

# Springwood Heath Primary School

## Special Educational Needs & Disability Policy.

**“Success together through caring and learning”.**

### **Rationale:**

At Springwood Heath Primary School we believe an entitlement to learning must be an entitlement for all pupils.

Every child should have access to an appropriate education, which ensures that they have the chance to succeed and achieve, whatever their individual needs and the potential barriers to their learning may be.

We recognise the link between the health and well being of children and young people which contributes to their attainment and achievement. In turn this enables children to thrive and achieve their full potential.

At Springwood Heath we provide all pupils with the opportunities to achieve their personal potential.

### **Introduction:**

**‘Our vision for children and young people with special needs is the same as for all children and young people – that they achieve well in their early years, at school and in college; lead happy and fulfilled lives; and have choice and control.’**

(Department for Education)

The National Curriculum in England framework document, July 2013 emphasises the importance of providing effective learning opportunities for all pupils and offers two key principles for inclusion,

- ❖ Setting suitable challenges.
- ❖ Responding to pupils needs and overcoming potential barriers for individuals and groups of pupils.

The Code of Practice 2014 states:

All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

In order to meet the needs of children who have special educational needs, Springwood Heath will adopt a graduated response following the Code of Practice, 2014, as introduced by the Children and Families Act 2014, which encompasses an array of strategies.

- ❖ At Springwood Heath we recognise the wide range of special educational needs children may have and we will make full use of all available classroom and school resources before seeking external assistance
- ❖ At Springwood Heath where possible, children will participate in all decision-making processes that occur in education, including contributing to their Planning for Progress, discussions about choice of schools, contributing to the assessment of their needs and to their Education Health Care Plan & transition process. At Springwood Heath children will feel confident that they will be listened to and that their views are valued.
- ❖ Parents/carers will be fully involved in the Springwood Heath early response for their child, understand the purpose of any intervention or programme of action and be told about the Liverpool Parent Partnership Service when SEN has been identified. We recognise it is vitally important that we welcome and encourage our parents to participate throughout their child's educational career at Springwood Heath. We acknowledge and draw on parental knowledge and expertise in relation to their child and respect the differing needs parents themselves may have.
- ❖ All children will feel happy, safe, respected and included in the school environment. All our staff are proactive in promoting positive behaviour in the classroom, playground and the wider school community,
- ❖ For all pupils we will use the Graduated Approach and the four strands of Assess, Plan, Do and Review to ensure that children are supported. We will focus on the child's learning characteristics, the learning environment that Springwood Heath is providing for the child, the task and teaching style, so that all children are enabled to learn effectively.
- ❖ At Springwood Heath we will develop strong partnerships between, parents, other schools, Health, Social Care and Children's Services, in order to remove barriers to participation and learning.

### **Inclusion at Springwood Heath:**

We ensure that all children are valued equally and that learning support at Springwood Heath Primary School will be available to all pupils and will address issues of gender, race, ability, mobility and culture positively and without prejudice. The following issues related to child diversity are addressed in all whole school policies.

- ❖ **GENDER** – provide equal opportunities for boys and girls through guiding pupils in choice of tasks and towards activities, which do not reinforce stereotypes.
- ❖ **MULTICULTURAL** – children will have the opportunity to explore and learn from comparative cultures.
- ❖ **EDUCATIONAL AND PHYSICAL NEEDS** - all lessons are accessible to all pupils and opportunities will be provided to support the learning and participation of all children.
- ❖ **SOCIAL DEVELOPMENT** – children will be given the opportunities to work individually to become actively involved in their own learning and in groups which will allow children to work collaboratively to develop their skills of co-

operation and positive discussion, this will lead to an appreciation of other people's ideas and feelings.

Child difference will be used as a tool for teaching and learning.

### **Roles and Responsibilities:**

The School Governing Body, Headteacher, Senior Leadership Team and SENCO are responsible for co-ordinating the educational provision for children with Special Educational Needs (SEN) within Springwood Heath Primary School.

As school leaders we will regularly review how expertise and resources used to address SEN can be used to build the quality of whole-school provision as part of our approach to school improvement.

