


The Local Offer will provide information about:	Our setting will:
<p data-bbox="212 300 779 375">Ethos, Vision and Mission Statement for Springwater Special School</p> <p data-bbox="405 555 584 603"><b><u>VALUES</u></b></p> <p data-bbox="188 687 353 727"><b>Achieve</b></p> <p data-bbox="188 783 432 823"><b>Self Esteem</b></p> <p data-bbox="188 879 353 919"><b>Positive</b></p> <p data-bbox="188 975 638 1023"><b>Inclusive and Friendly</b></p> <p data-bbox="188 1078 535 1126"><b>Respect (dignity)</b></p> <p data-bbox="188 1182 409 1222"><b>Enjoyment</b></p>	<div data-bbox="1294 304 1541 491">  </div> <p data-bbox="1361 544 1509 592"><b><u>VISION</u></b></p> <p data-bbox="824 632 1995 815">Our vision at Springwater School is that all learners access outstanding teaching and facilities personalised to their individual learning needs, within a happy, confident and proud school.</p> <p data-bbox="1346 895 1525 943"><b><u>MISSION</u></b></p> <p data-bbox="824 983 2011 1270">Our mission is to strive to create an exciting and challenging curriculum tailored to each pupil in a safe learning environment with the use of specialised facilities. Where teaching and learning focuses on gaining key skills and our expert staff work in close partnership with pupils and their families to help pupils achieve their greatest potential.</p>

<p><b>Identifying the particular special educational needs of a child or young person;</b></p>	<p><b>All pupils that attend Springwater School already have a Statement of Special Educational Needs.</b></p> <p><b>The Statements cover 4 areas of need which are:</b></p> <ul style="list-style-type: none"> <li>• Cognition and Learning</li> <li>• Communication and Interaction</li> <li>• Behaviour, Emotional and Social</li> <li>• Physical, Sensory and Medical</li> </ul> <p><b>Pupils may attend full time or as a dual placement with their local mainstream school.</b></p>
<p><b>Consulting/working in partnership with parents of children with special educational needs and with young people with special educational needs;</b></p>	<p><b>Consultation with parents/guardians is achieved through:</b></p> <ul style="list-style-type: none"> <li>• An annual review which is held every year to which parents and all agencies involved with the child are invited to attend and discuss the EHC plans. These reviews are person centred and include the views of the young person.</li> <li>• Home School diaries</li> <li>• Multi-agency meetings</li> <li>• 2 x Parents Evening</li> <li>• Moving on events</li> <li>• Regular departmental coffee mornings</li> </ul>
<p><b>Securing the services, provision and equipment required by children and young people with special educational needs;</b></p>	<p><b>Services that are provided within the school include:</b></p> <ul style="list-style-type: none"> <li>• Health <ul style="list-style-type: none"> <li>• Nursing Team</li> <li>• Physiotherapy</li> <li>• Speech and Language Therapy</li> <li>• Occupational Therapy</li> <li>• Clinics run by the Paediatrician</li> <li>• Feeding Team/Feeding programmes for pupils</li> <li>• School Dentist</li> <li>• CAMHS (Child and Mental Health Services)</li> </ul> </li> <li>• Advisory Teams <ul style="list-style-type: none"> <li>• Educational Psychologist</li> <li>• Specialist teachers for Vision and Hearing Impairment</li> <li>• Transitions Service</li> <li>• Specialist Careers Advice</li> <li>• Manual Handling Advisers for risk assessment and use of hoists and slings</li> </ul> </li> <li>• Social Services <ul style="list-style-type: none"> <li>• Disability Social Work Team</li> <li>• Family Support Workers</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Equipment <ul style="list-style-type: none"> <li>• Wheelchair Services</li> <li>• Occupational Health for suitable chairs and tables</li> <li>• NYCAP for specialised communication aids</li> <li>• Specialised equipment to support physical movement (MOVE)</li> <li>• Specialist rooms equipped for nurture and therapy</li> <li>• Specialist accommodation for students with autism</li> </ul> </li> <li>• Out of school activities <ul style="list-style-type: none"> <li>• Support access to a fortnightly youth club for KS4/5 pupils</li> </ul> </li> </ul>
<b>Supporting children and young people with special educational needs in moving between phases of education, and in preparing for adulthood;</b>	<p><b>Transition between phases or provision in Education is accomplished through:</b></p> <ul style="list-style-type: none"> <li>• At the pupil's Statutory Annual Review the placement for their next phase will be identified.</li> <li>• As Springwater can offer provision for pupils from 2 – 19 many pupils choose to stay on at this school until 19 years of age.</li> <li>• There have been occasions where pupils have moved into mainstream SCL after spending time at Springwater.</li> <li>• At Year 9 the review invites the Transition Team and the Specialist Careers Adviser to support parents in planning for future provision beyond 16 and 19.</li> <li>• Professionals from post 19 colleges visit the Post 16 department to discuss options.</li> <li>• Strong links with the local college (Harrogate) are formed so that students are able to visit regularly, bespoke courses are accessed at the college and in school courses are provided by college staff.</li> <li>• For pupils who move to Springwater from other settings, exchange visits are made by staff, transition meetings are held, visits by pupils and their families to Springwater are encouraged.</li> <li>• Links with the Parent Partnership Team are successfully formed. The team supports parents' choices of school.</li> <li>• Strategic leadership for PLP etc.</li> </ul>
