



Springwell Alternative Academy Grantham SEND report Summer 2019

Springwell provides education for children and young people who have been excluded from mainstream school, or who are at risk from exclusion. We aim to provide a high quality education for students with a wide-range of special educational needs.

Springwell Grantham opened in June 2019. As we have only been open for a short period of time, this report includes limited information on the progress pupils with SEND make while they are with us. Future reports will include a range of progress measures, such as progress made in academic and social/emotional learning, as well as reintegration to mainstream schools or moving into new, specialist provision.

What is SEND?

SEND stands for Special Educational Needs and Disabilities. A child is considered as having SEND if they require provision that is additional to, or different from, the rest of their class.

Who decides if my child has SEND?

Pupils who enter Springwell Lincolnshire will often already have been placed on the SEND register by their previous school.

If pupils have not been placed on the SEND register by their previous school we will place them on the register when they join us, as we are providing something different and additional to that given to other children in mainstream schools. We will talk to parents/carers and families at admissions about this, to identify the areas of need that their child may have. We may use a number of different assessments to help us identify areas that children might need additional support with. We may also refer to outside agencies if we think that a child needs further expert assessment. We will always talk to parents about this.

What kind of SEND support is available at Springwell Grantham?

All children at Springwell have a personal profile and individual learning targets, and follow a personalised curriculum. Teachers make sure that they are working towards targets relevant to

them, and that the work and activities they are doing in school will help them make progress towards those targets.

All children are taught in small class groups, with a high staff:student ratio. This means that there is lots of additional support for children in the classroom. Children's profile and targets will be shared with all adults, so that they can receive appropriate personalised support in class.

We know that high quality teaching from an expert teacher is the thing that will have the biggest impact on the progress students make, and so we put support into class so that students are able to access that support. Students may occasionally come out of class to access individualised interventions, such as additional support in literacy, mathematics or to do work towards their social and emotional learning targets.

We have a pastoral support team at Springwell Grantham who are available to support parents, carers and families if required, who can attend early help meetings or other professionals' meetings as support for parents, and who work with students and their families on issues like attendance.

We have a qualified counsellor who works in our school once a week, and can see students or work with families. We also have close relationships with other external organisations who provide individual support to students and families, such as Early Help Workers and Social workers, Adaction, Youth Offence Services, CAMHS etc.

How are parents, carers and families involved in supporting their children?

Parents, carers and families play an absolutely vital role in supporting their children. We build strong relationships with parents by ensuring that we meet and communicate regularly with parents, carers and families.

Students on placement will have meetings at the start, middle and end of their 16 week placement, and may have additional meetings if we think they are required. All families are invited to our end of term Family Learning Days, in which we share our learning with families and discuss students' progress and targets for the next term.

Class teachers and teaching assistants will call parents, carers and families regularly, and at least once a week, to discuss their child's progress and next steps. We also use an app called SeeSaw to share progress and successes in learning.

How are students involved in this process?

Student voice is very important to us. Teachers and teaching assistants talk regularly with students about their targets, and how well they are working towards them. All students will be involved in meetings about them, although of course students of different ages will have different

levels of involvement.

How does Springwell Grantham know how well my child is doing?

We work closely with the school children have come from to understand where they are in terms of their academic progress, and social/emotional development. We then use a range of assessments to ensure that we are monitoring what progress students are making with us, and that we are changing our support and approach if they are not making good progress.

Parents, carers and families will receive regular phone calls, as well as end of term reports, and will be invited in for Family Learning Day, as discussed above.

How will my child be supported to move on to their next steps?

A key part of our aim at Springwell Grantham is that students are well supported to move on to the next step in their education, whether that is by reintegrating back to their mainstream school, moving on to a specialist provider, or moving into further education or employment.

If a student is returning to a mainstream school after finishing a placement with us, they will be supported by the SEND/Pastoral Team and the Pupil Reintegration Team from the local authority. You will be invited into school for a meeting at the mid-point of your child's placement, where you will plan for the transition back to mainstream. You will also come to an end of placement meeting where we will discuss what support the mainstream school are able to offer from this point onwards.

If a student is reintegrating to a new mainstream school following a period of time with us after a permanent exclusion, we will contact you 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 from the local authority. 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.

If your child is moving on to special school, you will have been involved in choosing that school through the EHCP process. Our 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.

What SEND expertise do the staff have at Springwell Grantham?

We have a large range of training and expertise in Springwell Grantham.

Our SEND strategy is led by a member of our executive leadership team, Ms Sarah Jones. Sarah has worked as a SENDCo in several large London comprehensive schools, and has been a Head Teacher before coming to work at Springwell. The SEND Coordinator at Springwell Grantham is Mr Shaun Maye, who has a number of years of experience as an English teacher and pastoral leader in mainstream schools, and who is currently studying for the post graduate award in Special Educational Needs Coordination. Our Head of School is Mrs Michelle McCrae, who has led behaviour support for schools across Lincolnshire, and led Pupil Referral Units for a number of years before leading Springwell Alternative Academy Grantham.

All of our teachers and teaching assistants are trained in trauma-informed behaviour management, and know how to support students with their behaviour. They are also all trained in how to use positive physical restraint if required to keep students safe. Within our team we have staff trained in delivering specific therapeutic interventions, such as lego therapy and drawing and talking. We also have a qualified counsellor who works in our school one day every week.

Are children with SEND involved in all aspects of school life, including trips?

It is very important to us that all our activities are accessible by all our students. We plan trips and learning beyond the classroom opportunities that we know will support the learning of all students, and that all students will be able to access and engage with.

How accessible is the school environment?

Springwell Grantham is currently in a temporary site in Boston. This is an old school building, however we have worked to ensure it is as accessible as it can be. We have wheelchair access to most of the school, and additional staff can be made available for students or visitors who require support to access our building.

In January 2020 we will move into a new building in Grantham, which will be fully accessible. You will be able to see an accessibility statement on our school website.

Who should I contact if I have a compliment or a complaint?

The first point of contact for parents, carers and families is usually the class teacher. Our teachers will always share their email addresses with you, or you can call the school and arrange a suitable time to speak on the phone or come in for a meeting.

If you want to speak to our SENDCo, his email is shaun.maye@springwell-lincs.co.uk, or you can call the school and make an appointment to talk with her.

If you are unhappy with the response you have received you can contact our Head of School, Mrs Michelle McCrae, on michelle.mccrae@springwell-lincs.co.uk or by calling the school. You can also see a copy of our complaints policy on our website.

What are the types of need in Springwell Grantham?

In the academic year 2018-19, we worked with the following numbers of students:

| | Cognition and learning needs | Communication and interaction needs | Social, emotional and mental health needs | Sensory and/or physical needs | Students at SEND support | Students who had an EHCP | EHCPs applied for by Springwell Grantham |
|------------------------|------------------------------|-------------------------------------|---|-------------------------------|--------------------------|--------------------------|--|
| Number of students | | | | | | | 1 |
| As a % of all students | | | | | | | |