### **The Governing Body's responsibilities include:**

- In conjunction with the head teacher, deciding the school's policy and approach to meeting the needs of pupils
- Ensuring that provision for SEND pupils is made and that it promotes high standards
- Ensuring that objectives are set for SEND as part of performance management framework
- Making sure that a 'responsible person' is appointed to ensure that all involved with teaching pupils with EHCP are informed.
- Selecting a SEN Governor to oversee the school's SEN arrangements (non-statutory, but most governing bodies follow this approach) Our SEN Governor is Clare Roberts.
- Ensuring that pupils with SEND are fully involved in the school's activities
- Reporting to parents on the success of the school's SEND policy and provision including deployment of additional funds
- Having regard to the Code of Practice when carrying out responsibilities towards SEND pupils
- Making sure that parents of SEND pupils are notified of the provision for their child
- Being fully involved in the development of, and subsequent reviewing of, SEND policy
- Ensuring that they possess up-to-date knowledge of the school's SEND provision, including funding and deployment of staff/resources
- Ensuring that SEND provision is integrated into the School Improvement Plan
- Ensuring that SEND provision is constantly monitored

**The Head Teacher, Mrs Jo Costello**, has responsibility for the day to day management of all aspects of the school's work including provision for children with SEND. The Head Teacher will keep the Governing Body fully informed and also work closely with the school's SENCO and SEND Team.

**The school's SENCO, Mrs Claire Yates and the SEND Team** work closely with the Head Teacher and will be closely involved in the strategic development of the SEND policy and provision, having responsibility for day to day operation of the school's SEND policy and for co-ordinating provision for pupils with SEND. The SENCO and

SEND Team will, “seek to develop ways of overcoming barriers to learning and sustaining effective teaching through the analysis and assessment of children’s needs, by monitoring the quality of teaching, standards of pupils achievements and by setting targets for improvement.

The key responsibilities of the SENCO may include:

- Overseeing the day-to-day operation of the school’s SEND policy.
- Coordinating provision for children with SEND.
- Liaising with the relevant Designated Teacher where a looked after pupil has SEND.
- Advising on the graduated approach to providing SEND support.
- Advising on the deployment of the school’s delegated budget and other resources to meet pupils’ needs effectively.
- Liaising with parents of pupils with SEND.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Being a key point of contact with external agencies, especially the local authority and its support services.
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- Working with the Headteacher and School Governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with SEND up to date.

**All Teachers and Support Staff** will be involved in the development of the school’s special educational needs policy, and be fully aware of the school’s procedures for identifying, assessing and making provision for pupils with special educational needs. Every teacher is a teacher for every pupil.

- Teachers, supported by the senior leadership team will make regular assessments of progress of all pupils. These assessments will identify pupils making less than expected progress given their age and individual circumstances. Our teachers’ first response will be high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected, our teachers working with our SENCO will assess whether the child has SEN whilst continuing to put in additional teaching and interventions designed to secure better progress.
- The quality of teaching for pupils with SEND and the progress made by pupils are core parts of the school’s performance management arrangements and its approach to professional development for all teaching and support staff.

### **National Curriculum**

The inclusive curriculum offers scope for considerable flexibility so that pupils with diverse needs can make progress. All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessments to set targets which are ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned using Adaptive teaching to address potential areas of difficulty and to remove barriers to pupil achievement.

At Springwood Heath Primary School this will include:

- ❖ More focused differentiation of existing curriculum activities and materials relating them more specifically to individual learning strengths and needs.

- ❖ Individualised teaching programmes directly targeting pupils' particular difficulties.
- ❖ Alternative means of accessing curriculum and assessment through the use of ICT, adapted teaching materials, specialist equipment and alternative or augmentative forms of communication.
- ❖ Using the flexibility within the curriculum to devote additional time to activities, which address pupils' learning needs or build on their strengths and interests.
- ❖ Using specific teaching methods that are appropriate for meeting particular pupils' learning needs, e.g. Dyslexia - using a multi sensory approach, (auditory, kinaesthetic, visual/special, oral, tactile), alternative ways of recording, (diagrams, mind maps, tape recorders) pre-written notes, key subject specific words, collaborative working groups.
  
- ❖ Using small group intervention programmes developed for the National Literacy and Numeracy Strategies e.g Read, Write Inc phonics catch up.