<b>The [school/setting's] approach to teaching/ learning and development of children and young people with special educational needs;</b>	<p><b>The pupils at Springwater are all provided with learning pathways such as:</b></p> <ul style="list-style-type: none"> <li>• Curriculum <ul style="list-style-type: none"> <li>○ Personalised curriculum throughout the school</li> <li>○ Small groups for literacy and numeracy enable pupils to develop reading, writing, communication and maths skills.</li> <li>○ Special programmes for physical development such as MOVE, TacPac, Body Awareness</li> <li>○ Specialised therapies such as Music Therapy, Nurture work</li> <li>○ Specialised workshops in PHSE to support the understanding of difficult concepts for</li> </ul> </li> </ul>

	<p>young people with special needs.</p> <ul style="list-style-type: none"> <li>○ Post 16 provision includes work experience, work related learning, community and life skills, and preparation for further education which supports students in achieving a nationally recognised ASDAN qualification.</li> <li>○ Enrichment activities includes theatre trips, science domes, visiting poets, history days, music specialists, art workshops with visiting artists and cultural dance days.</li> <li>○ ASDAN and other national awards are studied by Post 14 students</li> <li>○ Specialised learning strategies such as Derbyshire Language System, Intensive Interaction.</li> </ul> <ul style="list-style-type: none"> <li>• Enrichment <ul style="list-style-type: none"> <li>○ The School choir is involved with YAMSEN (Yorkshire Association of Music for Special Educational Needs)</li> <li>○ Horse riding and curriculum work at EST Donkey Sanctuary for Primary pupils</li> </ul> </li> <li>• Physical Education <p><b>A large number of sports are offered which engage and include pupils with a variety of special needs, such as:</b></p> <ul style="list-style-type: none"> <li>○ Rebound Therapy</li> <li>○ Boccia</li> <li>○ Swimming</li> <li>○ Yoga</li> <li>○ Sports competitions with other specialist settings</li> <li>○ Member of Special Schools Sports Partnership and attend termly events</li> </ul> </li> <li>• Accommodation <ul style="list-style-type: none"> <li>○ Sensory room (under development, will be complete September 2014)</li> <li>○ Multi-functional rooms e.g. therapy and medical room</li> <li>○ Meeting room and Music room</li> <li>○ Library containing books, story sacks, CD's and DVD's</li> <li>○ Early years provision with outdoor learning area</li> <li>○ Play equipment adapted for wheelchairs</li> <li>○ Woodland Walk</li> </ul> </li> </ul>
<p><b>How [the school/setting] adapt the curriculum/provision and additional learning support available to children and young people with special educational needs;</b></p>	<ul style="list-style-type: none"> <li>• We use ICT Technology such as iPads and touch screens with specialist programmes such as: <ul style="list-style-type: none"> <li>○ Cause and effect programmes</li> <li>○ Communication apps for pupils with specific speech and language needs</li> <li>○ Specialist designed programmes e.g. Communicate in Print that creates and adapts curriculum materials for pupils who need symbols</li> <li>○ Laptops and iPads for pupils' curriculum use</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• There are MOVE trainers in school who develop programmes for improving movement for pupils with physical impairment</li> <li>• We have a specialised sensory curriculum for PMLD students</li> </ul>
<b>The additional learning support available to children and young people with special educational needs;</b>	<p>The appropriate staffing to pupil ratios enables the engagement and access for pupils of whatever need to progress in their learning. This can be curriculum or life skills. Other professionals also provide advice and guidance to support this personalised learning including:</p> <ul style="list-style-type: none"> <li>• The specialist advisory teachers for Visual and Hearing Impaired</li> <li>• Music specialists</li> <li>• Art specialists</li> <li>• Sports partnership specialist coaches.</li> </ul>
