



# Springwell Alternative Academy Spalding SEND Information Report

Springwell Alternative Academy Spalding aims to identify and provide for a wide range of special educational needs under the 4 areas of SEND; Communication and Interaction, Cognition and Learning, Social Emotional and Mental Health Difficulties and Sensory and Physical needs, as stated in the SEND code of practice 0-25 years.

Pupils will often already have been placed on the SEND register by their previous school. If pupils are experiencing difficulties or not making the expected progress they will be raised by the class teacher who will discuss their concerns with the Head of School or the SENDCo. They may do a number of things depending on the concern raised. This could include observations, discussion with the child, class teacher and parent(s) and possibly assessments to further identify the child's needs.

An appropriate programme of intervention will be put in place to meet individual pupils needs and ensure they are making the required progress.

All pupils will have an individual pupil profile which will be kept up to date by the class teacher and teaching assistant. We encourage parents to be involved in the writing and reviewing of the pupil profiles and they will be invited to school at least 3 times a year on Family Learning Days to review their child's progress and targets. Where parents are unable to attend review meetings they will always be offered a review over the telephone.

Where we identify that pupils are still having significant difficulties in any of the 4 areas, despite the additional support from teachers and following appropriate intervention and other school based support, we may consult other specialist teachers/services. Parents are always encouraged to be involved in this process so that they fully understand the decisions made and the next steps we are taking to ensure pupils have the best opportunities to allow them to overcome their difficulties and reach their full potential.

We try and give parents as much information as possible about the processes and procedures for supporting pupils with SEND we have answered the key questions provided by Lincolnshire County Council.



## 1. What should I do if I think my child has special educational needs?

You will be given the opportunity to discuss any concerns during your child's admissions meeting where you will be asked to answer questions relating to SEND alongside other admissions paperwork. If you have further concerns following this meeting you can contact the school SENDCo or class teacher to discuss them. As we offer something additional to and different from mainstream schools we will assign all children to the SEND register.

## 2. How will the school respond to my concern?

You will be contacted by a member of the SEND team who will discuss your concerns over the phone or offer you a meeting within the school.

You may be asked to give your consent if any assessments are required. Initial assessments will usually be completed by the SEND/intervention team.

## 3. How will the school decide if my child needs extra support?

Following discussion with parents the SENDCo will meet with the Head of School and or class teacher to decide the next steps. This could include any of the following:

- Assessments/testing looking at a range of things such as reading age, spelling age, numeracy, auditory skill, processing speed and memory
- Observation of a lesson
- Discussion with you and your child to get their views

## 4. What will the school do to support my child?

Once we have completed the relevant steps in question 3 we will decide what further support or intervention your child needs and appropriate targets will be set and recorded on the pupil profile, this documents the long term assess, plan, do, review process.

We have an extensive range of evidenced based intervention programmes which are delivered by teachers and teaching assistants. At the end of the intervention the class teacher or intervention teaching assistant will review the progress your child has made and report back to the SENDCo for further advice if needed.

## 5. Who will support my child in school?

All pupils receive a high level of daily support from their class team who follow nurture principles and trauma informed practice. Your child's teacher will be the named contact for you if you wish to discuss anything. They will contact you on a regular basis to discuss your child's progress, discuss any issues as well as celebrate the positive things your child has done that day/week.



## 6. What training and experience do staff have for the additional support my child needs?

Within the SEND team we have staff with a wide range of skills, experience training & qualifications.

The SEND team is led by Sarah Jorgensen who is part of the Executive Senior Leadership Team.

Sarah Jorgensen holds the Postgraduate qualification in Special Educational Needs Coordination and a Postgraduate Certificate in Educational Testing. She has several years experience as a SENDCo and senior leader, both in mainstream secondary schools and in Alternative Provision. Sarah holds certificates in The Theory and Practice of Nurture Groups and in Level 1 Theraplay. She has recently completed a Masters Degree in Special Educational Needs.

The SENDCo for Spalding is Gemma Garner. She completed her degree in psychology before completing a postgraduate cert in education with a focus on primary education. With an interest in special educational needs, Gemma then studied for and successfully gained the level 7 qual in specific learning difficulties; dyslexia.

Before joining Springwell, Gemma has worked in several primary schools across 3 counties. During this time she had lead ks1 and 2 respectively, was a sendco and a member of the senior leadership team whilst teaching the breadth of the primary curriculum and coordinating different subject areas including literacy. Recently she has completed the access arrangements course and National Award for Special Needs Coordination.

The SENDCo also acts as the school's Designated Teacher for Looked After Children and has knowledge, training and experience of working with children with attachment style difficulties and trauma.

We have a large team of teaching assistants who support within the classroom as well as delivering specific interventions to individual pupils and supporting pupils 1:1 as part of a personalised curriculum.

