

## **Springside's 'Local Offer' for Special Educational Needs and Disability (SEND) July 2018**

Springside special school shares a collated site with Hamer mainstream primary. Springside caters for learners with profound and complex physical, medical and learning difficulties.

We cater for learners with a combination of SEN which ranges from Physical Difficulties (PD), Hearing Impairment (HI), Visual Impairment (VI), Autism (ASD), Moderate learning Difficulties (MLD), Profound and Multiple learning Difficulties (PMLD), Severe learning difficulties (SLD) and associated behavioural difficulties and complex medical needs. The school currently has 111 places.

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, as well as adapted play equipment and a range of outside learning spaces to enrich our curriculum offer. The school has 1 minibus and a driver to support our learning curriculum as all classes regularly go on visits out into the local community.

### **Springside Special Primary School**

- Has a positive learning environment where learners develop new skills 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 difficulties to ensure personal, individual success
- Promotes proactive working partnerships with parents, carers 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 therapy room.

- Works in a multi-disciplinary way to attend to the holistic needs of our young people and to support our learners' families
- Teaches learners to communicate 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. We have 3 phases; Experiential which caters for learners in Early Years and those learners with profound and multiple difficulties, (Exploratory) learners with complex social difficulties, learners (Investigative) with severe learning difficulties. We have high levels of expectations for all our learners and we aim to fully extend their emotional, social, physical and intellectual 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 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.

	<b>Whole School Approach</b> <b>Universal School approach to all our young people</b>	<b>Targeted support for individuals or small groups (according to need)</b>	<b>Specialised individual support (according to need)</b>
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<p><b>Learning and curriculum approaches</b></p>	<ul style="list-style-type: none"> <li>• Detailed planning for curriculum areas differentiated outcomes for every learner</li> <li>• Termly Personal learning plans (PLPs) meetings with parents</li> </ul>	<ul style="list-style-type: none"> <li>• Personal learning plans</li> <li>• 'Bespoke' meetings with parents regarding specific issues</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>• Daily contact with parents</li> <li>• Support from specialist professionals</li> <li>• Multi agency meetings to</li> </ul>
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	<p>PLPs drawn up each term specifying focuses for learning  Annual Review report  Ongoing contact with parents through Home School Book/Telephone contact  Ongoing assessment of learner's progress and attainment  Analysis of Progression level data for whole school and individual learners  Schemes of work to meet the needs of all learners (bespoke and use of Equals)  Differentiated learning outcomes for each learner</p>	<p>school meetings  Opportunity for individual learning programmes and the ability to work across other classes or group settings in response to need  Daily contact with parents (as requested)</p>	<p>review areas of difficulty and levels of support  Bespoke timetable and activities  Individualised learning programme and learning day to meet holistic SEN requirements utilising a range of specialised environments</p>
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	Use of appropriate switch technology and VOCA/ Makaton, symbols/Object of references etc		
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<b>Support</b>	Bilingual home school liaison worker Early help team to support holistic needs of learners and families small class groups (Approximately) 1 teacher to 9 learners (Approximately) 3 Special Support Assistants to 9	Enhanced staff support during lessons and class activities Increased levels of multiagency support Support/guidance from Educational Psychologists (as required) Support/advice from CAMHS	Rotation of class staff across the day Regular multi-agency support and meetings Intensive support from Educational Psychologists Additional advice from medical services, HYM, health care teams etc
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	<p>learners</p> <p>Support provided to meet personal and social needs</p> <p>Multi agency support</p> <p>Weekly class team meetings to review learner progress, PLP's, share information etc</p> <p>Weekly teacher and teaching assistant meetings with termly Phase meetings and whole school meetings to share information</p> <p>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</p> <p>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 Physiotherapist</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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<b>Teaching approaches</b>	1:1 teaching on a regular basis 1:2 teaching on a daily basis Small group teaching for all lessons Groups changed to reflect	1:2 support provided for less structured activities Additional visual clues and guidance 1:1 support provided to meet personal and social needs	Teaching at times can be in separate rooms/areas of school <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>
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	learners' learning needs for each session Structured environment within each class Consistent routines and systems across the whole school Full appreciation and provision of access requirements for all learners	during therapeutic sessions Individual behaviour plans, rewards and motivators	room /sensory room/hydro' etc
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<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          Individual health care plans</p>



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

Each class has on average, one teacher and three teaching assistants to nine learners although this can vary according to need. 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 and so we do not allocate specific assistants to work with identified learners, although key working is a feature of the school especially in EYFS. 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 and exploratory learners alongside the National Curriculum for the investigative learners (see appendix A) with an emphasis on threading Physical education, social and emotional skills and maths, 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 subject developers, coordinators and leaders and the teaching staff team to enable all learners to access each area in a meaningful and purposeful way using elements of the Equals schemes of work 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 your learner's progress, 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 learner is doing and how will you help me to support my learner'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 on a half termly basis which indicates particular achievements in each class and give you as parents an insight into what your child has been learning. Weekly updates as newsletters are communicated via a paper copy but also uploaded to the website.

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 key stage levels as they progress through the school.

Learners do have varying levels of homework 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. (see appendix b)

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 learner'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. Learners with significant emotional needs will have time allocated as required to support the emotional well-being of individual learners 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. 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.

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 with profound and complex learning difficulties. A detailed induction programme is followed by a mentoring programme. In addition to more specialist curriculum training depending upon area of interest/expertise all staff receive mandatory annual Safeguarding, Prevent and Manual Handling. The majority of the staff have also been trained in Makaton, signalong, First Aid, Epilepsy, Suction and Oxygen awareness training, Behavioural Management.

Several staff members have recently taken part in yoga training, AAC-using alternative methods of communication, write dance, therapeutic intervention etc.

The school benefits from having its own moving and handling, Team Teach and First aid trainers. We have 1 first aider in each class in addition to 1 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 but we differentiate the activities and expectations to enable all learners to take part.

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 11 years ago, Springside is fully accessible. The building is light, classrooms are large and the site is both safe and secure. We have recently had an extension built to allow for Springside to cater for 116 learners. 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 parent 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 will be provided by the local authority.

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 maybe 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 senior 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.

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 in the Home School Diary.

If you wish to speak to the Pastoral officer then please telephone or write in your learner's home school book and she will ring you back.

For matters relating to curriculum provision please telephone or write in in your child's home school book and request to speak to :-

Sarah Trueman -EYFS and Experiential, Olivia Brougham Robinson-Exploratory, Mark Hitchen (temporary) Investigative

For matters not directly relating to your learner's progress parents are invited to contact our main office where by the Deputy /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 July 2017 and will be reviewed by Governors on an annual basis, as from July 2018. Our SEND offer has been written using the Rochdale local authority guidance by senior leaders. (Updated July 2018).

**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>**

