



**SEN Report 2022/2023**

This annual SEN Information Report outlines the current provision across Spring Brook Academy. It is available on our website [www.springbrookacademy.org](http://www.springbrookacademy.org). The report is based on the requirements set out in [schedule 1 of the Special Educational Needs and Disabilities \(SEND\) Regulations 2014](#) and [paragraphs 6.79-6.81 of the SEND Code of Practice](#).

### **What types of SEN do we provide for?**

Spring Brook Academy is a 78 place special school, developed specifically to meet the needs of pupils and students with special educational needs (SEN) from the age of 4 up to 14 years across two sites. Our primary (KS1/KS2) department is located in Hollins, Oldham, on a shared campus with Lyndhurst Primary School and our 11-14 (KS3) department is sited in the Failsworth area of Oldham. The school is part of New Bridge Multi Academy Trust (MAT).

We are a school that caters for pupils with social, emotional and mental health needs (SEMH). This is as described in the SEN Code of Practice.

Admission arrangements are detailed in our admissions policy which is available on our website. All pupils who attend the school have either a draft or final Education Health and Care Plan (EHCP) or have a Statement of SEN.

### **What is our approach to teaching pupils with SEN?**

We believe in the concept of lifelong learning and the notion that learning should be accessible, regardless of need, and a rewarding and enjoyable experience for everyone. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives and achieve their full potential both academically and socially.

Our curriculum and philosophies provide opportunities for academic and social development to enhance life opportunities. Classes are small and teaching staff work closely alongside support staff to provide the very best learning experience through creative and innovative approaches which support a personalised learning journey for every individual.

### **How do we adapt the curriculum and learning environment?**

We have a core curriculum offer which is individualised according to need and this applies to all pupils. The core curriculum is taught in groups according to age and ability as far as possible. Within these groups, work is differentiated to ensure that more able students achieve their full potential.

At the secondary provision, all students are taught in static classes and go to subject specialists for IT and PE lessons.

There is access to a range of new technologies, such as iPad and interactive whiteboards etc.



Premises are continually adapting to meet the needs of the young people. We are currently developing an outdoor workshop in the allotment area where students enjoy making projects out of wood.

### **How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?**

Our curriculum focuses on outcomes and destinations, supporting young people into adulthood with consistently high expectations. This includes skills for independent living, community access, social inclusion, employability and preparation for higher and further education.

Our pupils take part in the John Muir Award and both local and national sporting competitions and everyone can experience the social aspects of being part of a team. The establishment of self-esteem and confidence is also developed through this participation with non-SEN peers and achievement is celebrated from school level through to national level so that all the young people experience success and feel valued.

### **How do we consult parents of pupils with SEN and involve them in their child's education?**

Parents are fully included in the process of working with their children. We have an open-door approach to working with parents and our pastoral teams dedicate their time to developing and maintaining positive working relationships with both parents and pupils. This work includes:

- transition visits for new parents.
- daily home/school books for information exchange for primary aged pupils.
- annual review meetings
- parent governors
- workshops and training for parents
- parents' evenings and coffee mornings
- invitations to awards evenings, school productions and assemblies etc.
- parent involvement in changes in school through informal and formal consultations and questionnaires
- regular, accessible updates through our social media channels and parent app

### **How do we consult pupils with SEN and involve them in their education?**

All pupils are treated with dignity and respect. The curriculum is personalised for each pupil in order that they can access and experience success throughout their school life.

The School Council gives pupils a voice and allows them to contribute to and decide on aspects of school life relating to their needs.

The assessment and annual review process of Statements of SEN and EHC Plans includes the views and wishes of pupils.

An annual PASS (Pupil Attitudes to Self and School) survey is undertaken each year.



## How do we assess and review pupils' progress towards their outcomes?

The pupil dashboard ensures that all pupils have an individual target destination. Destination pathways include:

- Being involved
- Taking part
- Taking control
- Playing my part in my community
- Volunteering in my community
- Working with support in my community
- Being independent.

Targets are set across all curriculum subjects and these are assessed on an ongoing basis. This ensures that assessment is continuous, and we are always accessing 'live' data when reviewing each child's pathway.

Progress towards each pupil's targeted destination is formally reviewed twice per year and reported to families on both occasions through a written report and parents' evening consultations.

## How do we support pupils moving between different phases of education?

All pupils take part in transition at relevant times in their education. Spring Brook Academy currently provides a transition package for pupils:

- new to the school
- moving from Key Stage 2 to Key Stage 3
- transitioning to another destination.

Transition events include:

### For families:

- Open mornings
- Curriculum overview
- Tour of the Building

### For pupils:

- Curriculum overview
- Cross-site teaching to build relationships with staff
- Taster visits
- Positive Steps input



## **How do we support pupils preparing for adulthood?**

Our ethos, aims and curriculum are driven by transitional pathways leading to fulfilling, contributory and worthwhile opportunities for all pupils as they progress into adulthood. Pathways and progression include striving for academic success across the curriculum in order to achieve the range of life-skills and relevant academic qualifications necessary to fulfil each individual's potential. Learning pathways include a relevant focus on life skills, vocational skills and academic studies.

