

SPRING COMMON ACADEMY

"You Are Different - I Am Different - And this Difference Enriches Us"



SEN Report 2022

Spring Common School – SEN Report 2022

Welcome to Spring Common Academy:

This report fulfils the requirements of ‘Special educational needs (Information) regulations, September 2014 section 65(3) (a)

1. What are the kinds of special educational needs for which provision is made at the school?

Spring Common Academy is an Area special school for children and young people age 2 to 19 and can cater up to 195 pupils on roll.

The school follows the ‘Cambridgeshire Local Authority area brief and specification’ which means the school accepts a wide range of SEND pupils in an inclusive setting.

We provide a balanced education which is appropriately paced and differentiated to meet students individual education needs. We offer three educational pathways:

Pre – formal (non – subject specific)

Semi – formal

Formal

At Spring Common identified needs will be complex and significant in the area of cognition and learning (PMLD, SLD or MLD with other co- occurring conditions).

Many pupils in the school have a diagnosis of autism spectrum condition and associated needs in the area of communication and interaction or social, emotional and mental health.

We do have superb facilities to cater for children with physical and sensory disabilities which includes physiotherapy and hydrotherapy pools. We particularly welcome children with medical conditions and disabilities and have experienced staff to support children with life limiting conditions.

2. What are the school’s policies for making provision for pupils with special educational needs whether or not pupils have EHCP and how is it evaluated?

All pupils will have an Education and health care plan (EHCP) issued by their Local Authority. Most placements are from Cambridgeshire Local Authority but we do welcome pupils from neighbouring authorities in liaison with the Cambridgeshire Statutory Assessment Team.

Most pupil admissions come direct from Cambridgeshire Local Authority after their panel system recommends a special school placement for our 195 placements.

3. (a) Information about the school’s policies for making provision for pupils with special educational needs whether or not pupils have EHCP and how is it evaluated?

All pupils attending Spring Common Academy have an EHCP and the funding provided via a matrix system provides the cost of the educational placement. The Spring Common Academy Trust admission statement for Spring Common Academy (on website) is used to determine admission.

The school signs an agreement with Cambridgeshire Local Authority that the school may be named

on the EHCP and the school then lists the pupil on the school roll.

Spring Common Academy has a system of provision mapping to ensure that the provision required is itemised and timetabled for the teacher and parent. We check and evaluate this at the Initial review and at subsequent Annual Reviews. We send copies of class and personal timetables and plans to parents and carers.

We monitor pupil outcomes robustly and this is reported to the Academy Advisory Group and Board of Trustees.

We measure the impact of provision when we evaluate pupil outcomes and compare groups of pupils for Pupil premium and disadvantaged groups, types of SEN, gender and ethnicity. Our Equalities and diversity Plan enables us to triangulate provision and ensure that priorities can be identified in a systematic way.

The EHCP document provides an action plan of details to explain the success criteria for identified actions from education, health and social care. As a school we track professional engagement and attendance at reviews and seek wider cooperation if required to meet legal obligations.

3. (b) The school's arrangements for assessing and reviewing the progress of pupils with special educational needs.

The framework of Ethos, Values and aims:

Spring Common values include: Moral purpose, Trust and respect, Listening, Integrity, Communication, Building confidence, Empathy, Collaboration and enabling innovation. These permeate our work and how we approach our pupils, parents and carers.

We aim to provide learning opportunities with an extensive range of educational experiences in a calm and low arousal environment. All staff want our pupils to enjoy school and feel they are part of a caring community.

We provide for all our pupils specialist teaching which sets clear aims and intended pupil outcomes using effective methods and resources to meet the special needs of our pupils overtime.

We also set annual targets for our pupils and share this information with parents and carers through the learning pathway. We seek to develop all aspects of education to support our pupils to prepare them to successfully gain independence as they prepare for adulthood.