<b>How the progress towards any of the outcomes identified for children and young people with special educational needs will be assessed and reviewed, including information about how those children, their parents and young people will take part in any assessment and review;</b>	<p><b>Assessment at Springwater is relevant and rigorous. It includes:</b></p> <ul style="list-style-type: none"> <li>• Daily assessment against curriculum and individual targets (lesson targets) uses a continuum of achievement to show progress in ability as well as achievement</li> <li>• Teachers set and review Index targets in 4 areas; literacy, numeracy, physical, PHSE termly. The evidence is displayed on learning walls within the classroom</li> <li>• Tracking and monitoring is done bi-annually with PIVATS (Performance Indicators for Value Added Target Setting) and monitored termly.</li> <li>• Pupils are assessed in all subjects using P Levels and National Curriculum Levels and these are analysed with the CASPA (Comparison and Analysis of Special Pupil Attainment) programme at the end of the year and Key Stage. It allows for a comparison with national equivalents to show that we are achieving Good to Outstanding progress</li> <li>• Analysis is also done for the Government's Progression Guidance which again shows the standards of progress are consistently high at Springwater</li> <li>• CASPA sets yearly targets for the pupils and progress is measured against these at the end of each year.</li> </ul>
<b>How the effectiveness of special educational provision will be assessed and evaluated, including information about how children, their parents and young people will take part in any assessment and evaluation;</b>	<p><b>See above and also:</b></p> <ul style="list-style-type: none"> <li>• Parents and pupils are fully involved in the annual statutory review of EHCP, recording and sharing their views within the meeting. These are called Person Centred Reviews</li> </ul>
<b>How facilities that are available can be accessed by children and young people with special educational needs;</b>	<p>Springwater School endeavours to pursue the principles of inclusion at all times by providing all pupils with an education that allows for them to achieve, progress and be happy. Equality of Opportunity means that physical barriers are removed and adjustments made so that all pupils with disabilities, such as being in a wheelchair or with sight or hearing impairments or with ASD or any other special needs, can be supported to access opportunities and activities that they can benefit from.</p> <p>Good staffing ratios enable access to a greater range of activities and facilities.</p> <p>School has a minibus which allows wheelchair access. Staff are MIDAS trained so they can drive the minibuses to enable community experiences to be accessed easily.</p>

<b>What activities are available for children and young people with special educational needs in addition to the curriculum;</b>	<ul style="list-style-type: none"> <li>• As indicated above, enrichment activities are wide and varied</li> <li>• The community is used as an environment to learn in.</li> <li>• All classes are represented on the School Council</li> <li>• We have a Library that includes CD's and DVD's</li> </ul>
<b>What support is available for children and young people with special educational needs;</b>	<ul style="list-style-type: none"> <li>• Springwater has a staff team of highly experienced and skilled people</li> <li>• Staff have continuing professional development around the areas of teaching students with special needs</li> <li>• Staff are trained in specialised areas such as rebound therapy, autism.</li> <li>• Some staff are trainers of specialised programmes such as MOVE, Communication Aids and Team Teach (a preventative and physical intervention programme).</li> <li>• The specialist outreach service for pupils with severe learning difficulties is staffed by two of our lead teachers. They are both highly trained and experienced in this area of knowledge.</li> </ul>
<b>How expertise in supporting children and young people with special educational needs is secured for teaching staff and others working with those children and young people;</b>	<ul style="list-style-type: none"> <li>• Each week staff development evenings are used for training purposes</li> <li>• All staff attend the weekly staff development meetings</li> <li>• Departmental meetings are held once a week for all staff.</li> <li>• CPD (Continuing Professional Development) is monitored by the SLT and is targeted at identified areas of skill needs and also relates to teachers' appraisal needs.</li> <li>• All staff undergo yearly appraisal procedures which identify training needs</li> <li>• Regular training is given by the medical team for medication and feeding needs for both teachers and support staff.</li> </ul>
<b>How the emotional and social development of children and young people with special educational needs will be supported and improved.</b>	<ul style="list-style-type: none"> <li>• Appropriate curriculum and provision underpins the social and emotional wellbeing of the students</li> <li>• Pastoral support is given to pupils who lack confidence or have emotional and social difficulties</li> <li>• Social, Moral, Cultural, Spiritual activities are identified on Medium Term Planning for each subject</li> <li>• PHSE is a subject with a high profile throughout the whole school</li> <li>• Termly Index targets are set and reviewed for every pupil.</li> </ul>