

## **Springside's 'Local Offer' for Special Educational Needs and Disability (SEND) September 2021**

Springside Primary special school shares a collated site with Hamer mainstream primary. Springside caters for learners with a combination of SEND which ranges from Autism (ASC), Severe learning difficulties (SLD) and associated behavioural difficulties and social and emotional needs, Profound and Multiple learning Difficulties (PMLD) profound and complex physical, medical and learning difficulties, Hearing Impairment (HI), Visual Impairment (VI).

The school currently caters for 120 learners.

The school offers a specialised learning environment with a range of specialist rooms and areas to further support the SEND requirements of our learners. The school has a hydrotherapy pool, sensory room, light stimulation room, soft play room, sensory integration room, Thinc room, adapted independence kitchen, outside learning classrooms and a sensory garden, small focus rooms, as well as adapted play equipment and a range of outside learning spaces to enrich our curriculum offer. The school has a minibus to support our learning for life curriculum to access the local community including access to physical activities e.g. Hollingworth lake, Ashworth Valley etc

### **Springside Special Primary School**

- Has a positive learning environment where learners develop new skills and concepts and learn how to apply them in a concrete and meaningful way
- Encourages, supports and challenges all learners to achieve their full potential
- Embraces individual needs and promotes their self esteem
- Provides a caring, safe and secure environment where learners are taught to understand their own place in their wider community and to overcome their own physical, sensory and emotional difficulties to ensure personal, individual success
- Promotes proactive working partnerships with families and external agencies and offers an integrated team approach with Physiotherapy, Occupational Therapy, Speech and Language Therapy and Medical support all of whom regularly carry out clinics within the building using the specialist rooms.
- Works in a multi-disciplinary way to attend to the holistic needs of our learner and their families
- Teaches learners to communicate using a total communication approach effectively and to be independent and be able to make good choices
- Utilises the community to enhance the learning curriculum and to support learners to practice and extend their social skills

- Develops learners self- esteem, confidence and independence in preparation for their challenges ahead in adult life
- Develops and supports learners to be healthier and able to understand their own personal difficulties and challenges

All classes are fully inclusive and are determined by learners’ individual level of need, priorities as identified on their EHCP, abilities and age. We have 3 distinct phases; Experiential which caters for those learners with profound and multiple difficulties and physical needs, (Exploratory) caters for learners with complex social, sensory and communication difficulties with many whom have a diagnosis of ASC, (Investigative) caters for learners with severe learning difficulties and emotional needs some of whom may have physical needs. We have high levels of expectations for all our learners and we aim to fully extend their emotional, social, physical and cognitive development. High levels of staffing and personalised learning programmes ensure both the learning, emotional, social and physical needs of each learner are met.

Throughout their time at Springside Primary School learners may receive varying levels of support according to their changing needs and circumstances. The information in the table below is a guide to the ‘typical’ levels of provision as such levels of support and provision will vary across time for individual learners in response to their individual needs.

	Whole School Approach Universal School approach to all our learners	Targeted support for individuals or small groups (according to need)	Specialised individual support (according to need)
<b>Learning and curriculum approaches</b>	<ul style="list-style-type: none"> <li>• Long term planning for curriculum areas</li> <li>• Differentiated outcomes for every learner</li> <li>• Termly Personal learning plans (PLPs) meetings with parents and DHT/PL</li> </ul>	<ul style="list-style-type: none"> <li>• ‘Bespoke’ meetings with parents regarding specific issues</li> <li>• Behaviour support plans, created by class teams and reviewed by behaviour lead</li> <li>• Care plans e.g. suction, epilepsy, gastrostomy, oxygen, physio, hydrotherapy plans created by NHS staff and followed by staff teams</li> <li>• Additional information shared on learners at whole</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing review of Personal Learning Plans</li> <li>• Support from specialist professionals e.g. HYM, Educational psychology, specialist occupational therapists to support complex sensory needs</li> <li>• Multi agency meetings to</li> </ul>

