

**Spring Common Academy**

**SEND offer and information**

**See Link to Cambridgeshire Special Educational Needs Local offer here**

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

Spring Common Academy is a mixed area special school for 195 pupils age 2 to 19 in Huntingdon, Cambridgeshire.

**Special school provision in Cambridgeshire:**

Cambridgeshire has 7 area and 3 county-wide special schools. The Local Authority transport for pupils that qualify are made available to pupils to their nearest special school. The 7 area special schools in Cambridgeshire are:

[Link to area specification here https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/local-offer-education-and-training-5-18/special-schools-and-specialist-provision/](https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/local-offer-education-and-training-5-18/special-schools-and-specialist-provision/)

<b>Huntingdonshire</b>	<b>East Cambs and Fenland</b>	<b>Cambridge and South Cambs:</b>
<b>Spring Common School, Huntingdon</b> <b>Samuel Pepys School, St Neots</b>	<b>Meadowgate School - Wisbech</b> <b>Highfield School - Ely</b> <b>Highfields- Littleport</b>	<b>Castle School, Cambridge</b> <b>Granta School, Linton</b>

**There are 3 county-wide special schools In Cambridgeshire: These schools offer specialist provision for children with social, emotional and behavioural difficulties:**

- **The Harbour School, Wilburton , The Centre School, Cottenham**
- **The Unity School which is an Alternative Provision Academy as part of TBAP**
- **New Special School at Alconbury Weald**  
<https://www.cambridgeshire.gov.uk/residents/children-and-families/schools-&-learning/school-changes-&-consultations/new-special-school-at-alconbury-weald/>

**Children and young people attending Spring Common Academy and other area special schools will:**

- have the most severe or complex learning difficulties
- often have a significant disability and additional needs - medical, social, emotional, behavioural, sensory or physical
- require modification to the curriculum and very personalised learning approaches
- have their needs identified and assessed through the Statutory Assessment process and have an Education, health and care plan.

**Useful information:**

**Admissions and further advice contact:**

**Statutory Assessment Team Tel: 01480 - 372600**

**Address: Statutory Assessment Team, Box SC02209, Scott House, Huntingdon. PE29 3AD**

**Email: [start@cambridgeshire.gov.uk](mailto:start@cambridgeshire.gov.uk)**

**Privacy notice;**

<https://www.cambridgeshire.gov.uk/data-protection-and-foi/information-and-data-sharing/sharing-information-on-children-and-young-people/>

**Complaints procedures children social care**

<https://www.cambridgeshire.gov.uk/council/contact-us/council-complaints-procedures/>

**Out of hours emergencies**

<https://www.cambridgeshire.gov.uk/council/contact-us/out-of-hours-emergencies/>

**Equalities and Diversity – See our Equalities Policy and Equalities Plan on Spring Common Academy Website**

[www.springcommon.cambs.sch.uk](http://www.springcommon.cambs.sch.uk)

**Parent Partnership Services providing Cambridgeshire SENDIASS**

<https://www.sendirect.org.uk/providers/information-advice-and-support-services-network/my-services/parent-partnership-service-providing-cambridgeshire-sendiass/>

<b>Accessibility and Inclusion</b>	<b>How accessible is our school environment?</b>
<ul style="list-style-type: none"><li><b>Is the building fully wheelchair accessible?</b></li></ul>	Yes our school is accessible – but we have identified that we require a capital plan with Cambridgeshire Local Authority to make rooms accessible for a semi – formal curriculum in our upper school.

<ul style="list-style-type: none"> <li>• <b>Do you have accessible parking spaces?</b></li> </ul>	<p>Yes we have 8 parking spaces inside our car park. Please phone ahead if you require disabled access so we can provide further help on site. Parking overall is limited and visitors may need to nearby park in the streets nearby.</p>
<ul style="list-style-type: none"> <li>• <b>Have there been improvements in the auditory and visual environment?</b></li> </ul>	<p><b>Auditory environment:</b> Acoustics work completed for Lower School hall in 2014 and we carried out an audit for all rooms in our Equality Plan. We take into account the regulation BB93 and total mean mid - range frequency of speech (500hz to 2000hz) used for children with hearing impairments and children with SEND.</p> <p><b>Visual environment:</b> Environment audits completed and monitored with Equality Plan for our pupils. We have a Trustee with significant experience as a VI Rehabilitation Officer. We ensure that we have predictable classroom environments and reduce clutter to support our VI children. We provide objects of reference to support children in discussion with parents when appropriate for them. We purposely use contrast colours so children can find depth of field between furniture and the ground and all doors have dark colour (Oxford Blue) to distinguish between the almond white walls and the Oxford blue door. We have a tactile trail along our corridors and dark blue inserts on all wall edges which contrast with almond white walls. There is a specialist room to support HI/VI students who require access to specialist equipment and access to a quiet room for specialist training including cane skills. Our corridors have a visual trail on the floor which supports VI pupils to track orientation between the school buildings on the site. We are currently adding braille signage to the school to support a braille user.</p>
<p><b>Accessibility and Inclusion</b></p>	<p><b>How accessible is our school environment?</b></p>
<ul style="list-style-type: none"> <li>• Are there accessible changing/toilet</li> </ul>	<p>Yes – We have toilets for boys and girls and staff on all sites within the school. There are hygiene rooms with disabled facilities for changing and shower. In 2015 we</p>

