

This SEN Information Report is updated annually to reflect changes and plans within the school. This report reflects current provision at Springhead School.

Definition of Special Education Needs (SEN)

The SEN Code of Practice (DfES, 2014) says pupils have a learning difficulty if they:

a) have a significantly greater difficulty in learning than the majority of others of the same age.

or b) have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them. (Clause 20 Children and Families Bill 2014).

The Code of Practice (2014) provides an overview of the range of needs divided into four broad areas, upon which our school focuses its efforts to provide for SEND:

- Communication and Interaction
- Cognition and Learning
- Social and Emotional Difficulties
- Sensory and Physical Needs

What are the kinds of special educational needs for which provision is made at Springhead School?

We are an all-age specialist school for cognition and learning - a community special school based in Scarborough, North Yorkshire, UK. Our pupils have a wide range of learning needs including severe or profound learning difficulties or disabilities. We are registered for pupils aged between 2 and 19 years and many have a broad range of additional special educational needs such as autism, physical disabilities and complex medical needs, but all of which are combined with learning needs.

We are based on 3 sites in Scarborough - Seamer Road hosts our Early Years and Year One pupils, Barry's Lane hosts Primary and Secondary Classes and our Lady Edith's site hosts our Informal Secondary class and our Sixth Form Students.

All pupils are functioning at levels below those expected of their mainstream peers. It is expected that all pupils will have a Education, Health and Care Plan. A minority may have needs that require assessment that are expected to result in an Education, Health and Care Plan being produced.

Our Early Years children are educated at our Seamer Road site, located within Falsgrave Community Centre.

Pupils aged up to 16 (up to the end of KS4) are educated on our on Barry's Lane site, Scarborough.

Sixth Form students (aged 16 – 19) have their own discrete provision across town, at our Lady Edith site, just over 2 miles from the Barry's Lane site. This opened in September 2017 and offers spacious accommodation in a more adult learning environment. This also hosts some of our pupils with profound and multiple learning difficulties in their own specialist classroom and some of our Informal sensory Secondary learners.

Admission to the school follows the admission policy available in 'For Families' on the school website.

Please refer to the 'Curriculum' section of the website for detailed information regarding our high quality educational provision.

What are the school's policies for the identification and assessment of pupils/students attending the school?

All pupils who attend the school will have an Education Health and Care Plan (EHCP). Occasionally, pupils may be admitted whilst they are undergoing assessment.

Further information on the admissions and assessment processes to our school can be found on our website.

What is the provision for pupils/students at Springhead School and how is it evaluated?

The staff and governors of the school have agreed our Moral Purpose, which is a set of principles that creates and leads our vision for the school

The moral purpose focuses on five key aspects of our pupils' lives:

- Respect
- Self-determination
- Inclusion
- Fostering relationships
- Learning

Our moral purpose represents a commitment to our pupils that can be expressed as a promise in each case (see Moral Purpose in full under 'Our School – Values and Ethos' on the school website).

Our mission statement is to provide an educational environment that enriches and enhances every child's learning and quality of life experiences, by breaking down barriers to learning and participation. This mission statement is underpinned by our aims and values – these define what we aim to achieve, and in what manner and are available

Our Aims

Springhead School aims to offer a broad and balanced curriculum, which is highly personalised and responds to their changing needs. The staff and governors aim to holistically improve the children's life chances leading to an improved quality of life for all. In order to achieve this we aim:

- To provide the highest standards of teaching and learning, developing skills in paying attention, perceiving, thinking, remembering, imagining, generalising and developing communication, leading to more dynamic cognitive functions such as planning, problem-solving and questioning
- To have high expectations of pupils' work and behaviour, and to develop self-motivation through praise and encouragement.
- To support children in exercising their right to freedom of expression and opinion through all forms of communication, and to their access to information in accessible formats and appropriate technologies
- To guide and prepare pupils for each new phase of their life
- To develop and maintain a healthy lifestyle for every pupil
- For all pupils to participate equitably in every aspect of school life
- To promote an inclusive curriculum, ethos and learning environment for all pupils with whom we come into contact – including those at partnership mainstream schools
- To oppose racism, bias, stereotyping and all other forms of discrimination based on a person's class, ethnic origin, gender, age, nationality, language, religion, disability, sexuality, size or any other aspect linked to their self-worth, and to challenge discrimination wherever it is found.
- For all pupils, parents, staff, governors and other professionals attached to the school to feel that they have a voice and a view that is valued
- For the working surroundings to be of a high standard for pupils and staff, creating a happy, safe and supportive environment.