	<p>PLPs drawn up each term with clear sequences of learning, specifying foci for learning in line with the EHCP outcomes and Annual Review report</p> <p>Communication passports and barriers to learning passports to identify how to support learners in class</p> <p>Ongoing contact with parents through Home School</p> <p>Logs via class email/ Telephone contact</p> <p>Ongoing assessment of learner's progress and attainment-shared at frequent intervals</p> <p>Analysis of Progression level data for whole school and individual learners</p> <p>Schemes of work to meet the needs of all learners (adapted to create bespoke use of Equals, Northern Ireland Curriculum and swiss cottage)</p> <p>Use of appropriate low and high tech devices to encourage total communication approach e.g. switch technology and VOCA/ Signalong, PODD, PECs symbols/Object of reference, onbody signing etc</p>	<p>school meetings</p> <p>Opportunity for individual learning programmes and the ability to work across other classes or group settings in response to need</p> <p>Individualised learning programme and learning day to meet holistic SEN requirements utilising a range of specialised environments</p> <p>Daily contact with parents via class email</p> <p>(as requested)</p>	<p>review areas of family difficulty and levels of support at children in need and early help</p> <p>Work with family worker</p>
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<p><b>Support</b></p>	<p>Bilingual pastoral officer          Early help team with senior leaders inc Think worker, attendance lead, pastoral officer and family worker to support holistic needs of learners and families          Small class groups with high staff ratio          (Approximately) 1 teacher to 8-11 learners          (Approximately) 3 Special Support Assistants to 8-11</p>	<p>Enhanced staff support during lessons and class activities          Increased levels of multi -agency support          Support/guidance from Educational Psychologists (as required)          Support/advice from HYM</p>	<p>Rotation of class staff across the day (keyworker)          Regular multi-agency support and meetings          Intensive support from Educational Psychologists          Additional advice from medical services, HYM, health care teams etc</p>
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	<p>learners  Specialist support provided to meet personal and social needs  Multi agency support  Weekly class team meetings to review learner progress, PLP's, share information etc  Weekly teacher and teaching assistant meetings with termly Phase meetings and whole school meetings to share information  Programmes and guidance provided by Speech and Language therapists, Occupational therapist and Physiotherapist and delivered by class teams integrated within the class timetable to support and facilitate access to the curriculum  Support and monitoring from the school's health care team</p>	<p>Programmes and group sessions monitored by Speech and Language therapists, Occupational therapist and Physiotherapists</p>	<ul style="list-style-type: none"> <li>• Specific Health and therapy programmes delivered directly by either Speech and Language Therapists, Occupational Therapists or Physiotherapists or integrated into the classroom</li> <li>• Programmes and group sessions delivered and monitored by therapeutic intervention workers</li> </ul>
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<p><b>Teaching approaches</b></p>	<p>1:1 teaching on a regular basis          1:2 teaching on a daily basis          Small group teaching for all sessions          Groups changed to reflect</p>	<p>1:2 support provided for less structured activities          Additional visual/sensory cues and guidance          1:1 support provided to meet personal needs via personal care assistants</p>	<p>Teaching at times can be in separate rooms/areas of school</p> <ul style="list-style-type: none"> <li>• Specified/Identified time with class peers</li> <li>• Priority access to identified resources such as soft play</li> </ul>
	<p>learners' learning needs for each session          Structured environment within each class according to need          Consistent routines and systems across the whole school          Full appreciation and provision of access requirements for all learners</p>	<p>during therapeutic sessions          Individual behaviour plans, rewards and motivators</p>	<p>room /sensory integration space, think room, wilderness therapy access, sensory room/hydro' etc</p>