### **Springwood Heath Primary School Procedures:**

The school policy for Special Educational Needs follows the guidance of the Code of Practice 2014.

The importance of early identification, assessment and provision for any child who may have Special Educational Needs is paramount within Springwood Heath. We recognise the earlier action is taken, the more responsive the child is likely to be, and the more readily can intervention be made without undue disruption to the organisation of Springwood Heath.

To help identify children who may have special educational needs, we measure children's progress by referring to

- ❖ Their performance monitored half termly by the teacher, SENCO and Headteacher as part of ongoing observation and assessment.
- ❖ The outcomes from the Early Years Profile (until September 2016) and Development Matters.
- ❖ Their performance measured against age expected targets.
- ❖ Standardised screening and assessment tools e.g. Suffolk Reading Test, NFER Non Verbal Reasoning Test, SATs, P levels & PIVATS.
- ❖ Phonics Check list at the end of Year 1.
- ❖ Read, Write Inc Phonics development

### **Early Identification/ Cause for Concern Sheet:**

A child may be identified as having an additional need at any time during the academic year. This identification could come from any of the following,

- ❖ Parents' concern.
- ❖ Class staff concern.
- ❖ In school/outside school agency concern.
- ❖ The child experiencing difficulties in a specific area.
- ❖ Through regular assessments in school.

Any concerns about a child that 'normal' classroom strategies have been exhausted e.g. differentiated resources, over teach, sitting the child elsewhere in the classroom then a Cause for Concern Sheet will be completed by the class teacher and the child's parent/carer, and passed to the school SENCO. Further 'in class' strategies may be suggested to the class teacher and the SENCO may arrange to meet with the parents/carers for further information.

At Springwood Heath we are open and responsive to concerns by parents, and take account of any information that parents provide about their child, as they know their child best.

A Parents Concern Form is also available on the school website.

As part of our graduated response, the child may have their learning needs met through normal teaching and learning strategies e.g. small group teaching, use of ancillary equipment and aids, use of additional schemes/materials at the child's learning level and catch up programmes. Their progress will be monitored by their class teacher and the Assistant Headteachers.

Following a period of classroom intervention, review and discussions with the child and their parents/carers it may be decided to place the child on 'SEN Support' due to their learning difficulty or disability calling for special educational provision that is different from or additional to that normally available for children of the same age. Where it is decided that a child does have SEN, the child's parents/carers will be informed.

### **SEND Support in School**

As soon as a child has been identified as having SEN a graduated approach will be put in place to secure good progress and secure good outcomes. (Assess, Plan, Do Review)

The class teacher working closely with the SENCO and SEND Team will carry out a clear analysis of the child's needs, drawing on the teacher's assessment and experience of the child, their previous progress and attainment, additional school information e.g. behaviour, attendance, experience and concerns from the child's parents/carers and the child's own views.

For some children at Springwood Heath outside professionals from health, social services and education may already be involved. These professionals will be asked to liaise with school to inform the assessments.

A Planning for Progress plan will be completed.

### **Planning for Progress**

At Springwood Heath, early consideration will be given through our Planning for Progress meetings to the desired outcomes, including expected progress and attainment and the views and wishes of the child and their parents/carers in determining the support that is needed and whether it can be provided by adapting our school core offer or whether something different or additional is required.

A clear date for reviewing progress through our Planning for Progress termly meetings will be agreed and parents/carers, child and teaching staff through the Planning for Progress plan will understand the actions and strategies to be put in place linked to our school's Provision Map; to help the child achieve their 'Next Steps' and remove any barriers to their learning.

Parents will be fully involved in the planned support and interventions and through the Planning for Progress plan will be asked to contribute and support their child at home through 'Parent/Carers support'

The class teacher will oversee, plan and work with all children with additional needs in their classroom to ensure that progress is being made and their 'next steps' are planned.

All additional teachers and support staff who work with the child away from the main class will be made aware of the child's needs by the class teacher. The desired outcomes, the support provided and any teaching strategies or approaches that are

required will also be overseen by the class teacher. The class teacher and Assistant Heads will assess the impact of the support, the quality and interventions and how they can be linked to classroom teaching.

