



Annual SEND Information Report

December 2022

This annual SEND Information Report outlines the current provision across Spring Brook Lower. It is available on our website 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 SEND do we provide for?

Spring Brook Academy is a 80 place school, based on two sites. The primary school is in Hollins and the KS3 school is in Failsworth. It was developed specifically to meet the needs of pupils and students with special educational needs (SEND) from the age of 5 to 14 years.

The school is part of the New Bridge Academy Trust.

We are an SEMH school that caters for pupils with a range of needs including:

1. Social, Emotional and Mental Health Difficulties (SEMH)
2. speech, language and communication needs (SLCN)
3. autistic spectrum condition (ASC)
4. Sensory processing difficulties (SPD)
5. moderate learning difficulties (MLD)

These are as described in the SEND Code of Practice.

Admission arrangements are detailed in our admissions policy which is available on our website. All pupils who attend the school have an Education Health and Care Plan (EHCP).

What is our approach to teaching pupils with SEND?

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.

How do we adapt the curriculum and learning environment?

We have a core curriculum offer which is individualised to need and this applies to all pupils. The core curriculum is taught in groups according to age and ability as far as possible.



Each child within the school has an iPad to aid their learning experience and to ensure our pupils are prepared for technology within the world of work. Each classroom has a smart TV which allows work from iPads to be shared with the class group. At our KS3 and there is a dedicated computer suite which has 10 desktop computers to aid IT and Digital pathway lessons. An e-sports club runs each Friday as part of our vocational activity programme.

The premises are continually adapting to meet the needs of the young people. Specialist facilities include:

- Food Technology area
- Forest School outdoor area
- ICT suite
- Design Technology workshop
- Sports Gym
- Sports facilities including Basketball and Football courts
- Horticulture zone
- Bike Ability/Cycling Skills workshop

How do we enable pupils with SEND to engage in activities with other pupils who do not have SEND?

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.

Sports & Outdoor pathway pupils (KS3) take part in the John Muir Award scheme while all of the primary pupils have the opportunity to swim in gala's and enter competitions at the local pool.

Pupils across the school have the opportunity to participate in sporting competitions e.g. Dodgeball, Football, Boccia. The primary school is co-located with a mainstream primary school and a number of events take place throughout the year that involve pupils from both settings. The school also takes place in the Young Voices Choir event each year, where our children join a choir of over 8000 children.

KS3 pupils participate in the Sharp Futures project where they learn about routes into employment in the IT sector. Video-editing projects, judged by the Regional Director of Cineworld, have been undertaken. A vocational ICT pathway in Digital Photography enabled pupils to go into mainstream schools to take 'school photographs' to be shared with families.

How do we consult parents of pupils with SEND 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 teacher teams dedicate their time to developing and maintaining positive working relationships with both parents and pupils.



This work includes:

- Transition visits for new parents
- Regular home/school contact for information exchange
- Annual review meetings
- Parent governors
- Workshops and training for parents
- Academic Parents Evening
- Pastoral Parents Evening
- Invitations to awards evenings, school productions and assemblies etc.
- Consultations and questionnaires and annual parent survey
- Bi-termly curriculum updates shared with families
- Parent support offer from our pastoral & safeguarding team
- Headteacher weekly Blog
- Spring Brook Facebook and Twitter
- ParentApp

How do we consult pupils with SEND and involve them in their education?

All pupils are treated with dignity and respect. There is full personalisation of the curriculum for each pupil in order that they can access and experience success through-out their school life. The School Smart Council gives pupils a voice and allows them to contribute to and decide on aspects of school life relating to their needs, using an agenda with a national and local focus. The assessment and annual review process of EHC Plans also includes the views of each pupil. Each week at KS3, pupils nominate topics they want to discuss in their assembly, eg. Gender, Self-belief, Friendships, Positivity.

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

Targets are set across all curriculum subjects and these are assessed on an ongoing basis that 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 and reported to families through a written report and Parent Evening consultations. All students are assessed against their individual EHCP targets. Step targets are set & reviewed regularly in all areas of the curriculum. Feedback is given to parents systematically throughout the year.

All pupils have a Personalised Learning Plan that breaks down the outcomes on their EHCP into smaller step targets. These are reviewed with them on a regular basis.

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 currently provides a transition package for pupils:

1. New to the school
2. Moving from Key Stage 2 to Key Stage 3
3. Moving from Key Stage 3 to Key Stage 4
4. Transitioning to another destination.