facilities?	added another hygiene room for our Early Years class and in 2017/18 we added mobile classrooms with well - equipped hygiene rooms and disabled toilet in reception area.
<ul style="list-style-type: none"> <li>How do you improve access to the setting?</li> </ul>	We conduct an annual survey for Equalities and accessibility in the spring term which involves all our staff to help us create our annual Equality plan. We readily accept feedback and advice from parents, visitors and professionals.
<ul style="list-style-type: none"> <li>How accessible is your information - including displays, policies and procedures</li> </ul>	<p>There is a school Website which is live and we continue to add information. As part of the Prevent strategies we have been advised not to publish site plans to protect our children. In order to be complaint with GDPR we will not publish our class lists and only provide first names for staff.</p> <p>The school office will provide information by request too.</p>
<ul style="list-style-type: none"> <li>Do you have information available in different font sizes, audio information, Braille, other languages</li> </ul>	We will provide information in different font sizes and also audio. Please ask us.
<ul style="list-style-type: none"> <li>Communication with parents and families whose first language is not English?</li> </ul>	We will arrange for interpreter to help you if you have problems speaking or understanding written English. Please let us know on reception or phone to arrange this to help you.
<b>Accessibility and Inclusion</b>	<b>How accessible is our school environment?</b>
<ul style="list-style-type: none"> <li>How information is made accessible to parents and families with SEND?</li> </ul>	<p>We will provide audio information by request or arrange a member of staff to help you by arrangement. Please ask us. School regularly provide information leaflets from:</p> <p>Parent partnership <a href="http://www.cambridgeshire.gov.uk/pps">www.cambridgeshire.gov.uk/pps</a></p>

<ul style="list-style-type: none"> <li>Information from Cambridgeshire Social Care to support parents and families with SEND.</li> </ul>	<p>Pinpoint <a href="http://www.pinpoint-cambs.org.uk">www.pinpoint-cambs.org.uk</a></p> <p>SCIP <a href="http://www.cambridgeshire.gov.uk/scip">www.cambridgeshire.gov.uk/scip</a></p> <p>Papworth Trust <a href="http://www.papworthtrust.org.uk/">www.papworthtrust.org.uk/</a></p> <p><b>Social Care for children with disabilities Cambridgeshire</b> provide services to families  <a href="http://www.cambridgeshire.gov.uk/info/20068/special_educational_needs_and_disabilities/448/social_care_for_disabled_children">http://www.cambridgeshire.gov.uk/info/20068/special_educational_needs_and_disabilities/448/social_care_for_disabled_children</a></p> <p>Information on this Cambridgeshire social care website includes:</p> <ul style="list-style-type: none"> <li>Newsletters</li> <li>Information about short breaks and eligibility</li> <li>Community support and eligibility</li> <li>Emergency care scheme</li> <li>Housing adaptations and eligibility</li> <li>Equipment and Occupational therapy services</li> <li>Direct payment and eligibility</li> <li>Cam Play clubs</li> <li>Self – directed support and eligibility</li> <li>Transition from child to adult services</li> </ul>
<p><b>How accessible is the school?</b></p>	<p><b>What Spring Common Academy provides:</b></p>
<p>How do you make use of resources such as symbols, pictures and sign graphics to support children's access to</p>	<p>We have a Digital Communications / resources assistant in our school to make high quality resources.</p>

resources?	
Do you have furniture such as height adjustable tables or alternative ways of presenting activities so that children can access them?	We already have a range of furniture to support children with SEND.  However, we will respond to Furniture is recommendations from Physiotherapists and Occupational Therapists as a result of needs assessment.
<ul style="list-style-type: none"> <li>Do you have specialised equipment (e.g.; ancillary aids or assistive technology?)</li> </ul>	Specialist Teaching Assistant available to support children with IT and assistive technology.
<ul style="list-style-type: none"> <li>Spring Common is a large special school.</li> <li>Cambridgeshire area brief for special schools</li> </ul>	195 pupils age 2 – 19  Spring Common Academy provides the Area Special School specification for Cambridgeshire Local Authority and cooperates with reviews of this specification.  Look on the Local offer or our Academy website for the latest information.
<b>How accessible is the school?</b>	<b>What Spring Common Academy provides:</b>
<ul style="list-style-type: none"> <li>School building</li> </ul>	The buildings are on one site at ground floor level. All parts of the building are accessible. We have a meeting room on the ground floor.
<ul style="list-style-type: none"> <li>Corridors</li> </ul>	Corridors are perhaps narrow compared to the newest special schools but accessible. Pupils are respectful of others when moving on the corridor.
<ul style="list-style-type: none"> <li>There is a designated access parking space near the front entrance.</li> </ul>	Our Parent and visitor parking bays are marked.  Disabled parking is marked.

<ul style="list-style-type: none"> <li>An audit of the auditory environment</li> </ul>	<p>Audit of auditory environment completed May 2014 the Equality Plan 2014 -15 indicated acoustics in the school require work to reach new standards. Trustees prioritised the Lower School Hall and autism base this was completed with very good outcome for everyone.</p>
<ul style="list-style-type: none"> <li>Classrooms in Early Years, PMLD base&amp; Key stage</li> </ul>	<p>There are washable floors to enable messy play, art and to support infection control of vulnerable children.</p> <p>We have hoist tracking in EYFS and Key stage 1 rooms and PMLD and physio rooms. In 2014 -17 we have increased our hoist tracking to cover most classrooms and new mobiles completed in January 2018.</p>
<ul style="list-style-type: none"> <li>Classrooms in Key stage 3 and 4</li> </ul>	<p>We have so far carpeted to support noise reduction to support our pupils with Autism and ADHD. We have hoist tracking in class rooms.</p>
<ul style="list-style-type: none"> <li>window blinds</li> </ul>	<p>Yes there are roller blinds to all rooms and they provide black out if required to enable multi – sensory activities.</p>
<ul style="list-style-type: none"> <li>Wall displays.</li> </ul>	<p>We try to keep wall displays to a minimum in corridors to support our pupils with autism. We avoid busy displays or shiny paper that can reflect to support sensory sensitivities.</p>
<ul style="list-style-type: none"> <li>The dining rooms, main hall and gym areas</li> </ul>	<p>We use lower school and upper school halls for dining rooms and for group teaching activities/ assemblies.</p> <p>We have a purpose built gym used as a sports Hall.</p>
<p><b>How accessible is the school?</b></p>	<p><b>What Spring Common Academy provides:</b></p>
<ul style="list-style-type: none"> <li>Do we use pictures, PECS symbols and writing with symbols to help.</li> </ul>	<p>Yes we provide specialist communication and interaction objects of reference, pictures, PECS, writing with symbols resources to meet the individual needs of pupils</p>