Our Values Statement

The staff and governors of Springhead School feel that it is important that:

Our Pupils

- Are respected, valued and listened to, and can develop positive relationships and their self-esteem.
- Feel part of a caring community, are safe and treated with confidentiality
- Take responsibility for their own actions and develop their awareness of those actions on others
- Are happy, purposeful, confident and independent
- Are able to achieve their own potential, having their achievements recognised and celebrated
- Are actively encouraged to contribute to their reviews and target planning, and whose opinions are used in shaping new provision and evaluating current practice
- Have access to a wide range of effective support and services

Our Staff

- Are committed to the welfare and education of pupils at all times
- Support and motivate each other
- Are flexible, and able to work as part of a team – valuing the principle of a whole school approach
- Communicate effectively
- Are perceptive to others' needs and concerns
- Work in partnership with parents, governors and other agencies
- Are committed to updating their skills, including through developing evidence-based practice (research)
- Are able to deliver an appropriate curriculum

Our Governors

- Work in partnership with all staff
- Are committed to undertaking appropriate training in order to fulfil their legal responsibilities
- Develop a high profile within the school, as well as being ambassadors of the community
- Are good communicators
- Through access to the daily life of the school, be reflective and supportive of all aspects
- Feel well informed and valued members of the school community

Our Families

- Feel welcome
- Can be involved in the life of the school, and work in partnership on behalf of their son or daughter
- Have high expectations
- Can be helped to live 'ordinary' lives

Our Teaching

- Is of a high standard, using a variety of methods and approaches, and is monitored regularly
- Takes place throughout the school day
- Is sharply focused, with ongoing assessment
- Is stimulating and interesting
- Conforms to statute and school policies
- Gives access to a range of age-appropriate learning opportunities
- Is relevant to the needs of each pupil
- Recognises and promotes achievements in all areas
- Promotes positive behaviour
- Is well planned and recorded
- Demonstrates high expectations of the pupils

Underpinning our vision and values, staff and governors, with the involvement of parents, have agreed firm policies through which we deliver constantly improving and developing learning opportunities, appropriate to the needs of each individual pupil.

Evaluating the effectiveness of our provision

The school has a robust system of reviewing provision each term. As part of the full governing body meetings, the effectiveness of the SEN provision is now a standing item and governors also receive regular reports on pupil achievement, behaviour and safety, leadership and management and the quality of teaching and learning. The headteacher discusses every individual pupil with class teachers throughout the year in terms of their provision and progress. Additional funding such as the Pupil Premium Grant is identified and tracked to ensure the impact is effective. We have a School Development Plan

which is reviewed and evaluated on an ongoing basis. The school was last inspected by Ofsted in June 2023 and was judged to be outstanding in every area.

The Curriculum

Our curriculum at Springhead School is skill and context-based and encourages active engagement in learning. The curriculum focuses on developing the key skills of communication, cognition, independence, physical development and self-care, all transferrable skills that equip children and young people for life beyond school.

Our curriculum strives to be responsive to each learner, and build on individual strengths and interests. Throughout the school, a rolling plan is in place, which supports a balance of stimulating contexts for learning through different learning experiences, themes and subjects.

Our three core curricula

1. Pupils with Profound and Multiple Learning Difficulties (PMLD) are provided with an informal curriculum which is specifically designed to meet their needs in connecting and responding.
2. Pupils with Severe Learning Difficulties (SLD) benefit from a semi-formal curriculum which promotes independence and life-skills, and is highly stimulating.
3. Pupils with Complex Moderate Learning Difficulties (CMLD) receive an adaptation of the National Curriculum which emphasises mastery and deeper learning.