We offer a broad and balanced curriculum which stimulates wide interests in cultural, aesthetic, physical and environmental issues. We are an International School so we seek to provide an International dimension to our curriculum design and delivery.

As far as possible we plan that our pupils will be active in their learning and fully involved to provide feedback when possible to staff.

Spring Common Academy has a wide range of partnerships that widen opportunities for learning within the community or for visitors to come in to share their expertise and creativity.

Spring Common is a Friendly and purposeful school

Spring Common Academy values learning for pupils, staff and visitors. We are a Teaching School and therefore enable students or staff from Universities or Initial teacher training to develop learning and research within our school environment.

We have a reflective approach to develop strategies to support our pupils and to strengthen the confidence of team working around each pupil.

The school has effective leadership and management that is values driven and ensures the school values are embedded by the staff team.

At Spring Common we look holistically at the whole child planning to programmes of study for appropriate education which links to spiritual, moral, social, cultural educational needs or support to meet the therapeutic needs of each pupil due to medical conditions. This child centred approach begins in Early Years and continues to be documented over time through our learning Journey reports shared with parents and pupils.

Our staff team strives to provide outstanding service to our families ensuring all aspects of pupil progress are shared and supported.

Our 'After school club called Spring Comets' is currently a service level agreement with Cambridgeshire Local Authority to support children from age 8 to 16. The After school club leader is a member of our teaching Assistant team and staff are recruited from the school staff team.

4. How will the school staff support my child?

Staff details are published on our school website and school contact details. Our School offer describes the links to other organisations linked to this special school.

Staffing levels for each class are based on the special needs and disabilities of pupils per class. Our maximum class size is 10 pupils. Some classes have fewer pupils to accommodate personal equipment within classrooms to enable inclusion.

The school receives advice from health professionals and from EHCP or medical reports to enable provision and timetables to be planned.

Parents may come in to talk to the school about staff support but need to understand the financial constraints at this time and advantages of school wide planning and delivery of a quality service. Overall in 2021 parents expressed a high level of satisfaction for the support received for their child or young person.

5. What training do staff have in relation to the needs of pupils?

Due to the popularity of the school retention of staff is assured by access to frequent and quality training opportunities. Our Trustees appreciate that providing teachers and assistants with the training they need leads to an outstanding school overall.

All staff have job descriptions which detail the qualifications, skills and personal attributes required for each job in the school.

The school has a comprehensive induction programme for all job types and this is supported by

an assigned mentor until induction is completed to a high standard expected.

We train staff to work with the full range of pupils in the school and provide enhanced medical training as required for staff teams to support pupils with complex medical conditions to ensure sufficiency of staff cover and overall safety.

We ensure that training for medical conditions includes competency based training bespoke to the individual needs of pupils. The staff team receives a termly 'Training and meetings calendar' which links training to the School Development Plan priorities and Equalities plan objectives.

The school has an Assistant Head with accountabilities for staff training and development because this is viewed as a core priority for the school to enable us to continue as an outstanding education provider.

6. How will equipment and facilities be provided to support at Spring Common?

Cambridgeshire Local Authority have an Equipment and resources fund for special schools and this means recommendations from health professionals go directly to the SAT (Statutory Assessment Team) for the Local Authority to purchase for pupils.

The school has made significant progress with the development of special school facilities to cater for the full range of SEND pupils who may need to access Spring Common.

The school has a hydrotherapy and trainer pool in addition to a purpose built gym. Spring Common has staff trained to support children with physical disabilities and moving and handling to ensure safeguarding.

The school grounds provide good opportunities for Physical education and exercise and outside play for children. Play areas are zoned so that pupils have age appropriate areas and supervision by staff.

The school is outward facing and organises visits in the community to access facilities to widen learning experiences.

Parents and carers are welcome to visit Spring Common Academy prior to the admission of their child to discuss their ideas for provision with us.