Within the team we have people with specialist training and qualifications in the following areas

- ELSA (emotional literacy support assistant)
- Autism
- ADHD
- Theraplay
- Lego Therapy
- Trauma and attachment
- Medical conditions



## 7. Who else might be involved in supporting my child?

We work closely with the following outside agencies/specialists to ensure we meet individual children's needs

- Educational Psychology service
- Health services - occupational therapy, physiotherapy, school nursing specialist nursing, CAMHS
- Speech and Language Specialists
- BOSS service
- Social Care - including social workers, early help workers and all other family support services within social care

## 8. What support will be there for my child's emotional and social well being?

In addition to the support of the class team and SEND team, we also have a pastoral team who can offer additional support to you and your child. They offer the opportunity for an additional adult in school for your child to check in with and discuss any worries or concerns. They will attend TAC, CIN and CP meetings and are also available to complete Early Help Assessments with parents who would like the additional support of outside agencies to address any worries or concerns they have about their child.

We have a proactive attendance team whose aim is to ensure that all pupils achieve maximum possible attendance and that any problems are acted upon as quickly as possible. We offer support and advice to parents and carers and encourage close communication between all those involved with pupils both in school and at home, which includes any external agencies.

We have trained First Aiders at each of our schools. If your child has regular medication then this can be stored and administered at school but please discuss this with your child's class teacher, Head of School or at your child's admissions meeting.

All children will have a Boxall profile completed, which helps us identify their social and emotional needs and target support including class support and interventions.

## 9. How will my child be involved in the process and be able to contribute their views?

Every child will have a member of their class team who will act as their key person. In addition to this any children who are open to TAC, CIN or CP will have an allocated key worker. Where appropriate Key workers will meet with your child regularly to gain the child's voice so that this can be shared in review meetings. In addition we invite children's views at family learning days so they can contribute to the assess, plan, do, review cycle.



## 10. How will the curriculum be matched to my child's needs?

We believe in quality first teaching and matching the curriculum to children's needs through inclusive classroom practice. This will include differentiation of tasks, additional adult support, seating for learning, peer support and use of ipads/laptops in the classroom for example. Our curriculum intent enables us to meet children at their developmental stage, focusing on personal development and literacy skills whilst developing an engaging and appropriate curriculum

### The Core Curriculum

Enabling students to engage and enjoy a broad and balanced curriculum

#### Personal Development

Developing pupils' social, emotional and mental health

#### Literacy

Ensuring pupils make progress in spoken language, reading and writing

## 11. What opportunities will there be for me to discuss my child's attainment and achievement? How will I know how well my child is progressing?

You will receive regular phone calls from your child's teacher/teaching assistant and you will have the opportunity to attend Family Learning Day 3 times during the academic year. At FLD you will have the opportunity to review your child's progress and targets as well as looking at their books and the work on display in the classroom.

## 12. How does the school know how well my child is doing?

Your child's previous school will provide us with information about attainment as part of the transition process. In addition to this we will also complete baseline tests on entry to ensure we have accurate information about your child's current levels.

Progress will be tracked by your child's teacher, the Head of School and the Senior Leadership Team.

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

We are an inclusive setting and no child will be refused access to any activities or trips because of their Special Educational Need or Disability.

All children will be given the opportunity to take letters about trips or activities. Additional adult support can be provided for trips and activities that children wish to take part in.

Where parents are concerned about their child attending trips or activities, this can be discussed with the Head of School to overcome any barriers or difficulties. If together we decide that a particular trip or activity would pose a health and safety risk, we can discuss alternatives of equal educational value.



## 14. How accessible is the school environment?

School accessibility can be discussed with you once your child has been allocated a placement. Please see accessibility plan.

## 15. How will the school prepare and support my child to join the school?

You and your child will be invited to attend an admissions meeting at the allocated school. You will be given the opportunity to have a look around the school and to meet your child's class team.

## 16. How will the school prepare and support my child to transfer to a new setting/school/college?

If your child is moving on to special school, the Pastoral or SEND Team will support the transition to the new school, including visits, to ensure your child is prepared and is familiar with their new class and teacher.

If your child is returning to a mainstream school, they will be supported by the SEND/Pastoral Team and the Pupil Reintegration Team. When your child's class teacher feels they are ready to return to mainstream you will be invited in to school to meet with the teacher and Pupil Reintegration Team. You will have the opportunity to share your preference for schools and the next steps in finding your son/daughter a new school will be explained. Once a school place has been found the SEND/Pastoral Team would support your child's transition by sharing information with the new school and visiting your child in their new school to ensure they were settling in.

## 17. How can I be involved in supporting my child?

We are very keen to develop positive home school relationships. Parents can be involved in the writing of their child's pupil profile at the admissions meeting and can also help by maintaining regular contact with the class team.

## 18. How can I access support for myself and my family

Your child's class teacher or the Pastoral Team can advise on possible support services. Alternatively, you can access all of the information about the early help services provided by the local authority at <http://www.lincolnshire.gov.uk/SENDlocaloffer>

## 19. Who can I contact for further information?

For further information or to book an appointment to meet with a member of the SEND or Pastoral team please contact the school directly.