In addition, children in the Early Years Foundation Stage follow the statutory EYFS curriculum. We are committed to offering our children and young people with the best opportunities. We aim to provide curricula opportunities which are meaningful, accessible, motivating, contextualised and appropriately challenging to maximise progress for each learner and take the learning opportunities across every aspect of the pupil's day.

At Springhead School we ensure that the emphasis on Communication and Literacy across the Curriculum is informed and effective. We use a range of augmentative or alternative strategies to promote the ability of some learners to communicate successfully, enabling them to respond and interact to their full capacity.

For further details of all areas of our school curriculum and assessment processes, please contact the school on 01723 367829

Assessment

All pupils who attend the school will be under assessment or an Education Health and Care Plan (EHCP).

Further information on the admissions and assessment processes to our school can be found on our website.

Support for well-being

Springhead School has a robust Safeguarding and Child Protection policy and protocol in place. Pupils' health and well-being is paramount, and we work closely with medical and health practitioners on behalf of the pupils. Personal care is conducted discreetly and with dignity, whilst fostering independence as much as possible. We routinely follow healthcare plans and have staff trained to administer prescribed medication. We also work closely with Disabled Children's Service, and with the Learning Disability Service team. We meet with the managers of most services to ensure that joint working practices are consistent.

This also supports those children and young people who have Emotional and Social development needs.

Staffing levels are enhanced so that pupils are usually taught in classes of up to 10 with a teacher and at least one advanced teaching assistant and an appropriate number of additional teaching assistants to meet the needs of the class group.

What training do staff have in relation to the needs of pupils/students at Springhead School?

All staff have clear job descriptions which detail the required qualifications for each post in school. All staff have an extensive training programme related to their work.

All of our teachers have qualified teacher status, and some have completed a post-graduate qualification in a relevant area of SEN training. Teachers and teaching assistants have undertaken ongoing specialist CPD (Continuing Professional Development) in a wide range of areas. Training is specifically related to the needs of children and young people in our school and also as required by statutory guidance. Staff members work hard to ensure they remain updated and skilled.

Other staff continue to gain a range of certificates to mark their commitment to courses such as Higher Level Teaching Assistant, Paediatric First Aid and Makaton.

We continue to commit to having qualified trainers within school for courses such as Positive Behaviour Management (Securicare), MIDAS and Moving and Handling. We deliver regular Child Protection, Safeguarding and PREVENT training to all staff.

How accessible is Springhead School?

Our school is fully accessible, being on one level, with ramps and hoists as required. We have changing facilities for children who require adult support. The school has invested in a wide range of accessible equipment, particularly with regard to IT, including an Interactive Sensory resources and a hydrotherapy pool with computer-generated light and sound system. We have reviewed and enhanced curriculum resources in response to the new curriculum.

Our SEN policy details the wide range of provision for our children including the range of equipment and facilities for children with different needs. This policy can be found on our website and is reviewed annually.

What does our Curriculum look like at Springhead School?

All pupils will be provided with full access to a broad and balanced curriculum which meets the statutory requirements of children and young people with SEND and follow a modified curriculum as identified in their EHCP and supported at Annual Review.

To ensure all children and young people can access the curriculum at an appropriate level and fulfil their potential we:

- Make adaptations to ensure that all pupils have access to the school curriculum and school activities.
- Support pupils to achieve their full potential despite any difficulty or disability they may have.
- Ensure that staff are aware of pupil's individual needs and teach in a way that is appropriate for them.
- Provide opportunities for pupils to develop confidence, self-esteem, and resilience.
- Work in partnership with parents/carers, pupils, and external agencies to cater for children's special educational needs and disabilities.
- Make provision for children with SEND to fully develop their abilities, interests, and talents. o Identify special educational needs at the earliest opportunity to ensure early intervention and support.
- Ensure all children with SEND are fully included in all aspects of school life and can develop their Cultural Literacy.
- Regularly review policy and practice to achieve the best outcomes for all our pupils.