<ul style="list-style-type: none"> <li>Do we make suitable furniture or equipment available</li> </ul>	<p>Yes and we review this annually. The school has a store of furniture and equipment and when we set up new learning environments every July we consider moving furniture to meet the needs of children. We also have access to Cambridgeshire Local Authority store of adapted furniture to use after health assessments by Occupational Therapists.</p>
<ul style="list-style-type: none"> <li>Do we use assistive technology to help our pupils</li> </ul>	<p>Yes and plan for the needs of individual pupils and when necessary refer for specialist assessments to help.</p>
<ul style="list-style-type: none"> <li>Toilet facilities and with disabled access</li> </ul>	<p>Yes - In all parts of the school We have hoist tracking and emergency alarms in all disabled toilet facilities.</p>
<ul style="list-style-type: none"> <li>showering facility</li> </ul>	<p>Yes - We have shower facilities in all part of the school</p>
<ul style="list-style-type: none"> <li>Medical room.</li> </ul>	<p>Yes in lower school, upper school and our Swimming Pool Area</p>
<ul style="list-style-type: none"> <li>Height adjustable furniture</li> </ul>	<p>Yes - As required for individual pupils and includes adjustable furniture in Life skills suite and art room.</p>
<p><b>How accessible is the school?</b></p>	<p><b>What Spring Common Academy provides:</b></p>
<ul style="list-style-type: none"> <li>Are Policies are available in a print format from school and from the website.</li> </ul>	<p>Yes – Contact the school office in case of any query.</p>
<p><b>Teaching and Learning</b></p>	<p><b>What Spring Common Academy provides</b></p>
<ul style="list-style-type: none"> <li>What arrangements do you have to identify and assess children</li> </ul>	<p>Pupils have assessments prior to entry to special school and this information is collated by the Cambridgeshire Local Authority Statutory Assessment Team: 01480 -372600.</p>

with SEN?	We use baseline assessments from entry and discuss these with parents at the school initial review.
<ul style="list-style-type: none"> <li>• What additional support can be provided in the classroom?</li> </ul>	The school provides a Team approach with teaching assistants to ensure continuity of provision in case of staff absence to support parents. All teaching assistants complete a generic induction programme and their competency is reviewed to complete induction and for health procedures and safeguarding annually
<ul style="list-style-type: none"> <li>• What provision do you offer to facilitate access to the curriculum and to develop independent learning?</li> </ul>	<p>The school Ethos in this special school is to promote independence and preparation for adulthood.</p> <p>Our teaching styles reflect this ethos; particularly in Key stage 4 and Post 16. We have a teaching approach which prepares students to assume independence and when possible wider decision making.</p>
<b>Teaching and Learning</b>	<b>What Spring Common Academy provides</b>
<ul style="list-style-type: none"> <li>• What SEN and disability and awareness training is available to all staff?</li> </ul>	<p><b>Principles:</b></p> <ol style="list-style-type: none"> <li>1. Our Staff training plan is regularly monitored by our Trustees to ensure it is fit for purpose for our children and develops capacity of the school workforce.</li> <li>2. We consult our staff and take into account outcomes from appraisals.</li> <li>3. We ensure all staff complete annual training to support the medical conditions of our children.</li> </ol> <p><b>Induction:</b> All staff complete induction with a training programme to ensure competency to fulfil the job description and role.</p>

**Safeguarding:**

All staff receive training in child protection and know how to log a concern as detailed in 'Keeping safe in Education', The Safer Care of conduct for staff and whistle blowing procedures.

**Moving and handling – we have staff two trainers**

[www.edgetraining.org.uk/](http://www.edgetraining.org.uk/)

**Autism** - All staff with autism awareness and additional training using access to AET national standards and staff competency standards recommended by the Department for Education.

[www.autismeducationtrust.org.uk/](http://www.autismeducationtrust.org.uk/)

We provide staff training and developments based on the National Autistic Society standards for a day special school.

[www.autism.org.uk](http://www.autism.org.uk)

We also support Ambitious for autism

[www.ambitiousaboutautism.org.uk/](http://www.ambitiousaboutautism.org.uk/)

As a school we use TEACCH at Spring Common and we are grateful for training provided by Professor Gary Mesibov. [www.autismuk.com](http://www.autismuk.com)

**Communication and interaction** – All staff complete training to support communication and interaction.

We have regional and local trainers for Makaton and complete in- house training for staff and parents [www.makaton.org/](http://www.makaton.org/)

We have children who are non – verbal and access training from:

[www.communicationmatters.org.uk/](http://www.communicationmatters.org.uk/)

We train staff with the use of PECS (Picture exchange system) [www.pecs-uk.com/](http://www.pecs-uk.com/)

**Behaviour and safety** – All staff receive 2 day training in TEAM TEACH [www.team-teach.co.uk](http://www.team-teach.co.uk) and learn de-escalation techniques to support challenging behaviours. The school has five advanced TEAM TEACH trainers to deliver training.

Our staff receive training in behaviour policy and reporting procedures, behaviour strategies to reduce disruptive behaviours and de- escalation and reconciliation.

**Literacy:** We follow the national guidelines for the curriculum and have developed a Literacy staff handbook which contains a reading and assessment profile, phonics progression checklist and advice to support the moderation of literacy outcomes.

We train staff to implement phonics teaching but also train staff to support children with precision teaching to support a whole word method for children with severe autism.