### **Provision Map/School & Local Offer**

Provision maps are an efficient way of showing all the provision that the school makes which is additional to and different from that which is offered through the school's curriculum.

Springwood Heath's provision map covers the four broad areas of need – Communication & Interaction, Cognition & Learning, Social, Emotional & Mental Health difficulties, Sensory and/or physical needs. The school's provision map for targeted support for individuals/small groups in the short and medium term provision and specialised individual support for medium to long term provision is linked to the Planning for Progress plan and the areas of need to achieve outcomes.

As part of the changes within the Children and Families Bill, local authorities are required to develop a 'Local Offer', which will provide information for children, young people with special educational needs and disabilities (SEND) and their parents/carers in a single place, helping them to understand what services they and their families can expect from a range of local agencies.

Liverpool's local offer can be found on [www.liverpool.gov.uk/localoffer](http://www.liverpool.gov.uk/localoffer).

Springwood Heath's school offer can be found on this site, on our school website and also on staff share.

### **Wave Model of Intervention at Springwood Heath**

The wave model starts from the premise that Wave 1 (Whole School Universal Quality First Teaching) is the effective inclusion of all children in high quality teaching and learning.

At Wave 2 (Targeted support for individuals or small groups – Short/Medium Term)) interventions are aimed at children who can be expected to 'catch up' with their peers as a result of the intervention. The interventions are short and will last no more than 6 weeks. Progress is tracked by a baseline assessment at the start and end of the intervention in order to evaluate the effectiveness and impact. Interventions are monitored by the child's class teacher and Assistant Head through the class profile.

At Wave 3 (Specialised Individual Support – Medium/Long term) is individual specific targeted support for children identified as requiring support that is 'additional to and different from a differentiated curriculum e.g. 1:1 speech therapy support, Planning for Progress Plan.

Our whole school provision map identifies Interventions, strategies and resources linked to the Wave Model.

### **Enhanced/SEN Profile**

For those children at Springwood Heath who have complex SEN needs an enhanced/SEN profile is completed. The profile is based on 'person centred planning' and promotes personalised learning explaining how to support the child's health/condition needs and ways to work and help each child. The profile is a working document which includes the views of the school staff, child and their parents/carers.

### **Primary Consortium**

Springwood Heath plays an active part in the South Liverpool Consortium of Primary Schools. The primary schools work together to meet the needs of all children with SEN. Children are identified through their primary need, as to who may benefit from

additional support from Outreach Services. Each Consortium commissions outreach services from mainstream and specialist schools that offer a varied menu of support. This includes whole school training, working with parents, pupil led support and individual work with consortium Special Educational Needs Co-ordinators (SENCO). Outreach support for pupils with Complex Learning Difficulties, Behavioural and Emotional Difficulties, Autistic Spectrum Disorder and Physical Difficulties

can be accessed at consortia. Educational Psychologists work with consortia to ensure children are prioritised according to need and offer a range of interventions, assessments and training to schools and individual children and their families.

Specialist services also work with each consortium as a 'Team around the Schools' (TAS(s)). This ensures that children with SEN and vulnerable children have their needs met. Specialist services that make up the TAS(s) include:

- Educational Psychologist
- School Nurse
- Attendance and Education Welfare Officer
- Children's Centre Manager
- Family Support Service
- CAMHS
- Special Educational Needs Inclusion Support Service.

### **CAF (Common Assessment Framework/ EHAT (Liverpool's Early Help Assessment Tool)**

The Liverpool EHAT was formally known as the Common Assessment Framework although the principles of holistic assessments for early help remain. The EHAT replaces existing processes. Liverpool has moved to a family assessment to prevent the need for separate assessments for various children within a family, as this helps to create a better understanding of the child or children within the context of the broader family (whole family approach) The EHAT is a shared assessment tool for use across all services for children and families. It aims to help early identification of children who may need additional support and promote co-ordinated service provision.

The EHAT is undertaken with the consent and full participation of children and their families.

At Springwood Heath the EHAT is offered to families where it has been recognised that the families need more than one agency involvement.

The SEN Team within Springwood Heath have attended training, can initiate an EHAT and be a Lead Professional where this is appropriate.