Resources and Provision

The governors allocate budgets to provide resources to meet the range of needs of the pupils so that access to a broad and balanced curriculum can be provided. The Headteacher works with teachers to ensure that pupils have access to class based learning resources to enable access to learning.

In addition we have the following whole school resources

- Light and sound resources for multisensory experiences and cognitive development,
- Cool Cave – with a range of sensory processing equipment and deep pressure resources
- Library corridor
- Halls which can make a giant sensory room

- Music room
- Common Room kitchen with height adjustable sink and hob
- hydrotherapy pool with light and sound
- Outdoor play spaces
- Forest School
- Allotment
- Hygiene rooms
- Disabled toilets
- Laundry facilities
- Specialist ICT facilities
- Specialist bikes

Family Involvement with the school

We hope to meet new parents at the stage when you are deciding which school is your preferred choice for your child. Parents are invited to their child's planning meeting prior to them starting at Springhead, and also invited to their 'moved in' meeting after about half a term.

Parents are given the opportunity to meet in the autumn and summer terms to hold a structured conversation, and to discuss targets for their son or daughter. Progress is discussed at Annual Review, alongside agreeing expectations for each child or young person. Families receive regular communication through home school diaries and by telephone. Parents also receive an Annual Report each July. We send home topic webs each term with suggested homework and information the work the young people will be doing in their classes.

School Nurses are available to support with any medical support for families.

We hold Family and Carers Together (FACT) coffee mornings once a month, where you can meet other parents for coffee and listen to a range of guest speakers. We also have a What's App group for families and Class Do jo.

We also hold a Christmas Fair, Christmas Service and Achievement Assembly, along with other events to which you are warmly invited.

For further information our social media pages (Facebook and Twitter) are regularly updated with upcoming events, or alternatively please contact the school office.

What external agencies are available for support?

Links with external agencies are vital to ensure that we provide the highest levels of support for our pupils with SEND. Any one of the support services can raise concerns about a pupil. This will be brought to the attention of the SENDCo and the pupil's parents/carers.

A request for support from external services is likely to follow a decision taken by the SENDCo, colleagues, in consultation with parents/carers. External support services will usually see the child or young person, so that they can advise subject and pastoral staff on strategies and provide more specialist assessments that can inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

Below is a list of the services that the school most regularly work with:

Therapies	Interventions	Community Working
Speech and Language	Hydro/Swimming	External Sports Agencies – Scarborough Football Club, Scarborough Sixth Form collage Sport Leaders, Yorkshire County Cricket Club, Jake – Tennis coach, Su- We can Dance,
Occupational Health – home support and support for Pupil's in school	Multi-Activity Training Programme with Special Olympics. (MATP)	Everyone Active – Sports, pool and Gym
School Nurse	Schools Sports Partnership	Compass Gym
Community Nurse	Deep Pressure Trained staff	Robbie Hawks Sports Hall
Epilepsy Nurse	Communication Interventions with Makaton, communication working group – symbols, Objects of Reference, photos, communication books, Communication Profiles	Links with Leeds and Sheffield Hospitals
Jabado	NUDGE education	Early Help, Social Care, Disabled Children's service
Wheelchair Services	Early Help	Young Enterprise – McCain, NYBEP
Cool Cave – Deep pressure resources, Seal cushion for core strength, Massage resources, squeeze machine, therapy ball.	Wetwheels	
Councillors and Compass Buzz – Mental Health, Educational Psychologists	Scarborough and Locals Together (SALT) – Beach Chalet	
Learning Disability Service		Rotary Club of Scarborough Cavaliers
Visual Impairment Service	Wave Project	Steven Joseph Theatre
Hearing Impairment Service	TAC PAC	Police - PCSOs, PREVENT team
Physiotherapy	Intensive Interaction	Fire Service
Pet Therapy – Jasper and Rolo (dogs)		English Hub
Music Therapy		
Paediatricians	All Aboard Phonics – Intervention Programme	Families And Carers Together (FACT) – Our families sessions with guest speakers
Podiatry services	National Online Safety	Scarborough Teaching Alliance
Continence Service	Securicare (Behaviour Intervention)	
CAMHS	Forest School/Allotment	
Sensory Swings, hammock and balance seats		

Where is the information on the North Yorkshire local offer published?