We use techniques from reading recovery as appropriate for children and multi – sensory approaches. We keep under review advice from:  
[www.literacytrust.org.uk/](http://www.literacytrust.org.uk/)

[www.makaton.org/](http://www.makaton.org/)

[www.pecs-unitedkingdom.com/](http://www.pecs-unitedkingdom.com/)

[www.communicationmatters.org.uk/](http://www.communicationmatters.org.uk/)

[www.equals.co.uk/](http://www.equals.co.uk/)

At Spring Common Academy students learn to read using a wide range of strategies and reading styles. Each child has an individual learning style and their needs are catered for through a wide range of different reading schemes that help us tap into the best way to

teach reading. These schemes include ORT, Songbirds, Lighthouse, Rapid, rapid phonics and Dockside.

Each child has their own reading book and reading record and they read daily during registration time in the morning. Some students receive extra support through intervention programmes and 1:1 support from a Teaching assistant or Teacher.

English skills are also accessed through topic boxes that cover a wide range of fiction, nonfiction and poetry genres and text types. Boxes contain books and resources at different levels so that all students can access Literacy at any ability.

We use a variety of resources to support literacy including laptops, whiteboards, smartboards, iPads, word cards and specific intervention programmes including Lexia, Bug Club and Rapid writing.

Progress is monitored by the Literacy manager using reading comprehension assessments, word recognition assessments and phonic checklist assessments.

We also have Literacy trips to a variety of theatre productions and regularly invite theatre groups in to perform to different age groups.

We participate in the Book Trust buying new books for each student and also receiving extra books for our school library

**Numeracy:** We follow national guidelines for the curriculum and provide staff with training calculation methods in numeracy and mathematical approaches to provide functional mathematics skills across the curriculum.

We train staff with the use and assessment of Numicon (Oxford University Press) which we have found supports our learners with counting and calculation using concrete learning approaches.

**Hearing Impairment:** Staff receive specialist advice and training from the Hearing Support Service

Contact: [hearing.support@cambridgeshire.gov.uk](mailto:hearing.support@cambridgeshire.gov.uk)

[www.ndcs.org.uk/](http://www.ndcs.org.uk/)

**Note the new name for RNID contact [www.actionforhearingloss.org.uk/](http://www.actionforhearingloss.org.uk/)**

**Information Technology:**

Staff access to training in e- safety from the Local Authority ICT service

[www.theictservice.org.uk/](http://www.theictservice.org.uk/)

This includes:

- Audit of training
- Working with families
- Providing and age – related e- safety curriculum
- Developing e- safety procedures to report concerns

Staff have received training in use of ipads and relevance of download apps; how to incorporate Technology and IT across the curriculum.

**Visual impairment:**

We receive training from the special teacher of visual impairment from Cambridgeshire local authority and also the mobility officer for the rehabilitation of VI children.

Contact: email: [Visual.impairment@cambridgeshire.gov.uk](mailto:Visual.impairment@cambridgeshire.gov.uk)

[www.rnib.org.uk](http://www.rnib.org.uk)

We have staff with training to support the development of mobility for VI children including cane skills with the on-going support of the VI Service.

	<p><b>SENCO</b>  We provision map to ensure our outstanding provision. We support teachers with initial teacher training and have contacts with Universities in the region and support research of SEND practice.</p> <p>We highlight for parents and other professional and advice from:  <a href="http://www.nasen.org.uk/">www.nasen.org.uk/</a>  <a href="http://www.equals.co.uk/">www.equals.co.uk/</a></p>
<p><b>Teaching and Learning</b></p>	<p><b>What Spring Common provides</b></p>
<ul style="list-style-type: none"> <li>• What staff specialisms/ expertise in SEN and disability do you have?</li> </ul>	<p>There is an experienced staff team with specialist SEN qualifications to meet the full range of SEN for an area special school:</p> <ul style="list-style-type: none"> <li>• PMLD, Severe learning difficulties</li> <li>• Autism</li> <li>• Communication and interaction</li> <li>• Sensory and multi – sensory</li> </ul>

- Behaviour associated with learning difficulty

### **Specialist teaching:**

- **Physical Education:**

We offer pupils a breadth of PE activities that provides the opportunity to develop a healthy and active lifestyle. All pupils receive a minimum of 2 hours of physical activity a week with most participating in up to 5 hours including activities such as swimming, rowing, horse riding, outdoor and adventurous activities and rebound therapy. The Academy has two specialist PE teachers qualified to teach the full range of PE and physical activities.

Lunchtime Physical education activities are on offer everyday giving pupils the opportunity to extend their learning outside of their lessons, with the possibility of them using some of these obtained skills for inter - school competitions.

All PE lessons are taught by a Physical Education specialist. Consultation with physiotherapist ensures activities are adapted to allow all pupils with disabilities to make progress in all lessons with therapy aims.

- Art- Specialist Art teacher provides the full Art curriculum in a purpose built facility and supports our Artsmark Award.
- Science – Specialist Science teacher provides the full Science curriculum at Key stage 3 and 4 in a purpose built Science room. He also supports our ECO School.
- Music – Specialist Music teacher also trained in Music therapy provides Music lessons and supports our whole School Music events.

Specialist instructors: Swimming, hydrotherapy, dance, sport, Rebound therapy.