7. How are parents involved in the school? How can I get involved?

Parents and carers are encouraged to be fully involved with us and parents can access:

- Visit prior to admission
- Admission meeting
- Home to School agreement
- Consultation questionnaires
- Home to school diary
- Termly newsletters
- Initial review to discuss provision and timetable
- Annual review of Statement of special needs or EHCP
- Parent coffee mornings and training workshops

- Open evenings / Moving on evening
- Parental representation on the Academy Advisory Group

For further information please contact: the Head Teacher Tel: 01480 – 377404

8. What are the arrangements for consulting young people with special educational needs about and involving them in their education?

We have an active School Council with representation from classes across the school or as advocates for young children. They support staff interviews and provide advice to the Head Teacher and panel. We find their insights support us to improve our special school so we actively encourage them to participate in other whole school consultations.

Our pupil views are listened to and respected.

We seek the views and participation of pupils for Annual Reviews for EHCP and transition arrangements. We agree with the phrase sometimes cited with regard to the human rights of pupils ‘...nothing about me without me’. However we also realise that many of our pupils require parents to act as advocates for their child or young person and seek to support this challenge.

9. What are the arrangements made to deal with complaints from parents and carers or students in relation to the provision made at Spring Common?

We provide access to our Complaints Procedures through the website and by request from the school office. The first point of contact should be the class teacher.

10. How does Spring Common involve others including health, social services, local authority and voluntary organisations in meeting the needs of pupils and supporting families?

As far as possible we encourage health professionals from Cambridgeshire Community Services to organise clinics and medical appointments in school. They conduct parent surgeries and when possible undertake administration at Spring Common rather than their base at the Oak Tree Centre in Huntingdon. Our school website and school offer provides all contact details and named links and we check accuracy at the beginning of each term.

The school has amended job descriptions to create Specialist Teaching Assistants to support roles such as Physiotherapy, Speech therapy, sensory, Hydrotherapy and Rebound therapy.

We also have created an Autism team with Specialist Teaching Assistants to support our pupils with Autism spectrum condition. They in turn link to a wide range of health and CAMH professionals to ensure that bespoke autism programmes can be developed to meet the needs of pupils.

The school has a PMLD team to support physical and sensory development and to provide quality provision of personal and intimate care.

The sensory support service including Specialist teacher for VI and HI attend the school regularly and plan for the involvement of the VI rehabilitation officer to support pupils to work towards accessibility and independence.

Transport is funded by the Local Authority and organised by the Cambridgeshire Local Authority Transport Department for pupils. There is a move for Post 16 pupils to use independent travel and there is currently a scheme to pay towards costs.

Social workers are Local Authority employees of Cambridgeshire county Council and pupils and families are assigned to the unit model of a Business Manager, Unit Coordinator, social workers and clinical professional team.

The SAT team is responsible for placements to all special schools and any enquiries should be made with the allocated caseworker.

Parents and carers are advised to contact other professional directly to ensure queries or messages are passed to relevant personnel efficiently.

11. What are the schools arrangements for supporting pupils in transferring between phases of education or preparing for adulthood?

The SAT caseworker can be contacted to support arrangements for new placements.

Transitions in school are planned as the pupils move up the age ranges and parents and carers will receive a welcome letter to be introduced to the new class team.

When possible students are fully involved in planning their transitions.

We are fortunate to have assistance from the transitions team who have duties to track the destinations of pupils to age 25. Our Post 16 delivery of Advice information and guidance (AIG) is carefully planned and delivered with access to local college providers and social firms to provide choice and opportunities for pupils when it is appropriate for pupils to leave Spring Common Academy. We have specialist vocational support to enable students to discuss their life long goals regarding employment, volunteering and leisure to live fulfilled and purposeful lives ahead.

12. Links to the Cambridgeshire Local Authority Offer

Our website provides information to link to the Cambridgeshire Local Authority website

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/about-cambridgeshire-s-local-offer/>

Spring Common Academy has developed a School offer section for the Spring Common Academy website www.springcommon.cambs.sch.uk

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