To find out about the local authority's Local Offer of services and provision for children with special educational needs and disabilities please use this link: [SEND Local Offer | North Yorkshire Council](#)

There are a number of parent/carer support groups such as SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support).

How we consult with and involve young people about their education at Springhead School.

All children and young people in our school are treated with dignity and respect. There is full personalisation for the curriculum for each pupil/student in order that they can access and experience success through-out their school life. We value every child and young person to have their voice – whether this is through Object of Reference, switches, photos, symbols, Makaton, speech, through supporting a Communication Rich Environment.

The School Council involves pupils to contribute and decide on aspects of school life relating to their needs.

The assessment and annual review process of EHC Plans includes the choices and views of pupils/students.

What are the arrangements made by the governing body for dealing with complaints from parents/carers of pupils/students in relation to the provision made at Springhead School?

The process for all complaints is made available on the school website.

How does the governing body involve others - including health, social services, local authority services and voluntary organisations, in meeting the needs of pupils/students at Springhead and in supporting their families?

The governing body are aware of the wide range of staff working together within the school to support the children, young people and their families. Some staff are employed directly by the school, others have different lines of management as can be seen below. The governing body consists of some professionals with backgrounds in health and public services and there is a consistent monitoring of practice to ensure that children and families' needs are met through meetings and reports.

Classroom staff are employed directly by the school. This includes teachers, teaching assistants and lunchtime supervisors. Admin staff are also school employees.

Other professionals work for a range of agencies – some are based within the school, others have office bases elsewhere and work in school on particular days or as necessary.

Speech and Language Therapists, Occupational Therapists and Physiotherapists are employees of York Teaching Hospital Foundation Trust. All these professionals work within school, training and advising staff and working with children and young people who are on their case load.

Transport to school is organised by the Local Authority not the school. Transport staff are employed by the transport companies.

There are social workers for children/young people with disabilities who are Local Authority Employees.

All contact numbers for support services, described above, are available from school. If families have a query relating to these areas it is best to contact the professionals directly. This ensures that any message/queries/concerns from families are dealt with in the most efficient way.

Use of Alternative Provision

Alternative Provision is defined as 'education arranged by local authorities for pupils who, because of exclusion, illness or other reasons, would not otherwise receive suitable education; education arranged by schools for pupils on a fixed period exclusion; and pupils being directed by schools to off-site provision to improve their behaviour' (DfE 2013).

Springhead School will use such provision to try to prevent exclusions, or to re-engage pupils in their education.

When commissioning alternative provision, the school will carefully consider what providers are available that can meet the needs of their pupils, including the quality and safety of the provision, costs, and value for money.

Once the school has commissioned alternative provision, we will maintain on-going contact with the provider and pupil, with clear procedures in place to exchange information, monitor progress and provide pastoral support.

What are the school's arrangements for supporting pupils/students in transferring between phases of education or in preparing for adulthood?

We recognised that transitions can be difficult for a child or young person with SEND and take steps to ensure that any transition is as smooth as possible. We are keen to involve parents/carers as much as possible with their transition. We support transition for children and young people that works for them on an individual basis. Some young people require a slightly different approach depending on their needs.

New teachers are given the opportunity to spend time in the child or young person's current class.

All transitions are well planned for through-out school as children and students move from class to class and phase to phase. Parents have the opportunity to meet the new teacher and class staff.

Students are increasingly supported in planning for their transition from school to adult life. Our Specialist Careers Adviser works with pupils in school to get to know them and to advise both pupils/students and parents/ carers on what is available after leaving Springhead School.