



Springfield School SEND Information Report

2024–2025



SEND at Springfield – At a Glance

At Springfield School, we are committed to supporting all children to achieve their best academically, socially and emotionally.

Key facts: - Our most common areas of need are **Speech, Language and Communication** and **Autism** - Attendance for pupils with SEND is **92%**, in line with pupils without SEND - We have had **no exclusions for 8 years** - Strong emotional wellbeing support is available for individuals and groups - We work closely with parents and a wide range of outside professionals

Key Contacts: - **Headteacher:** Mal Robson - **SENCo & Deputy Head:** Anthea Carroll - **SEND Lead Keyworker:** Rebekah Hosking

What is SEND?

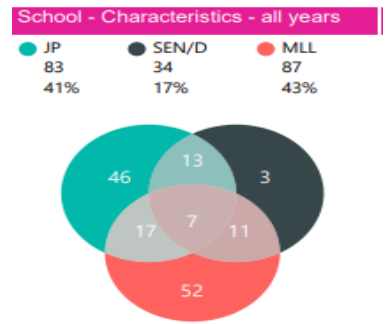
SEND stands for **Special Educational Needs and Disabilities**. A child is identified as having SEND if they have a learning difficulty or disability that means they need additional support to access learning.

At Springfield, children are identified as having SEND **only when there is an associated learning need**. Emotional or mental health needs on their own are supported in school, but are not recorded as SEND unless they impact learning.

Our School Community

Springfield School is a diverse and inclusive community.

- 53% of pupils are male and 47% female
- 57% of pupils speak English as an Additional Language (EAL)
- Over 14 different languages are spoken across the school



All teachers are responsible for the academic and emotional wellbeing of the children in their class. The SENCo works closely with staff, parents and the leadership team to ensure pupils with SEND receive appropriate support.

What needs do we have at Springfield? 2024-2025

School - SEN/D Description by Year Group

SEN/D Description	-1	0	1	2	3	4	5	6	Total
Autistic Spectrum Disorder	1	3	1		1	2		2	10
Moderate Learning Difficulty		1		1	1	1	1		5
Other Difficulty/Disability								1	1
Social, Emotional and Mental Health	1			1	1	1	1		5
Speech, Language or Communication Need	3	3	1	1	1	1	1	2	13
Total	5	7	2	3	4	5	3	5	34

School - SEN/D

YearGroup	Record of Need	SEN/D Support	Total
-1	0	5	5
0	2	5	7
1	2	0	2
2	2	1	3
3	1	3	4
4	2	3	5
5	1	2	3
6	4	1	5
Total	14	20	34

SEND breakdown for 2024-2025

How is our Attendance?

NO SEND 94.3% SEND 92.0%

We compare favorably against all island school data for attendance for our SEND students. We have had no exclusions at Springfield school for 8 years.

% School by SEN/D

Academic Year	Present	Authorised	Unauthorised
2024/2025			
Not SEN/D	94.3%	4.7%	1.0%
SEN/D	92.0%	6.8%	1.2%
2023/2024			
Not SEN/D	93.9%	5.1%	1.1%
SEN/D	93.2%	6.0%	0.9%

Attainment and Outcomes

% School - On Entry		
Name	2023/2024	2024/2025
Listening Attention and Understanding	44%	55%
Speaking	40%	41%
Self Regulation	36%	41%
Managing Self	68%	50%
Building Relationships	76%	68%
Gross Motor Skills	84%	59%
Fine Motor Skills	48%	36%

% School - Achieving 2D and above			
AcademicYear	Reading	Writing	Mathematics
2024/2025			
Not SEN/D	96%	87%	83%
SEN/D	33%	33%	
2023/2024			
Not SEN/D	95%	95%	95%
2022/2023			
Not SEN/D	95%	90%	90%
2021/2022			
Not SEN/D	95%	91%	91%
2020/2021			
Not SEN/D	95%	95%	95%
SEN/D	14%	14%	29%

% School - Achieving 6D and above			
AcademicYear	Reading	Writing	Mathematics
2024/2025			
Not SEN/D	100%	95%	95%
SEN/D			40%
2023/2024			
Not SEN/D	91%	86%	91%
SEN/D	100%	100%	
2022/2023			
Not SEN/D	98%	95%	95%
2021/2022			
Not SEN/D	100%	100%	85%
SEN/D	25%	25%	
2020/2021			
Not SEN/D	100%	95%	79%
SEN/D	71%	57%	71%

EYFS

KS1 – Y2

KS2- Y6

We carefully monitor attainment and progress for pupils with SEND, while recognising that outcomes must always be considered alongside individual starting points and needs.

- Many pupils with SEND join Springfield **working below age-related expectations**, particularly in the Early Years. This is reflected in attainment data and reinforces the importance of early intervention.
- In the Early Years Foundation Stage (EYFS), a small number of pupils with SEND do not reach the expected Early Learning Goals. Progress from individual starting points is therefore a key measure of success.
- At Key Stage 1, cohort sizes are small and outcomes can vary year-on-year. Where SEND attainment is below island averages, this is carefully analysed and reflects the specific needs of that cohort rather than the quality of provision.
- At Key Stage 2, attainment data shows that some pupils with SEND achieve age-related expectations, particularly in Maths, while others continue to work towards them. In 2024–2025, approximately **40% of pupils with SEND achieved the expected standard in Maths**.

Across all key stages, progress is tracked closely and discussed regularly with parents. Our focus is on ensuring pupils:

- Make progress from their individual starting points
- Develop confidence, independence and resilience
- Are supported to access learning and achieve positive outcomes

Attendance data shows that pupils with SEND attend school regularly and in line with their peers, supporting consistent learning and progress.