	<p>Many teachers are educated to Master of Education level and actively maintain their CPD. The Academy has a CPD programme and also offer additional training through our Teaching School: <a href="http://www.discoverytsa.co.uk">www.discoverytsa.co.uk</a></p>
<p><b>Teaching and Learning</b></p>	<p><b>What Spring Common Academy provides</b></p>
<ul style="list-style-type: none"> <li>• What on - going support and development is in place for staff supporting children and young people with SEN?</li> </ul>	<p><b>Personal development, behaviour and welfare including Health and safety:</b></p> <p>Induction and on- going staff training programme to update knowledge and competency:</p> <ul style="list-style-type: none"> <li>• health and safety policies and procedures,</li> <li>• Child protection Policy and procedures including Safeguarding of vulnerable adults for pupils over 18 years of age, 'Keeping safe in Education'</li> <li>• Recruitment Policy and procedures</li> <li>• Mobile phones policy</li> <li>• Acceptable use of IT Policy</li> <li>• Behaviour Policy and procedures</li> <li>• Physical intervention Policy and procedures</li> <li>• Team Teach training and updates</li> <li>• Intimate Care Policy and procedures</li> <li>• Fire safety and risk management.</li> <li>• Risk assessments and education visits</li> <li>• Staff conduct</li> <li>• Whistleblowing</li> <li>• Complaints Policy</li> </ul> <p><b>Medical and health care:</b></p>

	<ul style="list-style-type: none"> <li>• Spring Common purchases a school nurse from Sunflowers Care Ltd which enhances the the nursing provision available for our children.</li> <li>• We ensure that all our staff complete annual medical training for epilepsy, asthma, anaphalaxis, administration of medicines, pool reach and rescue and resuscitation.</li> <li>• We ensure sufficiency of staff with specialist training for supporting children with oxygen and support for individual children, gastrostomy care and support, supporting children at risk from anaphylaxis (peanut allergic reaction), stoma care and any new medical procedure to support a child to remain in education.</li> <li>• Support for individual pupils with medical conditions is underpinned by training and competency checks from nurses.</li> </ul> <p><b>Curriculum:</b></p> <ul style="list-style-type: none"> <li>• Accessibility for groups of learners and use of interventions.</li> <li>• Assessment policy and procedures</li> <li>• Moderating and review of SEND provision including learning walks.</li> <li>• Development points from appraisals and on- going monitoring and evaluation.</li> </ul>
<b>Teaching and Learning</b>	<b>What Spring Common provides</b>
<ul style="list-style-type: none"> <li>• What arrangements are made for reasonable adjustments in the curriculum?</li> </ul>	<p>We provision map for children with Education, Health and Care Plans.</p> <p>We seek to make reasonable adjustments linked to assessment advice and discussion with parents and carers and when possible to help children access the curriculum.</p> <p>We are happy to discuss suggestions from parents and carers.</p>
<ul style="list-style-type: none"> <li>• Support to the pupil during exams?</li> </ul>	<p>We will seek to provide assessments for access arrangements for our students with special needs and disabilities and contact examination boards as required.</p>

<ul style="list-style-type: none"> <li>How do you share educational progress and outcomes with parents?</li> </ul>	<p>We provide various means of communication and ask parents for their preference through an annual questionnaire:</p> <ul style="list-style-type: none"> <li>Home to school diaries</li> <li>Annual Summary reports,</li> <li>Annual summative data</li> <li>Annual Review of Education, Health and Care Plan.</li> <li>Learning journals</li> <li>Parent meetings Face to face meetings.</li> <li>Blue book with photos and exemplification</li> </ul> <p>Our Parent and Carer Questionnaire was circulated in October 2017 and feedback to Trustees in October 2017</p>
<ul style="list-style-type: none"> <li>What external teaching and learning do you offer?</li> </ul>	<p>We support pupils with medical conditions and recovery from operations in liaison with the nurse and other medical professional once a hospital discharge plan is available.</p>
<b>Teaching and Learning</b>	<b>What Spring Common Academy provides</b>
<ul style="list-style-type: none"> <li>What arrangements are in place to ensure that support is maintained in "off- site provision"?</li> </ul>	<p>No off site provision provided.</p>
<ul style="list-style-type: none"> <li>What work experience opportunities do you offer?</li> </ul>	<p>See website for annual report on work experience.</p> <p>We provide vocational education and opportunities for work experience in Year 11 and post</p>

	16 with local employers or arrange opportunities within our Academy
<ul style="list-style-type: none"> <li>How well does your SEN provision map illustrate the range and level of support for individual pupils or groups with similar needs and the resources?</li> </ul>	Provision maps provide information for individuals using assessments available.
<ul style="list-style-type: none"> <li>What on-going support and development is in place for staff supporting children and young people with SEN?</li> </ul>	<p>Mentoring and coaching from experienced staff and external consultants / specialist teachers.</p> <p>All our staff have an annual appraisal to identify their development needs. Our Trustees have a strong commitment to continued staff professional development. They monitor the school plan on a termly basis at their Trustee meetings.</p>
<b>Teaching and Learning</b>	<b>What Spring Common Academy provides</b>
<ul style="list-style-type: none"> <li>What arrangements are made for reasonable adjustments in the curriculum?</li> </ul>	<p>We plan individual access arrangements to support modifications to National Curriculum, specialist access arrangements for VI and HI and Autism.</p> <p>The school is flexible and will consider all reasonable requests from parents and staff.</p>
<b>Interventions</b>	<b>What Spring Common Academy provides</b>
<ul style="list-style-type: none"> <li>Classroom based</li> </ul>	Classroom based support is made available from experienced Teaching Assistants.

support and intervention can take place in one to one, small group or whole class settings.	Interventions can take place during the school day either in or out of the classroom to support objectives.
<ul style="list-style-type: none"> <li>Subject based intervention is usually provided by subject specialist staff.</li> </ul>	Literacy, numeracy and communication and interaction intervention are available through timetabled lessons and activities, and is a priority of the school designed to promote independent learning, curriculum access and inclusion.
<b>Interventions</b>	<b>What Spring Common Academy provides</b>
<ul style="list-style-type: none"> <li>Access arrangements that are appropriate and meet the needs of the individual student.</li> </ul>	<p>There are laptops and ipads available in school to enhance the learning process, and to assist identified students with handwriting and recording difficulties. Other IT devices may be given as a trial.</p> <p>There is a range of equipment available within school for students with visual difficulties. School will consult Specialist teachers for Visual impairment or hearing impairment and other specialist providers from a variety of external agencies for support across the range of SEN</p>
<b>Staff training:</b>	<b>Annual CPD plan and review</b>
<ul style="list-style-type: none"> <li>Staff training programme available</li> </ul>	<p>All medication is checked regularly for expiry dates, and parents contacted to replace if necessary. All medication is kept under lock and key. For the safety of all the community, students are not allowed to carry medicines in school except inhalers to support asthma. Medications are all clearly labelled to identify the student it belongs to. Names are checked carefully and instructions read before a record of any administration is noted. Instructions for administration are kept with the medication/ Health Care Plan.</p> <p>Some rescue medications are required to be kept refrigerated and we have fridges to support any such request.</p>