### **Involving Specialists**

At Springwood Heath Primary School, we recognise that meeting the special educational needs of individual children requires a flexible, seamless service and the involvement of outside specialists can play an important part in the very early identification of special educational needs and in advising on effective provision designed to prevent the development of more significant needs.

At Springwood Heath we will involve specialists at any point:

- To advise on the early identification of SEN and effective support and interventions.
- When a child continues to make less than expected progress, no progress over a sustained period or they continue to work at levels substantially below



those of pupils of a similar age, despite school support and interventions that are matched to their area of need.

The child's parents will be fully involved in any decision to involve specialists and this will be discussed and agreed at their child's Planning for Progress review.

Specialist support will be sought from in school e.g. Outreach Team for children with physical difficulties and fine/gross motor difficulties, Liverpool CAAT Team and the schools Speech & Language Consultant as well as specialists from Education e.g. Occupational Therapy, Sensory Service; via the Consortium e.g. Educational Psychologists, Outreach Services and from Health e.g. Speech & Language Therapy, CAMHS, physiotherapists.

Referral forms will be completed and permission signatures gained at the earliest opportunity.

Following the child's assessment the recommended teaching approaches, strategies and interventions will be included within the child's Planning for Progress plan in order to support the child's progress in meeting the desired outcomes.

### **Statement of Special Educational Needs/Education Health Care Plan**

From September 2014 the new Children and Families Act 2014 became law. This means the current Statement of Special Educational Needs will be replaced with the Education, Health and Care Plan (EHCP) running from birth to age 25 years for children with special educational needs.

The main differences are that the EHCP is:

- More person centered with engagement and involvement from parents/carers, and children/young people in the process.
- More coordinated assessment process across education, health and care services.
- Focuses on outcomes to be achieved for each child/young person.

For those children at Springwood Heath with a Statement of Special Educational Needs these will be transferred into the EHCP process over the next three years.

The needs of the great majority of children who have special educational needs should be met effectively under the Springwood Heath's school based SEN support, without needing to make an application for an Education Health Care Plan. In making a referral, we must demonstrate through our Planning for Progress that a child's needs remain so substantial that they cannot be met effectively within the resources normally available at Springwood Heath and through the additional needs funding.

### **Resource and Financial Planning**

All schools are provided with resources they can use to support those with additional needs, including children and young people with SEN and disabilities. Within our school budget we have an amount identified within our overall budget called the 'Notional SEN budget'. Through this budget we are able to plan to determine our approach and resources to support our children with SEN. As a mainstream school

we are expected to provide additional support which costs up to £10,000 (£6,000 notional SEN budget plus £4,000 AWP - Annual Weighted Pupil Unit core funding) However, where the cost of special educational needs provision required to meet the needs of an individual child exceeds this level an application for 'top up' funding will be made which will then be considered by the LA.

For High Needs Pupils e.g. those with a Statement or Education Health Care Plan and those whose development/learning and or behaviour needs are significantly 'additional to' or different from' the differentiated curriculum and educational provision made generally for the SEN children at Springwood Heath then an application will be made to 'top up' from the 'High Needs Block'. The LA has developed 5 discreet bands which capture the diverse range of children's needs. These bands are not condition specific but focus on the children's need for additional intervention and support. Therefore children will be assigned to a band that most accurately reflects their needs.

In addition, Springwood Heath has,

- ❖ A SENCO, who is a member of the Leadership Team.
- ❖ An Outreach Team that specialise working with children who have a physical disability and fine and gross motor difficulties.
- ❖ Learning Support Staff who provide support within the classroom, in groups or to meet children's individual needs.
- ❖ Where funds allow, additional specialist staff may be provided for assessment, e.g. Educational Psychologist
- ❖ Additional Funding – Springwood Heath will seek additional funding to support the special educational needs of their pupils at home and at school, e.g. Service Level Agreement with ACE Centre North, ICT/Communication aids loan service, funded by Children's Services & Clinical Commissioning Group and based at Springwood Heath.