Transition events include:

- Open mornings
- School tours
- Transition days
- Bespoke Transition visits for families
- 'Welcome pack' for new starters

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 SEND to improve their emotional and social development?

Our teaching and pastoral teams 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 when required. The pastoral team also meet formally with pupils on an annual basis to gain their views for annual review purposes.

The teams 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:

1. Behaviour
2. Keeping safe
3. Personal qualities
4. Communication

Targeted support for pupils is provided through a Communication/Community Living pathway on each site as well as our intervention support bases. A range of personalised interventions are delivered, both 121 and in small groups, that target a specific area of need. Staff this year have been accredited as Trauma and Mental Health Informed Practitioners by TISUK, and are studying techniques for Communication Support for Verbal pupils with ASD. The range of interventions is constantly evolving depending on the needs of our current cohort, with plans this year including Elklan Speech and Language training, plus further investment in ELSA (Emotional Literacy Support assistants) across the school.

Classroom based interventions are delivered based on need that also impact the social and emotional development of pupils. These include Lego Therapy and Commando Jo. The support of Speech & Language Therapists and Educational Psychologists is contracted as required.



What expertise and training do our staff have to support pupils with SEND?

Spring Brook is an organisation with continuing 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. 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 also 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 programme of specialist training for Teachers and Teaching Assistants that is delivered throughout the year on a Wednesday.

Staff also receive specialist training around behaviour support, positive mental health and wellbeing. Staff can opt in to acquiring degrees, achieving QTS and leadership qualifications (National Professional Qualifications). All staff can request a mentor who can guide them with their development and personal goals.

How will we secure specialist expertise?

The training and development team work to develop courses and partnerships with organisations that can provide the variety of specialist training that is required. For example the Educational Psychology Team delivered Attachment Training to the whole staff and External consultants delivered training to the whole school on Understanding Developmental Trauma. Plans are afoot to upskill the staff on Fetal Alcohol Syndrome and Global Developmental Delay, as these are becoming two increasing areas of need for our pupils.

As the needs of pupils change, so does the need for expertise on the staff team, so this constantly evolves. The New Bridge Multi Academy Trust has a considerable amount of experience across its group of schools. It is common practice to support each other if the subject expert is based elsewhere. We provide all staff with training and development opportunities to enable effective practice.

How will we secure equipment and facilities to support pupils with SEND?

Spring Brook Primary is fully accessible for wheelchair users. The KS3 school is based on the ground floor of the Failsworth site. We review curriculum resources annually in line with timetabling projects and would make arrangements as necessary for any incoming pupils.

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

The Governing Body are aware of the wide 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, Educational Psychologists, Occupational Therapists all work within the school, training and advising staff about the pupils who are on their case load.

NHS staff work closely with the Training and Development team at Spring Brook to provide necessary training courses.

Home/School transport is organised by the Local Authority with transport staff being employed directly by them and the transport companies. The Local Authority transport department work closely with the school throughout the school year to mitigate and resolve any transport issues that may arise.

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

Organisations such as SENDIAS, TOG Mind, CAMHS and Positive Steps support both parents and pupils while providing impartial advice on all aspects of SEND and progression.

Spring Brook engage in a programme with Manchester Metropolitan University (MMU) to offer work placement opportunities for a range of their students. This includes courses such as Psychology, Nutrition, Health & Social Care, from first year students to Post-graduate levels.

Senior Leaders work in partnership with Local Authority colleagues around key transition times. An enhanced programme is offered for Looked After Children.

How do we evaluate the effectiveness of our SEND 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 of pupil dashboard and final destination progress. Governors play an active role in challenging the school as a critical friend, ensuring that actions and development plans are implemented and acted upon. The Headteacher creates reports and attends panels with the Multi Academy Trust to justify progress throughout the academic year.

How do we handle complaints from parents of children with SEND 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.

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 Senior Leadership and Pastoral teams with whom they have built up positive relationships. The Headteacher 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 a number of support services available to parents. These services are both internally and externally provided and include:

- Oldham SENDIASS <https://www.point-send.co.uk/contact-oldham-sendiass>
- Positive Steps www.positive-steps.org.uk
- CAMHS
- Early Help

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 Local Authority to ensure our offer is correct and up-to-date. A link to the local offer can be found on our website or alternatively it can be viewed directly at [Your Local Offer | Oldham Council](#)

