



Spring Common Academy

Prospectus



Spring Common Academy
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Spring Common Academy is part of Horizons Education Trust



Welcome



Spring Common Academy is an outstanding community special school for pupils aged 3—19 with special needs in the Huntingdon area.

We are extremely proud of the achievements of all of our pupils and the dedication and care provided by our staff team. We try to be the very best we can be and we encourage all members of our school community to set high standards in whatever they do.

OFSTED found the school to be outstanding in all areas in December 2018 and recognised our shared 'aspiration for pupils' and the 'welcoming environment where pupils can flourish both academically and in their personal development'.

Our pupils leave us as self-confident young people; ready to take on the many challenges that may face them after school within the local community and the wider world.

You are
DIFFERENT
I am
DIFFERENT
And THiS
DIFFERENCE
EnRiChES US



School Information

The School Day: School starts for pupils at 9.10am and finishes at 3.15pm. There is a 15 minute break in the morning and 45 minutes for lunch. Lower school pupils will also have a break in the afternoon. Times of breaks and lunchtimes may vary depending on which phase a pupil is in. A timetable is available for each class at the start of the year.

If parents have arranged transport through the Local Authority, they will be contacted about pick up and drop off times individually.

Lunches: The school has caterers on site who provide hot dinners for pupils each day which can be purchased or are provided through the Free School Meals scheme. A menu is available in advance. Some parents choose to send a packed lunch in for their child.

School Uniform: Our current uniform consists of an embroidered royal blue sweatshirt and a white polo shirt. Pupils in KS4 have the option of a black sweatshirt. We prefer pupils to wear dark grey trousers or a knee length grey skirt. Pupils in Post 16 can wear their own choice of clothes.

Further information is available on our website.



After School Club

We have been successfully running our after school club, Spring Comets, since 2010. This is for pupils between the ages of 8 and 14. Children can be considered from the September of the year they turn 8 (school year 3). We have places for 15 children each day.

We offer a wide selection of play activities from sports to cooking, computers to water play, sensory messy play to fun in the ball pool. We encourage the children to make their own selections, discuss ideas for activities and try something new.

We believe that in our club children should feel relaxed and comfortable as they would at home. We encourage children to respect and support each other. This builds a wonderful environment where we see the children's confidence grow.

Spring Comets runs from 3.15pm to 5.15pm Monday to Friday.



Aims

- Create a happy, healthy and safe learning environment in which pupils can enjoy their curiosity for learning.
- Ensure our pupils are safe and can learn to keep themselves and others safe.
- Listen to the views of children and young people and their parents/carers.
- Deliver quality education that offers a broad and balanced curriculum to meet the needs of our pupils with special needs and disabilities with effective SEND provision.
- Promote spiritual, social and cultural understanding so our pupils are prepared for adulthood in a multicultural global society.
- Support our pupils over time to develop personal and emotional resilience and character to enable them to deal with the challenge of deepening relationships over time as adults.
- Value the dedication, expertise and experience of staff and enable them to pursue additional training to enhance their capacity to support the development of their school.
- Share our special educational needs expertise and practice with others.

Values



Provision

At Spring Common Academy we will match provision to an individual pupil's needs, the specialist support we offer includes:

- Autism specific strategies such as structured teaching, workstations, visual cues and schedules, elements of TEACCH programme and Attention Autism.
- Sensory provision such as sensory profiles, sensory diet and access to sensory environments.
- Communication through a total communication environment and use of Augmentative and Alternative Communication systems including Makaton signing and PECS.
- Complex Needs support through a multi-sensory curriculum and experienced, trained staff to manage medical needs.
- Early Years provision with a child-centred approach based on the Early Years Foundation Stage curriculum.

Multi Agency Work

At Spring Common Academy we work with a range of professionals who help us to support our pupils and families.

We have access to physiotherapists, occupational therapists and speech and language therapists from the health authority who come into school to assess pupils, set up programmes and offer advice. We also have regular visits from a school nurse and host multi-agency meetings run by a paediatrician.

Through the Local Authority we have access to advice from educational psychologists and specialist teachers for hearing and visually impaired.

We work in partnership with social workers and family workers to offer families a joined-up approach to supporting them and their children.



Facilities

At Spring Common Academy we have a range of facilities to help us meet the special educational needs of our pupils.

