

Springhallow School SEN Information Report		
<b>School</b>	Springhallow School (Main site) Compton Close Cavendish Avenue Ealing W13 0JG	Springhallow School Post 16 485 Greenford Road Greenford UB6 8SR
<b>Tel:</b>	020 8998 2700	
<b>Email:</b>	<a href="mailto:admin@springhallow.ealing.sch.uk">admin@springhallow.ealing.sch.uk</a>	
<b>School website</b>	<a href="http://www.springhallow.ealing.sch.uk">http://www.springhallow.ealing.sch.uk</a>	
<b>Needs catered for</b>	Complex autistic spectrum conditions and learning difficulties	
<b>Age range</b>	4 – 19 years	
<b>How are children admitted?</b>	Entry to the school is for children and young people with a diagnosis of Autism and an Education Health and Care Plans who meet the criteria described below. Admission is coordinated by the Local Authority	
ENTRY Criteria		
General principles	<ul style="list-style-type: none"> <li>▪ The pupil's main presenting special educational need is autism and is supported by a formal diagnosis.</li> <li>▪ The placement is appropriate to the pupil's age, ability and special educational need.</li> <li>▪ There is an appropriate peer group, both academically and socially and the placement is compatible with the special educational needs and abilities of other pupils already in the school.</li> <li>▪ It is an efficient use of available resources.</li> </ul>	
Cognition and learning	<ul style="list-style-type: none"> <li>▪ Moderate learning difficulties requiring access to support/interventions for people with Autism</li> <li>▪ An emphasis on visual structure and organisation.</li> <li>▪ Uneven developmental profile.</li> <li>▪ Functioning in the primary phase with moderate or severe developmental delay but have the potential to be functioning at moderate learning difficulties level.</li> <li>▪ Functioning in the secondary phase with moderate developmental delay with potential to function towards an age appropriate level for some skills and abilities.</li> <li>▪ Where presentation on entry is unclear and severe learning difficulties may be the dominant presenting need, the continued appropriateness of the placement will be formally reviewed at annual reviews.</li> </ul>	
Communication and interaction	<ul style="list-style-type: none"> <li>▪ Autistic behaviours severely affecting development and learning, very self -directed, restricted interests, limited awareness of others requiring specialist teaching and learning resources and ASD specific environments.</li> </ul>	
Social and emotional health and well-being	<ul style="list-style-type: none"> <li>▪ Challenging behaviours associated with severe communication difficulties requiring specialist interventions including separate teaching and learning spaces.</li> </ul>	
Physical, sensory, medical.	<ul style="list-style-type: none"> <li>▪ Sensory processing difficulties that may cause high anxiety levels.</li> <li>▪ Sensory difficulties requiring a modified and distraction free learning environment that takes account of sensory sensitivities.</li> </ul>	

## School offer



### What is Springhallow School and who is it for?

Springhallow School is an Ealing Local Authority maintained day community special school for pupils aged 4-19 years. Our school caters for pupils with a diagnosis of autism and moderate learning difficulties.

We aim to be flexible and responsive to pupils' individual needs and aspirations.



### Who are you and what are your skills?

Springhallow is a centre of expertise in autism, learning difficulties and speech, language and communication needs. All staff members are trained in autism and everything is geared to making the environment low arousal, reducing children's anxieties and helping them to learn by providing clear, visual structures.

Staff are trained in a variety of approaches including:

- TEACCH
- SCERTS
- Intensive interaction
- Makaton
- Picture Exchange Communication System (PECS)
- Team Teach
- Therapeutic Thinking



### What can my child access at your school?

Pupils will access an adapted, individualised approach to the Early Years Foundation Stage (EYFS) curriculum and the National Curriculum. Pupils have access to specialist resourced rooms such as science, music, art, design technology and food technology (with dining area) to learn practical life skills which is an integral part of the curriculum. Pupils may also have access to additional subjects such as horticulture and life skills.