<ul style="list-style-type: none"> <li>Specialist nurses and agencies are able to provide advice and strategies for teaching students with SEND and medical conditions.</li> </ul>	<p>Competency training from NHS nurses:  Asthma  Epilepsy  Gastrostomy care  Administration of medicines</p> <p>Other medical training to support a child in education provided with the addition of a medical protocol signed by the parent, Head Teacher and nurse/ doctor.</p>
<p><b>Staff training:</b></p>	<p><b>Annual CPD plan and review</b></p>
<ul style="list-style-type: none"> <li>Updates are made available to via staff briefings</li> </ul>	<p>Weekly whole school communication and daily briefings for teams</p>
<ul style="list-style-type: none"> <li>Newsletters or face to face meetings.</li> </ul>	<p>Individual teachers are responsible for making lesson accessible to all children.</p> <p>Progress is reported using agreed standards criteria, as well as progress in individual social, emotional or behavioural targets.</p>
<ul style="list-style-type: none"> <li>External training is available to support the staff.</li> </ul>	<p>The school will purchase additional training if required beyond the staff team or consult Educational Psychology service or CAMH Service.</p>
<ul style="list-style-type: none"> <li>Within the staff team, staff have a range of specialist skills. These include expertise in ASD, VI, HI, SpLd, Speech and Language,</li> </ul>	<p>Yes – the staff team has expertise in ASD, PMLD, SLD, SpLd and Speech and language.</p> <p>We have access to Specialist teacher for VI and HI from the Local Authority.</p> <p>We can access specialist skills from other area special schools by arrangement.</p>

(some to advanced qualifications).	
<b>Reviewing and Evaluating Outcomes</b>	<b>What Spring Common Academy provides</b>
<ul style="list-style-type: none"> <li>What arrangements are in place for review meetings for children with Statements or Education, Health and Care (EHC) Plans?</li> </ul>	<p>All statements and EHCP's are reviewed on an annual basis. Reviews are carried out in line with statutory guidance for reviews.</p> <p>The Cambridgeshire Local Offer provides information about EHCP and guidance for parents is available from Pinpoint and Core Assets.</p>
<ul style="list-style-type: none"> <li>What arrangements are in place for children with other SEN support needs?</li> </ul>	<p>We are an area special school so all our pupils have SEN support needs and over time they change in their complexity.</p> <p>The school can access advice from external agencies including health, social care, CAMH and the voluntary sector.</p> <p>Parent /carer should know we try to share documentation in advance, and we convene meetings at mutually agreed times.</p> <p>Summary advice for meetings is sent to the LA, the parent/carers and others who attend a meeting. Students are always encouraged to participate in meeting when possible so their voice can be heard and not assumed.</p>
<b>Reviewing and Evaluating Outcomes</b>	<b>What Spring Common Academy provides</b>
<ul style="list-style-type: none"> <li>How do you assess and evaluate the effectiveness of the provision you make for children and young</li> </ul>	<p>Progress with SEN support is monitored in line with school assessment procedures and advice from Code of Practice 2016.</p> <p>Internal tracking systems are used to highlight progress of individuals as well as identified groups.</p>

people with SEN and Disability?	<p>We share detailed learning journeys with parents and involve parents and carers in setting learning goals meaningful for children.</p> <p>The effectiveness of our provision is measured in the progress that individuals and groups of students make over time. We can show parents longitudinal data.</p>
<b>Keeping Children Safe</b>	<b>What the Spring Common provides</b>
<ul style="list-style-type: none"> <li>How and when will risk assessments be done? Who will carry out risk assessments?</li> </ul>	<p>Risk assessments are completed in discussion with parents and both sign.</p> <p>We will review post incident at school or home.</p>
<b>Keeping Children Safe</b>	<b>What Spring Common Academy provides</b>
<ul style="list-style-type: none"> <li>What handover arrangements are made at the start and end of the school day, start of year?</li> </ul>	<p>Taster visits happen before students start at school so parents and students aware of safe arrangements.</p> <p>Local Authority follows up transport requirements and will talk directly to resolve issues with parents and carers</p>
<ul style="list-style-type: none"> <li>Do you have parking areas for pick up and drop offs?</li> </ul>	<p>Yes. We ensure safety of student arrival and departures with staff supervision from the classroom to the vehicle on arrival and departure. The school has an annual Travel Plan.</p>
<ul style="list-style-type: none"> <li>What support is offered during breaks and lunchtimes?</li> </ul>	<p>Supervision rota of staff and risk assessments that includes and safety plans for individual students. There are termly extra - curricular activities.</p>
<ul style="list-style-type: none"> <li>How do you ensure</li> </ul>	<p>We use 'EVOLVE' which is an online tool to process all risk assessments for school visits.</p>



