



Spring Common Academy

Prospectus



Spring Common Academy

American Lane

Huntingdon

Cambridgeshire

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Welcome



Spring Common Academy is a community special school for pupils aged 3-19 years 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 following our recent ungraded inspection, comments were as follows; 'Pupils are the beating heart of the school. Warmth and kindness shine through as pupils and adults enjoy being in each other's company. Smiles are aplenty in classrooms, playgrounds and corridors. Pupils develop friendships with one another, with older pupils keeping a close eye out for their younger peers. All receive high-quality support to meet their physical and social needs'.

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 9.00 am and finishes at 3.05 pm. There is a 15 minute break in the morning and 45 minutes for lunch. Times of breaks and lunchtime will vary depending on which phase the pupil is in. A timetable is available for each class at the start of the year.

If parents / carers have arranged transport through the Local Authority, they will be contacted directly regarding all the information they will need.

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 / carers send a packed lunch for their child.

School Uniform: Our current uniform for Early Years to KS3 consists of an embroidered royal blue sweatshirt, and either white, sky blue or royal blue polo top. Our pupils in KS4 have the option to wear a black sweatshirt. We prefer students to wear dark grey trousers or a knee length skirt. Pupils in Post 16 can wear their own clothes.

Uniform can be purchased directly from our supplier Price & Buckland and we also sell iron-on logo badges available from the school office.

We also have pre-loved uniform where parents / carers donate their good condition pre-loved uniform to the school for others students to take advantage of free of charge. This supports our eco school ethos.



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 years. Children can be considered from the September of the year they turn 8, school year 3. We have places for 10 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 which builds a wonderful environment where we can see the children's confidence grow.

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

Aims

- Create a happy, healthy and safe 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 the 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 emotional resilience and character to enable them to deal with 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 special 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.

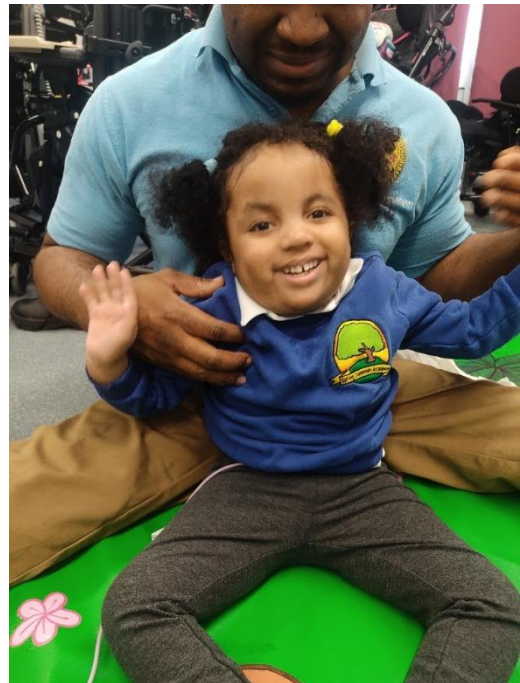
Multi Agency Work

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 individual support 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. Some examples are below.



Art



Sensory sessions



Ball pool



Swimming



Hydrotherapy



Woodland areas



EYS outdoor areas



Gym



Lifeskills

Interventions

We offer a wide range of interventions to support pupils with specific needs. These include 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 skills are implemented as required. These may include literacy, numeracy, communication and social skills groups.



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 things that matter to them. They also play a role as advocates for 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.									
EBCP	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
Therapies	Speech & Language			Physiotherapy			Sensory Integration		
IMPACT									
Learning Journey EYF5 > KS1 > KS2 > KS3									
EBCP	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
EBCP	Independent learning	Self-advocacy		Self-regulation		Life Skills		Social Communication	
Gateway 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
Accreditation	Functional Skills / ASDAN / Unit Awards								
Outcomes for adulthood	Supported Living, day services			FE College, supported employment			FE College, apprenticeship, employment		

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 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), milestones and Post 16 PFA Pathway.



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 in to Key Stage 4 and Post 16, we work closely with the Local Authority Additional Needs Pathway 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, Paxton Pits and The Fabb Herd Farm Warboys.
- 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, adaptive cycling at Hinchingsbrooke Park and golf instruction at the Brampton Golf Club driving range.
- Our offer of work experience 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.
- "Stepping Out" designated classroom space located at CRC, Huntingdon Campus providing early timetabled access for students on a weekly basis.



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, our welcome BBQ for families, theme days, coffee mornings and performances 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 and carers in Makaton signing.



Parent and carer representatives sit on our Academy Advisory Group.

We use an online platform, Earwig, which allows us to regularly share progress of achievements with families.



Behaviour and Attendance

Behaviour

The pupils at Spring Common Academy are very 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, at home and in the community.

Supporting children to effectively communicate is a very important part of helping children and young people to behave appropriately. Children with profound and complex needs will need a personalised approach to behaviour management and consideration must be given to sensory needs, pain thresholds and levels of stimulation and engagement.

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 way.

The language of choice is part of helping our children and young people to take responsibility for their behaviour. We actively encourage them to do the right thing to do, where appropriate, explain the consequences of their choices, both good and bad.

We use specific descriptive praise when we see them making a good choice – we can never do too much of this. We link consequences to the choices they make, to help them make the best choice.

Attendance

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

We take a supportive approach and seek to help families remove barriers to good attendance.

Please provide proof of any medical or therapy appointments, and contact the school office before 9.00 am if your child will be absent.

We will appropriately take into account medical reasons and exceptional circumstances in discussions with parents / carers 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.

If you have a concern about your or any other child or young person at Spring Common Academy please contact the Designated Safeguarding Lead.

DSL@springcommon.cambs.sch.uk

Useful Links

Your child's school uniform can be ordered directly from Price & Buckland

www.price-buckland.co.uk or 0115 964 0827

Iron-on school badges are available from the school office. Email your child's name, class and how many badges you require to office@springcommon.cambs.sch.uk

A link will be sent to pay via ParentPay. These badges are available for £1.44 each.

Statutory Assessment Team can assist with enquiries regarding placements and your child's Educational Health Care Plan (EHCP) 01480 327600.

Cambridgeshire County Council Transport Team 01223 715596.

Compliments & Complaints Procedure

If you find a staff member has 'gone above and beyond' for your child or you wish to pay the school a compliment, please email your information in to the office team and they will ensure it reaches the right person. They can be reached via office@springcommon.cambs.sch.uk

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 class 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.



Spring Common Academy is part of Horizons Education Trust



**Artsmark
Gold Award**
Awarded by Arts
Council England