These include:



Sensory Room



School Shop



Woodland Area



Hydro & Swimming Pools



Ball Pool & Soft Play



Music



Life Skills Suite



Science



Art



EYS Outside Area



Gym

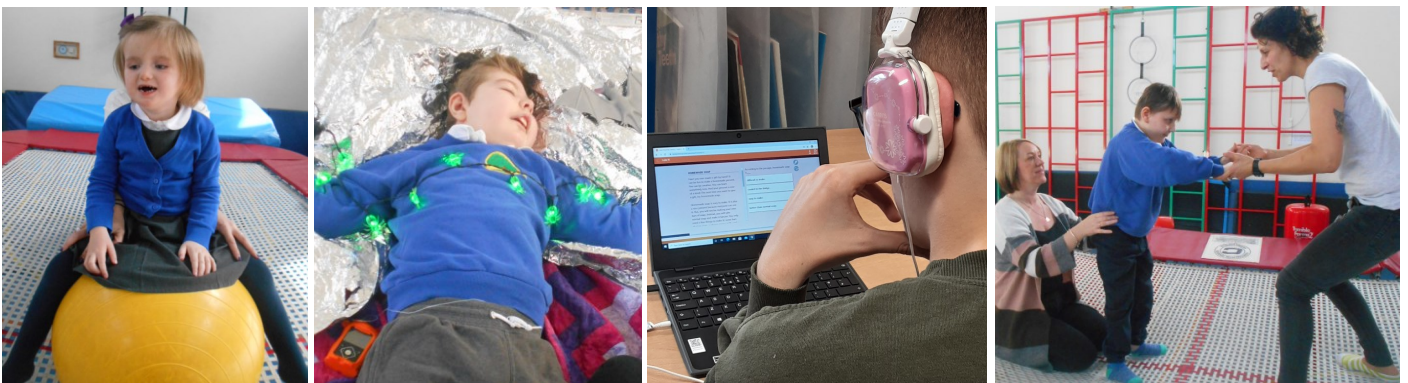


Interventions

We offer a wide range of interventions to support pupils with specific needs. This includes rebound therapy, hydrotherapy and physiotherapy for our pupils with physical difficulties.

We also offer specialist speech and language therapy programmes such as Attention Autism to develop attention and focus.

Focussed, short term interventions to develop identified literacy and numeracy skills are implemented as required.



School Council

The school council are the voice of the students at school. Their role is to help keep our school the best place to be! School council members are voted for by their peers, with representatives from each class in upper Key Stage 2 through to Post-16. The school council meet regularly to share ideas, discuss problems and identify solutions about the things that matter to them. They also play a role as advocates for the Arts, being active, and looking after our environment.



Curriculum & Assessment



Our curriculum builds upon and extends the knowledge, skills and understanding of our pupils, with learners having opportunities to access academic and vocational accreditations.

We have very high expectations of our learners and believe that they are capable of taking control of their own learning. We embrace the absolute necessity of providing a broad, balanced and coordinated curriculum. This is appropriate to the needs of the learner, ensuring that, the design and organisation of our whole curriculum and assessment are empathetic to the needs and rights of children and young adults with SEN and disabilities.



Spring Common Academy

CURRICULUM OVERVIEW

INTENT

Preparation for Adulthood: From the earliest years pupils will be supported to prepare for the next stage in their lives including education and/or employment, independent living – having choice, control and the support they need, participating in society and the local community, being as healthy as possible.

ERCP	Cognition & Learning			SEMH		Sensory & Physical		Communication & Interaction		
Values	Listening	Collaboration	Innovation	Trust	Communication	Building confidence	Integrity	Empathy	Respect	

IMPLEMENTATION

Curricula Modes	Pre-formal			Semi-formal			Formal			
EYF5	Literacy	Communication & language		Mathematics	Understanding the world	Expressive arts & design	Personal, social and emotional development		Physical development	
Learning Approaches	Communication		Reasoning	Our World		Creativity	Myself		Movement	
Subjects	English	Mathematics	Science	Computing	Humanities & MFL	RE	Life Skills	Art & Music	PSHE & Citizenship	PE
Therapies	Speech & Language			Physiotherapy			Sensory Integration			

IMPACT

Learning Journey EYF5 > KS1 > KS2 > KS3

ERCP	Learning Behaviours	Self-regulation	Independence	Communication
Statutory Expectations	Early Learning Goals / Engagement / Pre Key Stage Standards			

Learning Journey KS3 > KS4 > P16

Foundations for the future	Employability		Healthy Living		Daily Living Skills		Community Inclusion	
ERCP	Independent learning	Self-advocacy	Self-regulation		Life Skills		Social Communication	
Gatsby Benchmarks	A stable careers programme	Learning from career and labour market information	Addressing the needs of each pupil	Linking curriculum learning to careers	Encounters with employers and employees	Experiences of workplaces	Encounters with further and higher education	Personal guidance
Accreditation	Functional Skills / ASDAN / Unit Awards							

Outcomes for adulthood	Supported Living, day services			FE College, supported employment			FE College, apprenticeship, employment			
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Curriculum & Assessment

Our curriculum and provision builds on cross-curricular themes from Early Years up. There is a balance of child-led and teacher-directed learning activities taking place both inside and outside the classroom. We focus on developing their interest in and curiosity about the world.

Older pupils access a provision based on the appropriate areas of the National Curriculum, including an emphasis on functional learning through 'Life Skills'.

The delivery of the curriculum is flexible, with teachers making professional decisions as to how best to meet the needs of pupils.

Pupils are assessed using a system which is appropriate to their age and level of development and includes the EYFS areas of learning, Routes for Learning, SCALES (Spring Common Academy Levels) and Milestones.

