



Springfield School

SEN Information Report December 2017

The following report sets out information about our provision for children and young people with SEN. The report should be read in conjunction with our prospectus information and key documents and policies that can be found on our website.

About our school

- Springfield School is a maintained special school providing for pupils from 2 – 16 years old with a range of SEN ranging from severe to profound and complex difficulties.
- Springfield School is situated on 2 sites, sharing facilities with Madley Brook Primary School and Wood Green Secondary School. This enables us to develop links and specific integration sessions as appropriate, for individuals and groups of pupils. We have an Integrated Nursery with Madley Brook School.

How do we identify and support children and young people with SEN?

- As a special school, all our pupils have SEN and an Educational, Health and Care Plan [EHCP] or Statement of Educational Needs. There are some occasions when we may be asked to give a pupil an assessment place whilst their EHCP is finalised.
- Admissions to the school are managed by the Local Authority. Further information can be found in the Oxfordshire County Council Guidance on Admissions: Special Schools and Resource Bases.
- Assessments are made as part of the EHCP / Statement process and we liaise with parents/carers, schools and early intervention services in order to gain a full understanding of a child's needs before attending.
- Once at school, we take time to assess each child so that we can plan accurately and individually for their future development. We work closely with other agencies that support the school e.g. Occupational Therapists, Physiotherapists, Speech and Language Therapists. Other professionals can be invited to the school in order that the requirements of EHCPs / Statements are met. We also ask for help and advice from the Educational Psychologist should the need arise. The school liaises with health professionals and the two Specialist School Nurses.
- All children in the school have an Individual Education Plan [IEP] outlining specific targets to be worked on, to achieve their longer term outcomes.

Joining the school and moving on

- We welcome prospective parents/carers to the school. Once a place has been agreed, we encourage the pupils and their families to visit. Transition arrangements are agreed with the individual family and can vary from child to child. We offer a phased entry to school should it be required to ensure each pupil has a positive start to Springfield.
- From Year 9 the Annual Review meetings also focus on transition to Post 16 and adulthood. We provide advice for our families and encourage other agencies to attend key reviews e.g. social care and Post 16 providers.
- We hold a transition evening for parents/carers and pupils moving to Year 7 and our secondary site; moving to Key Stage 4 and Post 16 provision.

How do we work with parents/carers and children/young people?

- Our main form of communication with parents/carers and carers is the Home/School Diary. This is written in each day in order to communicate essential information and share what activities the children have been involved in and any particular achievements. It is also used by families to share key information from home.
- Parents/carers are also welcome to arrange an appointment to meet with the class teacher. If a teacher or member of the Senior Leadership Team [SLT] has any concerns or queries then they will contact parents/carers directly.

- Throughout the year, the School holds two Termly Review meetings and an Annual Review meeting with parents/carers to discuss achievements, progress and agree on future priorities. At the Annual meeting, the EHCP / Statement is reviewed and updated as appropriate.
- Parents/carers are encouraged to be actively involved in the setting of outcomes and IEP targets.
- Parents/carers are also invited to join us for some coffee mornings as well as to share some key events e.g. Harvest Festival, Christmas Production, Sports Day, Leavers; Assembly. In addition we have various fund raising events when parents/carers and families are welcomed. Key information is shared with parents/carers via the website and in newsletters. We also have parentmail system in place for those parents/carers who wish to receive information in this way.
- The school council on both sites meets regularly to discuss issues that may arise from the pupils' perspective. The group is made up from a representative member of each class. There is a School Council link governor who attends at least one meeting each year on both sites.
- Pupils at the secondary site are invited to their Termly Review meeting and pupils are involved in the meeting to transfer Statements to EHCPs. Where appropriate, pupils are included in the review and setting of their IEP targets.
- Responses from our annual parent/carers questionnaires help us to formulate our School Improvement priorities.
- If there are any concerns with regards to the education we are offering or any other aspect of the school, then we encourage families to contact the class teacher in the first instance, but if this is not appropriate then the SLT class line manager is always available for arranged appointments. A copy of the school's Complaints Policy is available on the website.