<p><b>Physical and emotional support</b></p>	<p>Well lit and well resourced environment Visually clear classrooms Access to specialist areas such as soft play, multi sensory room, light stimulation room, hydrotherapy pool Stimulating external play areas</p>	<p>Specialist equipment such as overhead hoists, specialist seating, standing frames provided through the school, on the advice from therapists and health agencies Specialist communication aids Hydrotherapy sessions Emotional literacy support – internal and external Outdoor learning and Physical education through variety of forms</p>	<p>Designated teaching areas for identified learners Dedicated resources matched to learners behavioural, social and learning needs with individual motivators and rewards</p>
<p><b>Health and Well being</b></p>	<p>Positive learning environment Focus on developing confidence and self- esteem Personal Social &amp; Health curriculum as core curriculum Pastoral/Early help Team</p>	<p>Increased time allocated to emotional development and understanding Focus on developing shared attention skills Specific medical routines and programmes fully</p>	<p>Emotional development and well being becomes main focus Increased joint working between parents, school and multi agencies</p>

	<p>Pastoral lead to monitor medical/health needs Close monitoring by all Medical appointments and Annual medical reviews carried out within school</p>	<p>implemented seamlessly throughout school day Teaching assistants delivering medical support and personal care for learners in class.</p>	
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### **How will Springside Special Primary School staff support my child?**

Each class has on average, one teacher and three teaching assistants to between 8-15 learners although this can vary according to need, especially in the Experiential Phase (Butterflies class). The class teacher with contributions from the teaching assistants plan for all the learners in his/her class and is responsible for the overall assessment of their progress. Learners are taught as a whole class, in small groups and/or 1:1 by both the class teacher and the teaching assistants. We believe it is important for learners to develop relationships with a number of adults, thus we do not allocate specific assistants to work with identified learners, although key working is a feature of the school. All learners work with every adult in their class team.

### **How will the curriculum be matched to my learner's needs?**

Our curriculum is delivered through Multi- sensory means for the Experiential, Exploratory and Investigative learners with an emphasis on threading Physical education, social and emotional skills, communication and literacy throughout all areas of the curriculum. Each curriculum area includes all the pertinent areas identified to allow each learner to make maximum progress as lifelong learners. The curriculum framework has been collaboratively written and produced by curriculum teams as developers, coordinators and leaders, adapting published frameworks to meet Springside's needs to enable all learners to access each area in a meaningful and purposeful way using elements of the Equals schemes of work, Northern Ireland Curriculum, Swiss Cottage to support some areas.

Every learner has a personalised learning programme which includes differentiated (personalised) learning outcomes and individual expectations derived from each learner's Education, health and care plan.

Our learners make progress in many ways not only through academic progress. We teach using a holistic approach with life skills emphasised throughout to help a learner learn as part of a group as well as an individual. Learners also have the opportunity to generalise and transfer such skills to other settings in the school and particularly out in the community.

A formal annual review is held once a year in addition to three progress meetings with parents to discuss the learner's progress and how we work together to remove barriers, their current areas of need and to agree at least one target for each area of need in the form of an annual learning plan.

### **How will I know how my child is doing and how will you help me to support my child's learning?**

Copies of each learner's individualised personal learning plans are sent home once every term with a section for parents to add their comments. There is an opportunity to discuss progress formally during the progress meetings or family sessions each term although if dates are not appropriate alternative times can be found to communicate with parents. Topic webs are sent home at the beginning of each half term to identify curriculum coverage. A whole school newsletter is sent home each week which indicates particular achievements in each class and gives you as parents an insight into what your child has been learning. Weekly updates as newsletters are communicated via email but also uploaded to the website, linked to achievements for each Phase and general information shared via facebook and twitter.

Springside celebrate all achievements. Learners from across School are identified each week to receive the head teachers award, in addition to class star of the week awards, mental health and wellbeing award and outdoor learning award. We celebrate all learners birthdays and welcome families to share their experiences.

As all our learners have learning difficulties associated with their special educational needs it is to be expected that they will be working outside their age related expectations as they progress through the school.

Families are encouraged to attend a series of family workshops in accordance to what your child needs. Springside hosts a range of stay, play and learn sessions each half term with an emphasis on adapting the curriculum and themes.

Learners and families have access to a range of ideas via topic webs to engage in outside of the school building as they progress through the school dependent on their level of special educational need, which parents are asked to support. These could take the form of learning logs, therapy programmes, communication programmes or simply sharing a story with your learner.