For all assessment tracking systems at Spring Common Academy we use four levels of mastery: emerging, developing, established and consolidated. This allows us to acknowledge and celebrate even very small steps of progress. We recognise the importance of a skill being mastered before moving a pupil on.

All our pupils are able to participate fully in an appropriate curriculum and make good progress, regardless of their educational needs or disability.



Future Pathways

At Spring Common Academy we are always thinking about how we prepare our pupils for the next stage in their lives. The four areas of Preparation for Adulthood: employability, healthy living, daily living skills and community inclusion; underpin our provision and curriculum from the earliest phase in school.

As pupils move into Key Stage 4 and Post 16 we work closely with the Local Authority additional needs personal adviser and post school providers to set out individualised pathways for our young people. In preparation for life after school we provide our pupils with a wide range of activities and opportunities including:

- In-school vocational activities – horticulture, retail, catering and enterprise.
- External community based activities – Godmanchester Nature Reserve, community allotment, The Norris Museum in St Ives.
- College links – Cambridge Regional College, Huntingdon Campus and transition visits to other providers.
- Independent travel – bus and train travel, including an international link with a school in Belgium for a small number of pupils.
- Off-site sports and leisure activities, including:
 - Fitness at One Leisure.
 - Rowing on the river at Oundle School.
 - Swimming at Hinchingsbrooke School.
 - Adaptive Cycling at Hinchingsbrooke Park.
 - Golf instruction at the Brampton Golf Club driving range.
- Our offer of experiences includes a range of possible workplace visits, work shadowing, work experience and career-related volunteering and citizenship. We have a graduated programme of employer engagement for our learners, and record and monitor each individual's range of experiences to provide a breadth of opportunity. Placements have included: supermarkets, offices, care homes, restaurants, country parks, museums and other local businesses/ organisations as well as internal work placements with site managers etc.



Parents and Carers



At Spring Common Academy we aim to work in partnership with parents and carers to achieve the best outcomes for our pupils.

Due to our large catchment area we appreciate that it is difficult for some of our parents and carers to come into school on a regular basis and we acknowledge that many miss the school gate culture and opportunities to chat with other families.

We encourage our parents and carers to attend events in school such as sports day and our welcome barbeque for families, theme days and performances which are held throughout the year.

We have more formal meetings for parents and carers including termly parent consultations and an annual EHCP review meeting.

Parents and carers are also invited into school for physiotherapy and occupational therapy appointments for their children and to speak with other professionals such as speech and language therapists. We also offer training for parents in Makaton signing.

Parent and carer representatives sit on our Academy Advisory Group.

In response to the Covid-19 pandemic we have been offering virtual meetings for parents and carers and these have been positively received. This is something we intend to continue.



Behaviour & Attendance

Behaviour: The pupils at Spring Common Academy are well-behaved. We believe that our children and young people are happy when they behave well and when that behaviour is recognised and acknowledged by adults and their peers. Children are able to behave well when their needs are well met in school and at home.

Supporting them to effectively communicate is a very important part of helping children and young people to behave appropriately. We actively encourage our pupils to choose the right thing to do and where appropriate explain the consequences of their choices both good and bad.

At Spring Common Academy we encourage all staff to reflect on what might be the underlying issues that drive or trigger behaviour in children and to think about ways of responding to challenging behaviour in a non-judgemental and supportive way.

Attendance: The DfE has set out clear guidance to promote full attendance and expects all pupils to achieve 95% attendance. Below 90% attendance is persistent absence.

In making decisions about pupil attendance the school will appropriately take into account medical reasons and exceptional circumstances in discussion with parents and when appropriate seek guidance from the Cambridgeshire Local Authority Educational Welfare Officer.

Family holidays should not be taken during term time.

Safeguarding

We take our responsibilities for safeguarding children and young people very seriously and follow agreed safeguarding and child protection procedures in partnership with the Local Authority. These procedures are regularly reviewed and updated in line with national and local guidance.

All staff are trained annually and have clearance to work with children and young adults. We have clear procedures in place to report any concerns.

We teach our learners to keep themselves safe, both within the school grounds and in the wider world. We work closely with parents and other agencies to ensure there is clarity and understanding of our procedures in relation to child protection.



Useful Links

- Your child's uniform can be ordered from **My Clothing**
www.myclothing.com or 0800 069 9949
- **Statutory Assessment** can assist with queries regarding placements and your child's Education Health Care Plan (EHCP)
01480 372600
- Cambridgeshire County Council **Transport**
01223 715596



Complaints Procedure

If you have a problem with something at school, we want to do our best to help you. The best way to do this is by making an appointment to come into school to have a chat, or ask your child's teacher to telephone you via the home/school diary. In most cases, problems can be solved this way.

We recognise that sometimes, this may not be the answer. When this is the case we ask that you refer to Spring Common Academy's Complaints Policy, which can be found on our website. In the policy you can find information about the informal, formal and appeals processes. It is important to follow the steps set out in the policy when registering a complaint.

Further information can be found on our website.



Artsmark
Silver Award
Awarded by Arts
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National Support School
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Teaching & Leadership



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