## **How do we support pupils with SEN to improve their emotional and social development?**

Our Pastoral Managers provide support and guidance to pupils which helps promote their social and personal development with respect to learning, health and safety. They monitor such things as attendance and behaviour and they carry out important 1:1 sessions with pupils where required.

The Pastoral Managers work very closely with parents, carers and staff to ensure maximum learning opportunities for all our young people. They assess and monitor 'Learning for Life' skills through 'I Can' statements in areas such as:

- behaviour
- keeping safe
- personal qualities
- communication

Targeted support for pupils is provided through discrete Nurture Group bases where there is significant need. Pupils take part in individualised interventions that target areas of development where identified for them.

## **What expertise and training do our staff have to support pupils with SEN?**

Spring Brook Academy is part of New Bridge MAT, a large organisation with many needs regarding training, re-training and development of staff to enable a first-class education for our young people. High quality training also provides an opportunity for staff to improve their skills and knowledge on an individual level.

We are highly committed to ongoing training of all staff at all levels. We have a dedicated training team and a senior leader with responsibility for training and development across the MAT. They track all staff training ensuring it is up to date and statutory duties are met. Training is specifically related to the needs of children in our school and as required by statutory guidance. We have a qualified Health and Safety manager who assists in ensuring appropriate statutory health and safety training is identified.

The organisation has a compulsory training package that all staff are required to undertake annually. This usually includes health and safety-based training elements such as epilepsy awareness, rescue medication, moving and handling, safeguarding, feeding and swallowing etc. In addition, there is a full programme of specialist training that staff can opt into. Staff can also opt in to acquiring degrees, achieving QTS and middle leadership and senior leadership accreditations (NPQML/SL). All staff have access to mentors who can guide them with their development and personal goals.



### **How will we secure specialist expertise?**

As a school specialising in young people with SEMH there are a significant number of areas that require staff with very specific expertise. The training and development team work continuously to develop courses and partnerships with other organisations that can provide the variety of specialist training that is required.

We provide all staff with training and development opportunities to enable effective practice. School has invested heavily during the past year in ensuring all staff have accessed a range of training opportunities, equipping them to best support the mental health of our pupils.

Staff at Spring Brook work closely with a wide range of professionals in the authority including Speech and Language Therapists, Occupational Therapists, Healthy Young Minds, Educational Psychology Team, Positive Steps, Counsellors and the School Nurse Service. Alongside this, our Director of Care ensures that any specialist training around medical needs is arranged and relevant staff are included.

### **How will we secure equipment and facilities to support pupils with SEN?**

Spring Brook Academy has two purpose-built buildings, and both are fully accessible for wheelchair users.

### **How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families?**

The governing body are aware of the 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 work in the school but are employed by external organisations. School Nurses, Speech and Language Therapists, Positive Steps etc. all work within school, training and advising staff and working with children and young people who are on their case load.

Home/School transport is organised by the LA and transport staff are employed directly by them and the transport companies. The LA transport department work very closely with the school throughout the school year.

Social workers regularly attend both school sites and support with safeguarding the young people. They contribute to annual reviews where necessary.

### **How do we evaluate the effectiveness of our SEN provision?**

The effectiveness of our provision is evaluated and assessed through our Accountability Framework. The framework demands that data and evaluation reports are submitted with clear analysis based on the pupil dashboard and destinations. Governors play an active role in challenging the school as a critical friend and Trustees ensure that actions and development plans are implemented and acted upon. The SLT meet with the board of Trustees each half term to share successes and progress towards our school development plan.



## **How do we handle complaints from parents of children with SEN about provision made at the school?**

The process for complaints is made available through hard copy documents and can also be viewed on the school website. Parents are actively encouraged to voice any concerns they may have as soon as they arise so that incidents rarely progress to being complaints. Both sites operate an open-door policy and actively encourage parents to visit school and be involved in the education of their child.

## **Who can young people and parents contact if they have concerns?**

Class teachers are the initial point of contact if parents or the young people have any concerns. Alternatively, they can speak to a member of the pastoral team with whom they have built up positive relationships. The Head of Site is also happy to hear from parents and young people with any queries they may have.

## **What support services are available to parents?**

There are several support services available to parents. These services are both internally and externally provided and include:

- POINT (Parents of Oldham in Touch) <http://pointoldham.co.uk/>
- Oldham SENDIAS <http://iassoldham.co.uk/>
- Positive Steps <https://www.positive-steps.org.uk/>
- CAMHS
- EAL

## **Where can the LA's local offer be found? How have we contributed to it?**

We regularly update the local offer and work in partnership with the LA to ensure our offer is correct and up-to-date. A link to the local offer can be found on our website <http://springbrookacademy.org/oldhams-local-offer/> or alternatively it can be viewed directly at [www.oldham.gov.uk](http://www.oldham.gov.uk)

