategies are tailored to each child's circumstances. All relevant staff are trained in Positive Handling, with an emphasis on de-escalation and proactive support. Behaviour is overseen by the Senior Leadership Team, who ensure that pupils with additional needs receive consistent, informed guidance. The Academy views effective behaviour management as essential to every child's progress, including those with SEND.

Attendance is monitored rigorously in line with both Trust and Local Authority procedures, ensuring that patterns of concern are identified early. The school also works closely with the LA's Early Help Educational Support Officer, who provides additional oversight and guidance. Pupils on the SEN register are fully included in this monitoring process so that any emerging issues can be recognised quickly and appropriate support can be put in place from the earliest opportunity.

What specialist services and expertise are available at or accessed by the school?

Springfield's SENDCO, Melody Coates is accredited with a national NASENCO coordination qualification.

We have an identified mental health lead and ELSA (TA) who has been trained in Mental Health First Aid.

The Trust employ an NHS Speech and Language therapist, Vicky Calabro who works at Springfield two days a week.

Our Educational Psychologist for 2026-2027 is Karen Taylor who works for Darlington Educational Psychology Service. Accessing this service is through a referral process and is to be a result of discussion with parents/carers, class teacher and SENDCO.

Other outside agencies accessed by some of our SEND pupils include, Occupational Therapy, Physiotherapy, Social Communication Outreach Service, Early Years Inclusion Team, paediatrician, 0-19 health team, CAMHS, neurodevelopmental pathway, Social Prescribing, Early Help etc.

Special Educational Needs & Disabilities Information Advice & Support Service (SENDIASS) and Darlington Against Disability (D.A.D.) also offer free and confidential advice for parents and carers.

Contact Name: SENDIASS Officer: Nicky Brown

Mobile: 07384 459149 Telephone: 01325 405569 Email: nicky.brown@darlington.gov.uk

Children/families requiring multi-agency input and who may require support from social care or other healthcare providers may be part of an Early Help Assessment process which is a co-ordinated approached to seeking a range of advice and support to meet complex needs.

School work closely with social services and contribute to regular Child In Need review meetings for those SEN children who have an allocated disability social worker.

Paula Austin (Principal) is the school's designated safeguarding lead (DSL) alongside Kelly McManus (Class teacher) as deputy designated safeguarding lead (DDSL).

What training have the staff supporting children/young people with SEND had?

Staff supporting children and young people with SEND receive a wide range of training that reflects the Academy's commitment to developing the skills of the whole workforce. SEND training is planned strategically across the year and forms a core part of our ongoing professional development programme, with multiple whole-staff sessions dedicated to inclusive practice, high-quality teaching, and understanding specific needs.

Training is responsive to the needs of our pupils and may include areas such as autism, ADHD, speech and language development, emotional regulation, trauma-informed practice, and adaptive teaching strategies.

Additional targeted training is provided for staff working closely with individual pupils or delivering interventions, ensuring they have the specialist knowledge required to support progress effectively. This continuous, needs-led approach ensures that all staff are equipped with the confidence and expertise to meet the diverse needs of learners with SEND.

For children with medical needs, care plans and risk assessments are regularly updated, based on advice and guidance from parents and appropriate medical agencies. Training is provided eg asthma, epilepsy, epi-pen, diabetes, moving and handling.

How accessible is the school environment?

Springfield Academy is situated within the Education Village complex. The whole environment has been designed to be accessible to all pupils.

Our facilities offer support for those with reduced mobility wheelchair users and include ramps, lifts, wide-corridors and adapted toilet and changing facilities.

The policy on Equality and Diversity documents the statutory responsibilities that the Academy must meet in relation to equality and accessibility. Our Accessibility Policy is written in compliance with paragraph 3 of schedule 10 to the Equality Act 2010 and can be found at http://www.educationvillage.org.uk

What are the arrangements for supporting children and young people who are looked-after by the local authority and who have SEN?

In line with February 2018 statutory guidance based upon section 20 of the 2008 Children and Young Person's Act, Paula Austin (Principal) is Springfield's designated teacher for looked after children and previously looked after children.

Many looked-after and previously looked-after children have suffered disrupted learning, may have missed extended periods of school, and many of them have special educational needs (SEN).

The way in which the role of the designated teacher is carried out varies from school to school. Here at Springfield, it will depend on the number of looked-after and previously looked-after children on roll and their individual needs.

The designated teacher is to be a central point of initial contact within the school. This helps to make sure that the school plays its role to the full in making sure arrangements are joined up and minimise any disruption to a child's learning.

The designated teacher works closely with other staff in school to make sure the child's progress is rigorously monitored and evaluated.

Listening to the voice of looked-after and previously looked-after children is a vital part of successfully understanding and meeting their needs and therefore will be obtained regularly.

All looked-after children will have a Personal Education Plan (PEP) which is maintained by the Local Authority. To make sure the child's PEP meets looked-after children's needs including those children with SEN, designated teachers will work closely with other teachers to assess their specific educational needs. Although the designated teacher will lead on the plan within the school, other staff in the school may need to contribute to it, for instance the SENDCO, class teacher, TAs and school counsellor.

A child's care plan is reviewed regularly by the authority that looks after them. These reviews are statutory and must be done at the following intervals: the first review must happen within 20 working days of the date the child became looked-after; the second at not more than three months after the first review; and the third and subsequent reviews at not more than six monthly intervals. The review is chaired by an Independent Reviewing Officer (IRO)8. The IRO will ask about the child's educational progress as part of the overall care plan review and should have access to the most up-to-date PEP.

The designated teacher is fundamental to helping looked-after children make a smooth transition to their next school or college. This includes arrangements to: achieve speedy transfer of the looked-after child's school records to a new school; ensure the child's PEP is Special educational needs (SEN) 51.

Looked-after children and previously looked-after children are significantly more likely to have SEN than their peers. Of those with SEN, a significant proportion will have Education, Health and Care Plans (EHC plans). Springfield's designated teacher to be fully aware of the pupil's needs and to contribute to the monitoring of their PEP and EHCP or SEN Support Plan should they be at school support level.

What are the arrangements for handling complaints from parents of children with SEN about the provision made at the school?

- We are committed to working very closely with children and families and to be responsive to their needs and requests. Should a complaint arise please contact either or Richard Gartland, Primary Executive Principal rgartland@educationvillage.org.uk , Paula Austin, Principal paustin@educationvillage.org.uk or Melody Coates, SENDCO admin@educationvillage.org.uk

- Here at Springfield, we have an 'open door policy' whereby all teachers are available for regular discussion and feedback and the start and end of every school day.

Where will I find information about the Local Authority's Local Offer?

- The Darlington LA local offer (Regulation 53, Part 4) can be found at Darlington SEND Information | Darlington Livingwell