How do we identify children with SEND?

Children may be identified as having SEND if they: - Are not making expected progress despite high-quality teaching - Have a diagnosed need that affects learning -



Learning Knows No Bounds

Require additional or different support to access the curriculum

Parents are informed as soon as a concern is identified. We believe early communication and partnership with families is essential.

How do we support children with SEND?

Support is carefully matched to each child's needs and may include:

- Work broken into small, manageable steps
- Discover any emotional barriers
- Visual supports and prompts
- Targeted learning interventions
- Use of technology such as iPads
- Individual or small-group support
- Keyworker support
- Sensory resources and access to a sensory spaces
- Fine and gross motor programmes
- Life skills and independence support
- Dedicated Speech and Language support worker

All children have access to the full curriculum. Work is differentiated and, where needed, personalised.

Supporting Emotional and Social Development

We take children's emotional wellbeing very seriously. Support includes:



- **ELSA (Emotional Literacy Support Assistant)** sessions for individuals and groups
- Zones of Regulation are used across the school
- SCARF PSHE program
- Decider skills
- ADHD Friendly School Award
- Anti-bullying policy shaped by the whole school community
- Rights Respecting Schools – Silver Award
- School council to promote pupil voice
- Lunch clubs and outdoor learning
- Forest School and ecotherapy
- Support from organisations such as Mind Jersey and Jersey Young Carers

At any one time, around **30–40 children** access weekly emotional wellbeing support.

How do we measure progress?

Progress is measured in many ways, including: - Academic progress - Improved confidence and independence - Development of social and emotional skills - Behaviour and self-regulation - Access to the full curriculum

If a child is not making expected progress, additional interventions are put in place and reviewed regularly with the SENCo.

Working in Partnership with Parents



We value parents as key partners in their child's education.

We work with parents by: - Sharing concerns early - Holding regular meetings to review progress - Listening carefully to parental views - Setting and reviewing targets together - Providing clear and accessible information - Offering flexibility around meeting times

Parents are encouraged to contribute to their child's learning plans and annual reviews.

How are children involved in their own support?

Where appropriate, children: - Know their learning targets - Share their views and successes - Contribute to review meetings - Take part in decisions about their support

Children with SEND are encouraged to take part in all school activities and leadership roles, including the school council.



Supporting Transitions

We support children carefully when they: - Start nursery or reception - Move between year groups - Transfer to secondary school - Move to or from another school

Support may include: - Additional visits - Gradual transition programmes - Information sharing between schools - Meetings with parents and professionals

For pupils with a Record of Need, transition planning begins early and includes all relevant services.

Staff Expertise and Training

Our staff are highly trained and experienced. Training includes: - Autism and ADHD - Speech and language support - Emotional wellbeing and mental health - Attachment and trauma-informed practice - Behaviour support and de-escalation

Training is updated regularly to meet the needs of our pupils.

The SENCo has a postgraduate degree in SEN co-ordination and is qualified to deliver the New Forest Parenting Program (NFPP) to parents and carers.

Working with Other Professionals



We work closely with a wide range of services, including: - Educational Psychology - Speech and Language Therapy - Occupational Therapy - CAMHS - Autism and Inclusion Teams – CAMHS - School Nurse and medical services - Early Help and Children’s Hub

Parents may also request support from external agencies, and we work together to ensure continuity.

How do we evaluate our SEND provision?

We regularly review our SEND provision by: - Monitoring pupil progress - Reviewing intervention outcomes - Gathering parent and pupil feedback - Evaluating staff training needs

This ensures our support remains effective and responsive.

Accessibility and Inclusion

We ensure access to: - Adapted workstations - Care and medical plans - Calming zones - Disabled toilet access - Safer handling and attendance plans where required



Complaints and Concerns

If you have a concern about your child’s SEND support, please contact:

1. Your child’s class teacher
2. The SENCo/Deputy Headteacher – Anthea Carroll
3. The Headteacher – Mal Robson

We aim to resolve concerns quickly and positively.

Further Support for Parents

Further Help & Information (Parent Resources)

For additional support, information and advice, you might find these links useful:

Jersey Support

- Jersey Online Directory (SEND & Family Support): <https://www.jod.je/kb5/jersey/directory/home.page>
- Mind Jersey: <https://mindjersey.org.uk/>
- Jersey Young Carers: <https://www.youngcarersjersey.org/>
- Children's Hub Jersey: <https://www.gov.je/Health/ChildrenAndFamilies/Pages/ChildrensHub.aspx>
- Government of Jersey Education Department (SEND info): <https://www.gov.je/education>
- Autism Jersey: [Autism Jersey](#)
- CAMHS Jersey: [Child and Adolescent Mental Health Service \(CAMHS\) Jersey](#)

National SEND Support (UK)

- SENDIASS (Independent SEND advice): <https://www.sendiassnwa.co.uk/>
- IPSEA (SEND legal advice): <https://www.ipsea.org.uk/>
- Council for Disabled Children: <https://councilfordisabledchildren.org.uk/>
- National Autistic Society: <https://www.autism.org.uk/>
- Contact (disabled children's charity): <https://contact.org.uk/>

Health & Well-Being

- BBC Bitesize SEND learning support: <https://www.bbc.co.uk/bitesize/articles/zfndr82>
- YoungMinds (parent mental health support): <https://youngminds.org.uk/>

Information leaflets are available on request.

Our SEND Priorities

We aim to: - Continue developing staff expertise - Strengthen partnerships with families – Build connections and a sense of belonging - Ensure consistent practice across the school - Improve outcomes for all pupils with SEND

If you would like help understanding this report, please contact the SENCo.