<p>children stay safe outside the classroom? (e.g. during PE lessons and school visits)</p>	
<p><b>Keeping Children Safe</b></p>	<p><b>What the Spring Common Academy provides</b></p>
<ul style="list-style-type: none"> <li>Where can parents find details of policies on anti-bullying, safeguarding and child protection, risk assessments for school visits, school policy on safeguarding and health and safety</li> </ul>	<p>The School Website provides details of policies and procedures including safeguarding and Health &amp; Safety in addition to links to LSCB and 'Keeping children safe in Education' DFE.</p> <p>We provides training for staff to recognise signs and symptoms of abuse and recently updated training for awareness of Child sexual exploitation (CSE) and Female genital mutilation (FGM).</p> <p>The school has an Anti- bullying Policy and there is an Anti – bullying week in November following guidance from the Anti – Bullying Alliance.</p> <p>The school has a Health and safety Policy and procedures, Policy for Mobile Phones, images and photographs and e- safety and acceptable ICT use Policy.</p>
<p><b>Health (including Emotional Health and Wellbeing)</b></p>	<p><b>What Spring Common Academy provides</b></p>
<ul style="list-style-type: none"> <li>How do you manage safe keeping and administration of medication?</li> </ul>	<p>All staff complete training delivered by NHS nurses in the Administration of medicines annually and medication is routinely administered within school and recorded using guidance from 'Supporting children with medical needs – a good practice guide' DFE and Department of health.</p>

	We have fridges and first aid grab bags and the required first aid equipment for our minibuses. We have a list of First aiders displayed and in a leaflet for all visitors.
<b>Health (including Emotional Health and Wellbeing)</b>	<b>What Spring Common Academy provides</b>
<ul style="list-style-type: none"> <li>How do you work with the family to draw up a care plan and ensure that all relevant staff is aware of the plan?</li> </ul>	<p>Care plans are developed in discussion with parents with the support of the school nurse and health professionals.</p> <p>Care is taken by NHS to link to any medical protocol and the Cambridgeshire health action plan (CHAP) to the care plans.</p> <p>We ensure that other professionals who work with the child have access to care plans to ensure continuity of support between providers.</p>
<ul style="list-style-type: none"> <li>What would the school do in the case of a medical emergency?</li> </ul>	Staff will follow any medical protocol and call 999 as required to get assistance. They will not wait for any permission to do so from a school senior manager. In cases where medical information and advice is required staff will use the 111 service or call for assistance from the school nurse.
<ul style="list-style-type: none"> <li>How do you ensure that staff are trained/qualified to deal with a child's particular needs?</li> </ul>	Staff Annual training plan links to a review of staff competency as recommended by DFE guidance 'Supporting pupils at school with medical conditions'. Medical Policies and procedures are supported by the school nurse to ensure the best practice is maintained for our pupils.
<ul style="list-style-type: none"> <li>Which health or therapy services can children access on school premises?</li> </ul>	Access provided to School nurse, Physiotherapy, Occupational therapy, Speech and language therapy, CAMH team and Paediatrician to deliver EHCP.
<b>Health (including</b>	<b>What Spring Common Academy provides</b>

<b>Emotional Health and Wellbeing)</b>	
<ul style="list-style-type: none"> <li>A Health Care Plan is drawn up in conjunction between the parents, child and medical professional.</li> </ul>	<p>Care Plans are held in pupil files and accessible to staff who work with pupils. They are reviewed by health professionals with input from staff and parents.</p> <p>The Nurse / Headteacher agrees all care plans and care plans personally and signs them. All children have communication passports so that carers in all settings can find out key information about the child.</p>
<b>Communication with Parents/ working together</b>	<b>What Spring Common Academy provides</b>
<ul style="list-style-type: none"> <li>How do you ensure that parents know “who’s who” and who they can contact if they have concerns about their child/young person?</li> </ul>	<p>Details on the school information section of website and please ask our school office.</p>
<ul style="list-style-type: none"> <li>How do parents communicate with key staff?</li> </ul>	<p>We ask you how e.g. home – school diary, phone call or can arrange to meeting. We try to be flexible in all communications.</p>
<b>Communication with Parents/ working together</b>	<b>What Spring Common Academy provides</b>

<ul style="list-style-type: none"> <li>How do you keep parents updated with their child/young person's progress?</li> </ul>	<p>We see this as a learning journey. We use home to school diary, termly information, parents meetings and blue books with photos and assessments information.</p>
<ul style="list-style-type: none"> <li>Do you offer Open Days?</li> </ul>	<p>Yes - by arrangement</p>
<ul style="list-style-type: none"> <li>How can parents give feedback to the school?</li> </ul>	<p>Parents and carers can complete our questionnaires or by give us feedback notes via the office. We appreciate compliments and feedback and we will give that to you too.</p>
<ul style="list-style-type: none"> <li>What opportunities are there for parents to get involved in the life of the school or become school governors?</li> </ul>	<p>Parents are encouraged to become involved as Trustee, Advisers or as members of 'Friends of Spring Common'. We appreciate any time you can give us.  Our half termly newsletters and website provide details of news and events.</p>
<p><b>Communication with Parents/ working together</b></p>	<p><b>What Spring Common Academy provides</b></p>
<ul style="list-style-type: none"> <li>How does the Trustees involve other agencies in meeting the needs of pupil if they have concerns about their child/young person?</li> </ul>	<p>Yes - advice from the Local Authority. There is a Trustee linked with SEND and safeguarding and health and safety who reports back to full Trustee Board for good governance practices. Reports emphasise the impact this has produced and that of key agencies. This ensures there is a regular, comprehensive review of provision</p>

<ul style="list-style-type: none"> <li>• What opportunities do you offer for children to have their say? e.g. school council</li> </ul>	<p>The school has a thriving school council with class representation and active involvement in day to day decision making allowing children to give views about the recruitment of staff. The School Council has produced a few videos to capture the Spring Common experience.</p>
<ul style="list-style-type: none"> <li>• What opportunities are there for parents to have their say about their child's education?</li> </ul>	<p>All parental views are taken into account and listened to by staff.</p>
<p><b>Communication with Parents/ working together</b></p>	<p><b>What Spring Common Academy provides</b></p>
<ul style="list-style-type: none"> <li>• The school has an active Buddy system running across the year groups, enabling older students to support and mentor younger more vulnerable students</li> </ul>	<p>Yes - to support individual pupils</p>
<ul style="list-style-type: none"> <li>• Students are asked to complete a questionnaire about school, their learning and wellbeing, on a regular basis.</li> </ul>	<p>Yes - we ask for pupil views and give feedback. Our School Council regularly asks questions and collates feedback.</p>