On a weekly basis there is opportunity for the class teacher and teaching assistants to discuss each learner's progress at the end of the school day. Assessments of each learner's progress are made regularly and shared with the leadership team on a termly basis.

### **What support will there be for my child's overall well-being?**

At Springside we feel strongly that learners well-being and emotional health is as important as their academic progress. Class teachers plan for the holistic development of each learner in his/her class, using their detailed knowledge of each individual to promote their confidence and self-esteem.

We have specialist teaching assistants who have specific training in the area of emotional literacy. We are an attachment friendly school who recognise the need for secure attachments for the learners to feel safe to allow them to thrive. Learners with significant emotional needs will have time allocated as required to support the emotional well-being as a small group or on a 1 to 1 basis.

Individual positive handling plans are used to support the learners who demonstrate challenging behaviour often associated with their additional needs sometimes due to sensory issues and or emotional needs. The class teacher in conjunction with the teaching assistants and additional external agencies e.g. Educational psychologists, Healthy young minds etc will share a detailed plan demonstrating how she/he feels they can help support a learner in agreement with parents in a positive and proactive way. Parents will be invited at regular opportunities to come into school and review the plan.

Our First Aiders support individual medical needs and staff are trained, where required in the emergency administration of medicine. All personal care needs are met by each class team and additional personal care workers and all staff follow the guidance provided by the schools Moving and Handling leaders. We pride ourselves on how we maintain the dignity of this important aspect of a learner's health and care needs.

### **What specialist services and expertise are available at or accessed by Springside School?**

The leadership team, teachers and support staff are highly skilled in meeting the individual learning, behavioural and social needs of learners with complex learning difficulties.

Speech and Language Therapists (SALT), Occupational Therapist (OT) and Physiotherapy colleagues and a school nursing team work with the school and outline individual programmes for each class team to deliver. This allocation of therapy support falls under criteria set down by the NHS and is very much needs led. PLEASE NOTE DUE TO THE PANDEMIC THESE CLINICS HAVE NOT TAKEN PLACE WITHIN THE SCHOOL BUILDING.

The school benefits from clinics within and during school time so that the learner's education is not unduly compromised and that parents can feel more part of the multi-disciplinary approach to their learner's overall needs. Such clinics include:

- Dietician Clinics
- Feeding Clinics
- Wheelchair Clinics
- Postural mobility
- Community Paediatric Consultant Clinics

- Medical appointments and annual review medicals carried out by visiting medical professionals

### **What training have the staff at Springside had or are having?**

All staff, both teachers and support staff receive comprehensive and ongoing training in meeting the needs of learners. We ensure we keep up to date with national and local initiatives and link research with practice. In addition to more specialist curriculum training depending upon area of interest/expertise all staff to meet the needs of the learners in each specific phase we receive mandatory annual Safeguarding followed by tri weekly briefings, Prevent and Manual Handling. The majority of the staff have also been trained in Signalong, First Aid, Epilepsy, Suction and Oxygen awareness training, Behavioural Management, PODD, PECs etc

Several staff members have recently taken part in yoga and relax kids training, AAC-using alternative methods of communication, write dance, therapeutic intervention, story massage, SCERTs, MAPT etc.

The school benefits from having its own moving and handling, Team Teach, Signalong and relax kids trainers. In addition we have 1 first aider in each class in addition to 2 senior first aiders.

### **How will my child be included in activities outside the classroom including school trips?**

As a fully inclusive school, all learners participate in whole school, curriculum and off- site activities. The extent to which each learner participates and the levels of support received will vary between learners and across time in line with their EHCP priorities and Phase.

Parents are asked to give generic permission for their learner to participate in activities in support of the curriculum i.e. a visit to a local church, shop etc. All learners will be risk assessed. Visits which last for a whole day or are further afield, involve more comprehensive risk assessments.

### **How accessible is the school environment?**

As a purpose built special school 13 years ago, Springside is fully accessible. The building is light, classrooms are large and the site is both safe and secure. .