Pupils also have access to specialist services, including:

- Speech and Language Therapy
- Occupational Therapy
- Educational Psychology
- Clinical Psychology
- Music therapy
- Connexions advice and support
- Travel training

The school also provides access to specialist facilities, including:

- Spring Cafe
- Sensory room
- Occupational therapy room
- Soft play room
- Relaxation rooms

Springhallow also works in close partnership with local primary and high schools and pupils may also access lessons in mainstream schools as part of an agreed integration programme, where appropriate.

### EXIT Criteria

- The pupil has made significantly better than expected progress when compared to their starting point at admission to Springhallow.
- There is a lack of an appropriately challenging peer group, both academically and socially.
- The pupil requires curriculum delivery in a mainstream integration placement for more than 50% of the week.
- The pupil requires a pathway to GCSE.
- The pupil can successfully manage aspects of their autism so they only present with a moderate level of anxieties, challenging behaviour, passivity or obsessions. These are reduced to low levels by interventions implemented with support during part of the day.
- The pupil can cope with unpredictability and change in part of each day.
- The pupil can concentrate when the environment is unpredictable or distracting.
- The pupil can modulate sensory needs with adult support.
- The pupil has strategies to manage anxieties and frustrations appropriately.
- The pupil can solve problems in social situations with prompting and scaffolding from an adult.
- The pupil has made significantly less than expected progress when compared to their starting point at admission to Springhallow. They will require a specialised curriculum delivery in a setting that is more appropriate to their needs.

### Provision



#### How will you help my child transition into and out of your school?

Springhallow school uses clear entry and exit criteria to assess the continuing suitability of the school to meet the needs of individual pupils. All potential pupils are assessed against the entry criteria. Children are accepted from a variety of settings (including home based education,) as well as varying ages.

On entry, we meet with parents and staff from the child's current provision. A transition programme is carefully planned in conjunction with parents and staff. This programme will be implemented by Springhallow staff and will follow discussions with parents/carers, staff from the child's current provision, other relevant professionals and, at an appropriate level to their understanding, the child.

While at Springhallow school, every pupil's progress will be monitored and reported on regularly throughout the year and then formally discussed during the Annual Review Meeting. If it is felt that the school is no longer the best provision to meet a child's needs, this will be discussed during the meeting and the child will be assessed against the exit criteria.

On exit, and following confirmation of an agreed placement, a clear transition programme will be planned and implemented, through careful liaison between Springhallow staff, the new provision, parents, the pupil, and appropriate professionals in order to ensure a smooth and successful transition to the new setting.



#### What will you teach my child?

We offer a broad and balanced curriculum providing access to the Early Years Foundation Stage Curriculum and the National Curriculum.

Communication, language and literacy, maths, personal, social and emotional development (PSED) and all other national curriculum subjects are taught through a creative topic-based curriculum. Pupils are encouraged and supported to generalise their skills across settings and subjects.

Therapies are embedded within the high quality teaching environment and provide a seamless integrated provision which meets the individual needs of the pupils and their families.

For further details please see the curriculum area of the school website.



### **How will the curriculum be adapted to support my child?**

The curriculum is a tailored and personalised learning experience. It is creative, exciting, motivating, flexible and collaborative design. It prepares pupils for independence and the world beyond school. It encompasses a thematic approach to learning which will enable pupils to make links between the key aspects of the curriculum whilst also identifying clear opportunities for the practical application of skills.

Embedded across all experiences is the focus on personal, social, emotional development and effective positive behaviour interventions within a flexible learning environment.

Communication is the essential ingredient – we offer a total communication environment (both inside and outside of the school).



### **How will you monitor and review the impact of the provision and my child's progress?**

Class teachers capture small steps of progress through the use of:

- Earwig Assessment tool
- EYFS tracking tools
- Videos
- Photographs
- Pupils own views on how they have done (self assessment)
- Pupils own views on how others have done ( peer-assessment)

Pupils are assessed using EYFS and national curriculum age expected levels. The consistency and accuracy of teacher judgements are moderated, both within school and with neighbouring special schools. Pupil progress meetings are held on a twice yearly basis. EHCP outcomes are also reviewed with parents on a regular basis.