<ul style="list-style-type: none"> <li>Parents are encouraged to complete feedback information sheets and questionnaires after visits to school, parent's evenings as well as web site feedback.</li> </ul>	<p>Yes – we ask about communication and their views about the school and encourage Parent view.</p> <p>The constitution of the Trustee Board requires parent views /voice to be represented. When a vacancy arises or a term of office expires, vacancies are advertised via the website and by letters home.</p>
<p><b>What Help and Support is available for the Family?</b></p>	<p><b>What Spring Common Academy provides:</b></p>
<ul style="list-style-type: none"> <li>Do you offer help with completing forms and paperwork? If yes, who normally provides this help and how would parents access this?</li> </ul>	<p>We can help you with forms – Please ask the office for help.</p> <p>Our school website clearly signposts where support can be found to help you too.</p>
<ul style="list-style-type: none"> <li>What information, advice and guidance can parents and young people access through the school? Who normally provides this help and how would they access this?</li> </ul>	<p>Assistant Head and Post 16 Manager ensures that impartial careers advice and guidance is delivered to students from transitions team from the Local Authority.</p> <p>A wide range of external agencies and colleges are invited into school to assist in this delivery in the 'Moving on evening and booklet'.</p> <p>Adults at risk (pupils over age 18) receive one-to-one advice and guidance as required by statute.</p>
<p><b>Transitions</b></p>	<p><b>What Spring Common Academy provides:</b></p>

<p><b>Early years and Foundation stage</b></p>	<p>All parents are offered support in completing our school admission forms so we can have key information about the pupil.</p> <p>Many EYFS children will come with a Family Support Plan or Early Help Plan to link the family to services in the locality. We visit all our new pupils at home to get to know the family and gain an insight into the familiar adults and world of the child. We have a learning journey document in partnership with parents so that aims can be shared and all steps of achievement celebrated.</p>
<p><b>Primary – key stage 1 and 2</b></p>	<p>If the child is new to Spring Common we will ask for an admission form and talk to parents so we can learn about the early development and significant milestones in the child’s life.</p> <p>Within the first 4 – 6 weeks we will hold an initial meeting and review the EHCP to check provision is being delivered and parents are happy with the arrangements.</p>
<p><b>Key stage 3</b></p>	<p>Children who transfer to special school at Key stage 3 often have experienced a high level of frustration with a previous placement because it has not met their needs or the transfer to secondary school is deemed to be too problematic due to size and scope of the mainstream school.</p> <p>We fully understand parents are often anxious and encourage parents and carers to visit the school prior to a placement decision. But once a decision is made we encourage pupils to make taster visits prior to the start of a placement and offer a start date in July prior to a September start date to reduce anxiety in the school summer holidays.</p>
<p><b>Key stage 4</b></p>	<p>Young people who transfer to special school at Key Stage 4 often move from other local authorities or have decided with their parents that special school can offer a wider curriculum to support their social and emotional development or autism.</p> <p>We offer opportunities for students with a placement decision to visit the school with taster</p>

	days and listen to their views.
<b>Post 16</b>	<p>Young people who transfer to special school at Post 16 often choose the special school offer because it prepares students with functional skills for vocational educational opportunities linked to colleges and voluntary sector settings.</p> <p>We offer a course over one year to prepare for college entry and a three year course that prepares students with PMLD, SLD and autism to enable access education and training age 19 to 25.</p>
<b>Follow up beyond school</b>	We follow up the destinations of our students and staff undertaking link courses are able to know the progress of previous students and their success with access to work and care support.
<b>Learning and finance education.</b>	<b>What Spring Common Academy provides</b>
<ul style="list-style-type: none"> <li>We have links to organisations such as PFEG to provide personal finance education.</li> </ul>	Money week and maths days support our children with personal finance and curriculum opportunities to develop functional skills.
<b>Learning and finance education.</b>	<b>What Spring Common Academy provides</b>



<ul style="list-style-type: none"> <li>The school has a dedicated careers library which holds information on colleges as well as information about employment and training opportunities including apprenticeships.</li> </ul>	<p>Yes - we have a Career library in Post 16 and library.</p> <p>Careers education programme in Key stage 4 and post 16 and access to arrangements for individual students to access the next stage of transition.</p>
<ul style="list-style-type: none"> <li>All students in year 11 and Post 16 are given the opportunity to undertake a period of work experience</li> </ul>	<p>Yes - All students receive vocational education and receive a work experience opportunity either with local employers or on the school site in Year 11 and Post 16 with staff support.</p>
<p><b>Extra - Curricular Activities:</b></p>	<p><b>What Spring Common provides</b></p>
<ul style="list-style-type: none"> <li>Do you offer school holiday and/or before and after school club provision?</li> </ul>	<p>Yes - After school club for up to 15 pupils in place.</p> <p>We are tracking our clubs to enhance access to arts and PE.</p> <p>We have an After School Club open after school every day and details can be found on the school website and an application pack.</p>
<ul style="list-style-type: none"> <li>How do you make sure clubs, activities and residential trips are</li> </ul>	<p>Yes as far as possible. We plan reasonable adjustments and monitor their efficacy across the key stages.</p>

inclusive?	
<ul style="list-style-type: none"><li>• How do you help children and young people to make friends?</li></ul>	<p>Yes – we support this with our school ethos and PSHE programme. We realise the importance of supporting pupils with social and communication skills at Spring Common.</p> <p>This is a very exciting and friendly school to attend, that’s the view of pupils and the School Council.</p>