

Springwell Harrogate SEND Information Report

2023-2024



School Offer

The kinds of SEN that are provided for:

Our school provides young people who have social, emotional and mental health needs with a nurturing, inclusive and supportive learning community. We work hard to ensure that every pupil is ready for their next destination in their education and life as they move through our school. For our taught curriculum we look to provide our pupils with a range of experiences and opportunities to develop personally. Our purpose is to find a way to support students to the best of their ability and equip them with the skills they need to move to a suitable next step in their educational journey.

We offer small group learning underpinned by therapeutic approaches. Our values run through everything we do at Springwell Harrogate, they inform our curriculum offer, teaching approaches and our school ethos.

All the children and young people attending our school are likely to have an social, emotional or mental health need (SEMH).

Policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENCO:

The school's SENCo is Sarah Parker-Walton. They can be contacted at the school on 01423 456001.

Prior to transition to the school, we try to find out as much as we can about every child or young person. We like to ensure that, dependent on the needs of the young person, that one or more of the following has taken place before they join us full time:

- A visit to the school by the child or young person, their parents/carers (perhaps supported by a member of the SEND Information, Advice and Support Service (SENDIASS), social care or their current provision's staff - so that everyone has the chance to have a look around the school and ask any further questions
- A suitable transition into the school through either a supportive timetable or through the use of targeted in class support

When children and young people start at the school we spend a lot of time trying to get to know them really well and trying to build up their trust in us. Over those first few weeks and months we make sure that they have plenty of opportunity to have one to one discussions with key staff.

With the help of other professionals, we build up a detailed profile of each pupil's needs including aspects such as literacy and numeracy, specific learning difficulties, communication and interaction, and sensory processing. Behaviour and skills are assessed within the first term of starting along with resulting individualised plans and pathways which prioritise the pupil's main areas for academic and social and emotional development and

support. We also work with each pupil to build up an individual pupil risk assessment that shows the sorts of things that cause their behaviour to escalate, and how staff can help to avoid this, or help them calm down and de-escalate challenging behaviour. This also focuses on how they can further develop their own self-regulation of emotions.

We produce an Individual Provision Plan, which includes information on any additional strategies that could be used by staff to support your child and any additional and different provision or interventions we have in place to meet their needs. By the end of a placement this is shared with the destination school to allow their return to their mainstream education.

Arrangements for consulting children and young people and involving them in their education:

It is really important to us that we involve our pupils in the decisions about their education. Pupils have a daily opportunity to reflect and evaluate with their tutor teams, which also gives children and young people the opportunity to raise issues or to contribute their ideas to curriculum planning or to wider school life in general. As part of the curriculum, PHSE lessons and the student council pupils have a range of ways to feed into school planning, local community, charities and global issues. Students have elected student councillors and are able to formally input into school decisions through these at school council meetings.

There are also opportunities for discussions on a one-to-one basis as part of our intervention sessions. This is also available to pupils who have a programme of alternative provision and who therefore do not attend the main school on a daily basis. These one to one sessions provide the opportunity for your child to discuss aspects of their provision, or any personal concerns they may have, within a safe and secure environment.

At least once a year we hold an annual review of their Education, Health and Care Plan. Before this review meeting your child will meet up with a member of staff they know really well and discuss their opinions about their current situation and provision as well as their hopes and plans for the future. We also try to encourage them to attend the first part of the annual review meeting so that they have the opportunity to have their say. All of this is done in a very positive way that focuses on what is going well and how we can work together to plan for further improvements.

Arrangements for consulting parents of children with SEN and involving them in their child's education:

We are really keen to work in partnership with parents and carers. As well as more formal opportunities to meet up, we also invite you to contact the school whenever you have any information or concern you wish to share with us. Your child will be assigned to a tutor, and these members of staff will usually contact you every week to update you on how they have got on over the week. We will also phone you any time we need to discuss something about your child with you, as it is vital that we work closely together. Or, if we feel that there is a need for us all to sit down together, we will invite you to school for a meeting, or arrange a visit to you at home.

We will also invite you, and your child, to take part in meetings to review their Education, Health and Care Plan. Your knowledge and understanding of your child's needs is essential to support the school in making the best provision for them. This should also take account of your child's hopes, personal goals and interests.

You will be invited to review & progress meetings. These will allow us to explain where your child is in their learning, and to work with you to ensure the most appropriate targets are set to ensure progress.

We will always try to support your attendance at these meetings, e.g. by offering a virtual or on site option or the support of a representative from SENDIASS.

Arrangements for assessing and reviewing children and young people's progress towards outcomes. This includes the opportunities available to work with parents and young people as part of this assessment and review:

Our aim is that all of our pupils are ready for the next stage in their education and life as they move through our school. We monitor this on a regular basis and assessment is used to highlight any further interventions with the Senior Leaders that may be required to make good progress. We also monitor social and emotional development and record this progress on an on-going basis. All of these will help us to identify next steps in learning.

The school uses SEN Support Plans to set targets, to summarise the universal and targeted provision that is given to your child and to monitor the difference this has made.

All of the above will be shared with you at EHCP annual review meetings, at progress meetings with you and your child, and informally as part of our on-going communication with you. If you would like to discuss any aspect of your child's progress towards their agreed outcomes, please contact the school via your tutor team. Progress towards personal targets are discussed with the child or young person on an on-going basis and achievements monitored and recorded.

Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society:

Our programme for annual reviews of EHCPs takes transition into account, and reviews for children and young people at the point of transition are held first, with invitations to all professionals already involved, or who may be involved in the near future.

We ask their tutor team to collect the views of the child or young person and to encourage their attendance at the transition review, or at least part of it. For years 9-11 we also ask our independent specialist careers adviser to set up meetings with the young people prior to the transition review to help them to plan these next steps. Visits to potential post 16 provisions and career events are attended with our young people to help them prepare and make informed decisions wherever possible. Tutor teams or other school staff, as appropriate, would always be available to support the young person in transition meetings or in preparing for their next steps.

The approach to teaching children and young people with SEN:

Because we know our pupils so well and, because our classes are small (no more than eight and always supported by at least two adults), we are able to ensure that our planning, delivery of and support for the learning always takes account of individual needs.

We also make a lot of effort to ensure that we deliver learning opportunities that really engage our learners and that enable them to develop, and to show, their strengths. As well as trying to develop their independence as learners, we also encourage them to work collaboratively with their peers.

In order to achieve this we have developed a curriculum that interlinks the EHCP, SEMH and academic requirements to always ensure students are making progress in one or more of these areas. By operating a personalised and flexibly consistent approach to progress, our pupils are always able to experience success, whether that be working through crisis or engaging with challenging class based learning.

We include interventions within their learning for literacy, for numeracy, as well as therapeutic principles and Thrive based support for social, emotional or mental health needs. Often these interventions take place during the school day and on occasion in a 1:1 setting.

The details of any specialist intervention being delivered to your child will be recorded on their IPP and will be discussed with you prior to the intervention starting and with regular feedback during progress meetings.

How adaptations are made to the curriculum and the learning environment:

Classroom environments and resources aim to respond to a wide range of special educational needs, for example using visual timetables, providing fidget toys and ensuring that there are low stimulus areas where visual and auditory distractions are kept to a minimum to support regulation.

We prefer to have specialist resources readily accessible to all learners, rather than allocating specific resources to particular pupils. If we feel that it is really important that your child needs a particular adaptation to the curriculum, or access to a specific resource, we will flag this up within their SEN Support Plan so that you, they and all our staff are aware of this.

The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured:

As an alternative academy (PRS), all staff are trained and experienced in working with children and young people with social, emotional and mental health needs. We have weekly staff meetings which, along with dedicated training weekly as well as full days through the year, enable on-going staff development. Specialists visit the school to train staff in particular aspects of special educational needs such as specific learning difficulties or social, emotional and mental health needs. These specialist professionals also support our SENCo in assessing needs and in planning individual pupil programmes.

We ensure that we have regular training updates in aspects such as safeguarding and child protection and in the use of restrictive physical intervention through Team Teach.

Evaluating the effectiveness of the provision made for children and young people with SEN:

Whilst we are not able to make within school comparisons with children and young people who do not have special educational needs, we always measure progress against national benchmarks and expectations and always strive for the best outcomes for your child. Oral and written feedback provides ongoing monitoring of each child's progress towards agreed academic and social and emotional targets. The Senior Leadership of the school carries out a schedule of work scrutiny, learning walks and peer reviews to monitor the effectiveness of provision. Our cycle of assess, plan, do, review, with focused discussions at progress and annual review meetings ensures that we keep a close eye on the progress and therefore the effectiveness of provision at the individual pupil level.

How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN:

All our children and young people have special educational needs and are therefore actively included in the full range of curriculum and extracurricular activities on offer.

We place a high priority on ensuring that they have a voice not only in planning their own package of provision, but also in deciding some of the wider opportunities available via the school. We are also keen that they have opportunities that enable them to meet with the wider community, often this is through sporting events, charity events, visits and work related learning.

Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying:

Our therapeutic principled provision ensures that we have a range of interventions available to support the emotional and social development of our pupils. All pupils are assigned a tutor team, who provide additional support for the pupil and their family.

Social and Emotional Aspects of Learning feature as a part of the PHSE and emotional literacy curriculum and Nurture breakfasts and Thrive underpins aspects of every lesson. As part of our unconditional positive regard ethos we use restorative approaches to repair fall-outs between individuals or to address issues such as bullying. Thrive further enhances this aspect of our work.

How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families:

Along with the Local Authority we ensure that we access the support and guidance of the full range of specialist support and outreach services available to us. On-going liaison with, and monitoring of provision at, our alternative providers ensures that these external learning opportunities remain targeted appropriately at need and deliver viable outcomes.

Staff attend planning and review meetings called by other agencies, so as to ensure that education maintains a high priority in any young person's personalised package of provision.

We will make sure that we discuss any additional support for your child with you.

Arrangements for handling complaints from parents of children with SEN about the provision made at the school:

If you have a concern about special educational needs provision at the school, please raise this with the SENCo or the Headteacher. If, however, you wish to make a formal complaint you should address this in writing to the Executive Principal for the Wellspring Trust. A copy of the school's complaints policy is available on request and can also be found on the School website

The North Yorkshire local offer can be found at:

https://www.northyorks.gov.uk/children-and-families/send-local-offer?utm_campaign=2535318_LA%20Weekly%20e-Red%20Bag%2021%20April%202023&utm_medium=email&utm_source=North%20Yorkshire%20Council&dm_i=4BPJ,1IC9I,7QAH6K,70MEC,1