Adapting the curriculum to meet the needs of our pupils

- Springfield School believes that all pupils are entitled to a broad and balanced curriculum. We therefore strive to ensure that all pupils are able to access all areas of learning. As a special school we recognise that our pupils will require a curriculum that meets their needs, as such the balance of our curriculum reflects the need for increased opportunities for communication, maths, PSHCE and Physical Education. ICT exists as a curriculum area and is also used to enhance learning in all subject areas. As pupils move through the school the curriculum balance changes, leading to a Key Stage 4 curriculum with a greater emphasis in life skills.
- In the Early Years and Foundation Stage we follow the EYFS curriculum and work towards the Early Learning Goals.
- In Key Stages 1 to 3 there are discrete lessons in the core subjects. Foundation subjects are taught through a rotation of three themes per year which have specific foundation subject areas attached to them.
- At Key Stage Four the curriculum is designed to extend the use and understanding of previously learnt skills in real life situations and ensure that pupils are ready for transition to further education or work. The framework ensures that a broad balanced curriculum is covered whilst following the school emphasis on PSHCE, CLL and Maths.

How are children and young people with SEN helped to access activities beyond the classroom?

- All children and young people are included in activities and trips following risk assessments. During a normal school week we offer riding, hydrotherapy and swimming, integration, community visits to enhance the teaching of life skills, work related learning at Key Stage 4 and Forest School for some pupils.
- One off trips and visits are planned as part of the curriculum e.g. trips and visits to museums, outdoor learning areas, and residential trips.
- The Duke of Edinburgh [D of E] scheme was introduced to Key Stage 4 in 2015-2016 and is open to all those pupils.
- Our Out of School Liaison Officer [OSLO] works with families to place the children in holiday clubs and out of school schemes. The OSLO has also organised specific relevant after school activities for our pupils such as a computer and drama club. Barnardos run a holiday club and after school club at the school. There is information about activities and events for disabled children and those with SEN in Oxfordshire in the family Information Directory: <http://fisd.oxfordshire.gov.uk>

How do we support the well - being of children and young people with SEN?

- The PHSCE curriculum encourages pupils to learn about their own well-being and safety. Emphasis is placed on the Social, Moral, Spiritual, Cultural and Physical development of the pupils. This links very closely to the work on communication skills to enable pupils to communicate their needs, wants and dislikes.
- We work very closely with our Specialist School Nurses and other healthcare professionals such as CAMHS, to address any concerns about a pupil's health and well-being. There is a regular MDT meeting with the regular therapists to share information and agree on action required that can be shared with teachers and families.
- We work collaboratively with health, social care and other professionals when reviewing EHCPs.
- We work collaboratively with health professionals regarding some meetings and clinics being held on site to minimise time out of school for pupils and support close liaison.

What expertise do we offer?

- All of our staff receive induction training followed by ongoing professional development opportunities through the annual appraisal process.
- A teacher is a Senior PRICE Instructor [Protecting the Rights of Individuals in a Care Environment] and a Teaching Assistant is a PRICE Instructor. They train staff in Positive Behaviour Support and Physical Intervention. They also provide training for some other organisations.
- We draw on the expertise of visiting professionals to enhance what is offered at Springfield.
- We offer Outreach advisory visits to local mainstream schools and can arrange some Inreach visits / programmes.

How do we know if SEN provision is effective?

- Feedback from parents/carers is mostly very positive.
- The school has devised its own target setting and assessment procedures.
- IEPs are reviewed every term and the percentages of achievement are collated.
- Annual Targets are based on assessment and the progress of all pupils is tracked carefully. Soft data is gathered routinely to enhance our more formal assessment procedures. Progress data is communicated to the governing body.
- Class line managers monitor the Termly and Annual Review reports and the teaching and learning within their classes. Class line managers meet with teachers 3 times per year to focus on pupil progress.
- In February 2014 we were judged 'Good' by Ofsted.
- On a weekly basis, we have class team meetings and a fortnightly teacher meeting allowing time for reflection and development for individual pupils, class and the whole school. There are also opportunities for Key Stage meetings.
- The SLT and governing body review the school's Self Evaluation Form [SEF] to identify what works well and which areas require further development.

Who to contact for further information?

If you require general information about the school, then please first look at our website - www.springfield.oxon.sch.uk

If you require further information then please contact the school directly –
Primary site – 01993 703963 or office.7012@springfield.oxon.sch.uk

Secondary site – 01993 706662 or swg7012@springfield.oxon.sch.uk

For all other information relating to SEN please see Oxfordshire's Local Offer.
www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-local-offer