### **Communication in school:**

- ❖ All staff liaise regularly with the school SENCO and SEN Team.
- ❖ All outside specialist visitors to school and in school assessments are recorded on the schools Google calendar.
- ❖ The SENCO, SEN Team and Outreach Team hold regular 'update' meetings to monitor SEN within Springwood Heath.
- ❖ Minutes from the LA SENCO Briefings every term, are discussed at the Leadership Team Meetings, and Phase Meetings.
- ❖ Review/Concern meetings for individual children are held when appropriate and minuted.
- ❖ The Head Teacher is involved/informed of all aspects of SEN within Springwood Heath.
- ❖ All SEN, Year 6 records, are forwarded to the child's secondary school at the start of school year following transfer. The SENCO and upper Phase Leader meet with the secondary school SENCO's prior to the children transferring.
- ❖ Records are requested or forwarded where children are admitted to, or leave the school throughout the academic year, wherever possible.
- ❖

### **Parents as Partners:**

At Springwood Heath, we feel the relationship between our parents and the school has a crucial bearing on their child's educational progress and the effectiveness of our school action, especially for those children with special educational needs.

School is often the first point of contact for parents. Parents will be fully involved in the school-based response for their child, understand the purpose of the Graduated Approach any intervention or programme of action, and be told about the parent partnership service when SEN is identified. All our parents with children who have special educational needs will be treated as partners.

We actively encourage all of our parents to support their child through positive attitudes, giving user-friendly information and effective communication. However, all our staff are aware of the pressures a parent may be under because of the child's needs. Therefore, to make communications effective we:

- ❖ Acknowledge and draw on parental knowledge and expertise in relation to their child.
- ❖ Focus on the children's strengths as well as areas of additional need.
- ❖ Recognise the personal and emotional investment of parents and be aware of their feelings.
- ❖ Ensure that parents understand procedures, are aware of how to access support in preparing their contributions, and are given documents to be discussed well before meetings.
- ❖ Respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints.
- ❖ Respect the differing needs parents themselves may have, such as a disability, or communication and linguistic barriers.
- ❖ Recognise the need for flexibility in the timing and structure of meetings.

We recognise that our parents also have a responsibility to communicate effectively with Springwood Heath in supporting their child. At Springwood Heath, parents, should:

- ❖ Communicate regularly with Springwood Heath, and alert staff to any concerns they have about their child's learning.

### **Pupil Participation:**

At Springwood Heath we recognise that, **“children who are capable of forming views, have a right to receive and make known information, to express and opinion, and to have that opinion taken into account in any matters affecting them. The views of the child should be given due weight according to age, maturity and capability of the child”**. (The United Nations Convention on the Rights of the Child.)

Children with special educational needs have a unique knowledge of their own needs and circumstances and their own views about what sort of help they would like to help them make the most of their education. We recognise that there is **“a fine balance between giving the child a voice and encouraging them to make informed decisions, and overburdening them with decision-making procedures where they have insufficient experience and knowledge to make appropriate judgements without additional support”**. (1989 Children's Act.)

- ❖ At Springwood Heath we realise that ascertaining the child's views may not always be easy, especially with very young children and those with severe

communication difficulties, however through a variety of strategies e.g. visual symbols, we will enable this to happen wherever possible.

- ❖ Children will be actively involved in the development of their Planning for Progress at an appropriate level through the differentiated child views proforma. They will become progressively more involved in setting and evaluating their targets within the process.
- ❖ Children's views will be sought and recorded as part of the Planning for Progress and Education Health Care Plan review process where possible.
- ❖ Classroom organisation within Springwood Heath includes opportunities for choice and decision-making for all children, in some part of the day. Children are given time and encouragement to state their views and learn how to explain the reasons for their preferences.
- ❖ Pupil participation is actively sought and views expressed, on a wide range of issues in the organisation and management of the school through the School Council.

At Springwood Heath we ensure that all children with special educational needs are fully involved in all aspects of the life of the school and are enabled to have an equal voice.

**At Springwood Heath Primary School we recognise that every child has unique characteristics, interests, abilities and learning needs. Within our teaching and learning, care and support, we will take into account the wide diversity of these characteristics and needs to ensure all children's needs are met, and all children become independent learners, because**

**“Every Child Matters” within Springwood Heath Primary School.**

Mrs Claire Yates  
September 2024