### **How will you prepare children for adulthood?**

Pupils have access to specialist activities and resources such as science, horticulture, PE, music, art, travel training, design technology and food technology (with dining area) to learn practical life skills which is an integral part of the curriculum.

Springhallow School also has a Post 16 provision (off site) which prepares students for their next stages of adulthood (up to the age of 19)

Springhallow also has strong partnerships with Active Ealing, Ealing Music Therapy, respite services, Willow Tree School Sports Partnership, Youth and Connexions Service, Clinical Psychology and CAMHS.



### How will you develop my child's social skills?

Social skills are embedded into everyday learning opportunities and staff use daily situations to reinforce appropriate social skills through modelling, practice and direct teaching. In each phase, visits offer opportunities to use social skills in a variety of settings, such as the local community and inter-school events.

Staff also work to support parents in helping their child with social communication skills, through setting EHCP outcomes which reflect particular skills to work on. We help create awareness and help pupils to manage their autism.

We teach pupils social skills and these skills are embedded into their daily learning opportunities. Staff regularly lead 'attention' groups to promote communication, turn taking, shared attention, flexibility of thought and independence. Where appropriate, pupils will access a bespoke social skills group which is also open to pupils from mainstream schools.



### How do I know you are doing all of this?

- Looking for key information on our school website and in our Ofsted report.
- Reading school newsletters that are sent to parents at least once a half term.
- Communicating through the home-school contact book and at parent / teacher meetings or home visits.
- Attending workshops and drop-ins for parents at school.
- Joining us for termly sharing assemblies for parents.
- Talking with staff.



### How will my child be part of the wider school?

Springhallow ensures that our pupils have access to the wider school and community through:

- Assemblies
- Whole school celebration events
- School fayres
- Family fun clubs and play schemes
- Special school-based awards e.g. through assemblies and Jack Petchey award
- Access to sporting competitions and events as part of the Willow Tree School Sports Partnership
- Regular educational visits within and beyond our local area
- Introducing visitors to our school including professionals, musicians and theatre groups
- Maintaining a partnership with Westside and Log Cabin as after school activity providers

**PARENTS**



**How do you communicate with parents?**

We communicate with parents using a home-school communication book/email as appropriate. Parents are also contacted via phone calls, text messaging and emails. The school operates an open door policy and will always endeavour to meet with parents, as and when necessary.

Home visits are also undertaken as part of the transition arrangements for new pupils.

Formal opportunities to meet with parents and carers are planned throughout the year.



**How will pupils / young people and parents contribute to the processes, planning and assessment?**

Regular opportunities are provided for parents to discuss and contribute towards pupil progress. This is where a discussion is held around progress against EHCP outcomes and agreeing next steps in learning. Small steps of progress are acknowledged and celebrated in a child-centred way. We also use photos, videos and school council meetings to capture pupils' voice.

In addition to termly parent's evenings, annual reviews are held every year to which parents and all involved agencies are invited. These reviews are person-centred and will include views of the child / young person where at all possible and appropriate. Where appropriate, pupils are also invited to attend their annual review.



**What support is available to parents?**

We believe that parents are the most important people in their child's life. Parents are their lifelong educators. We have a strong commitment to working closely with parents to maximise children's progress.

As many of the children come to school by local authority transport, contact is mainly conducted through home/school communication books, telephone calls, home visits, informal visits to schools and learning reviews for pupils in key stage 1.

We have two Family Support Workers who are available to advise on a wide range of issues relating to parenting and autism. Training sessions and workshops are available for parents who wish to gain a deeper understanding of autism. These are run in partnership with a range of professionals.

**Where further information about the school can be obtained (section 64 of Act).**

Link to school website: [www.springhallow.ealing.sch.uk](http://www.springhallow.ealing.sch.uk)