Where required interpreters enable parents to fully participate in formal meetings such as Annual Reviews and Health meetings

**How will Springside School prepare and support my child to join the school and then transfer to secondary school?** Once a place at Springside has been confirmed, parents will be invited to meet the class teacher and teaching assistants often at their learner's current early years or school setting and often in the learner's family home. The class teacher will meet with the staff, spend some time observing your learner and also meet with you to gain detailed information. Following this visit your learner will be invited to spend some time at Springside for a transition afternoon although depending on the point of entry and your learner's needs, this will vary. The number of times your learner will visit varies but generally we have found a shorter transition to be most successful.

Each family is different but due to the fact that many of our learners start at 3 years old we normally suggest the parents may wish to join us in school for the first few days/weeks to be around should they be worried or anxious. As soon as transition is deemed to be successful, if you are within the borough transport can be requested by the local authority. The outcome is decided by the LA not the School.

From Year 5 both learners and parents are encouraged to take part in the variety of transition sessions held by our feeder school at Redwood. When your learner is in Year 6 they will be encouraged to liaise with other learners whom are Year 6 from Newlands special school Middleton to make friends and take part in a variety of activities held within both Newlands and Springside. Each learner will have a personalised transition plan to ensure the transition is as smooth as possible to Redwood. We support parents throughout this process.

**How are Springside's resources allocated and matched to learner's special educational needs?**

Each learner receives support matched to their level of Special Educational Needs and disabilities

This will vary across each day and throughout their time in our school, as the level of support is directly related to their needs and circumstances.

**How is the decision made about what type and how much support my learner will receive?**

On a daily basis, the class teacher determines the level of support for individual learners from within the class team.

When learners whose SEND circumstances, health requirements or complex learning needs indicate that additional support may be required, discussions are held between the class teacher and the leadership team to determine what this might be and the Local Authority is made aware. Typically, this support continues to be provided from within the class team, but may be targeted at specific times, i.e. break times, circle times etc.

If the evidence suggests that even higher levels of support maybe beneficial, this is agreed by leaders as the resource is provided from within the school. Due to the high levels of staffing in each class this is not required very often and only in very extreme situations, would additional support be requested from the Local Authority. This is challenged via the annual review process.

Parents are generally aware of the need for additional support and a joint programme of intervention is planned. Due to the cost, clear measures of success are highlighted so it is possible to identify if the intervention has been successful and if it needs to continue. If so, the support is reviewed on an ongoing basis.

#### **14. Who can I contact for further information?**

The first point of contact for anything relating to your learner's education and care needs is the class teacher and the teaching assistants. We encourage parents not to wait for the next formal opportunity to meet but to contact us on an ongoing basis. The class team are always available to talk for a couple of minutes, however if you require a full discussion an appointment can be made for a mutually convenient time. Please either telephone or write to the team via the class email. The Phase leads directly feed into the conversations with each of the class teams. Please ensure you CC the Phase leads when conversing.

If you wish to speak to the Pastoral officer or family worker then please telephone or make contact with the class teacher and/or Phase lead via the email address provided

For matters relating to curriculum provision please telephone or make contact with the class teacher and/or Phase lead via the email address provided

Olivia Brougham Robinson-Exploratory, Louise Binns – Investigative and Experiential

For matters not directly relating to your child's progress, parents are invited to contact our main office where by the Deputy or Assistant Headteacher will be available to talk with you.

Considering a special school for your learner can be a very daunting time and we have parents and Parent Governors who are happy to talk with prospective parents to share their experience and answer questions.

#### **How is our local offer reviewed?**

Our local offer was developed in consultation with staff, Governors and parents in October 2020 and will be reviewed by Governors on an annual basis, as from July 2019. Our SEND offer has been written using the Rochdale local authority guidance by senior leaders. (Updated July 2021).

Finally should you want to know what our current parents feel about Springside School please follow the link to Parent View on the Ofsted Web site: <http://parentview.ofsted.gov.uk/parent-view-results/urn/116622>

