



Springboard Education

SEN Information Report 2024

The aim of this information report is to explain how SEND support works in our school.

If you want to know more about our arrangements for SEND, please contact the Head Teacher:
 leanne@springboardeducation.co.uk

Our School provides for pupils with the following conditions

| Area of Need | Condition |
|-------------------------------------|--|
| Communication and interaction | Autism spectrum disorder, Speech and language difficulties |
| Cognition and learning | Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia, Moderate learning difficulties |
| Social, emotional and mental health | Attention deficit hyperactive disorder (ADHD) Attention deficit disorder (ADD) Pathological Demand Avoidance (PDA) Childhood trauma |
| Sensory and/or physical | Multi-sensory impairment, Physical impairment, |

All the students will have joined Springboard Education with an Education, Health, Care Plan (EHCP) in place. Many of them will have been out of formal education for some time and need a slow transition to build their confidence and trust with the adults who are supporting them.

At Springboard Education we pride ourselves on ensuring that we are inclusive, personalised and proactive when it comes to the students in our care. We will secure suitable and effective resources to enhance the learning opportunities of all students. Be ambitious for each student and their destination plan, seeking the most appropriate pathway.

Leadership at Springboard Education will ensure that all staff are trained to the highest standards to support the students in their care.

We will involve parents and carers in their child's Assessments, Annual Reviews of their EHCP's and provide families additional support to achieve the best possible outcomes.

The school will work in partnership with external agencies and professionals to ensure that each student needs are fully addressed. Signposting parents to the West Sussex Local Offer <https://www.westsussex.gov.uk/local-offer/>

Springboard Education will explore and extend opportunities for community involvement.

The school is currently registered for 27 Pupils, currently spread across seven classrooms.

Students are taught in mixed ability groups

This report has been compiled based on the requirements set out in:

[Schedule 1 of the Special Educational Needs and Disabilities \(SEND\) Regulations 2014](#)

[Paragraphs 6.2 and 6.79 to 6.81 of the SEND Code of Practice](#)

[Section 69 of the Children and Families Act 2014](#)

Who will be involved in your child's life while at Springboard Education?

| | |
|--|--|
| <p>Leanne Jarvis Headteacher</p> | <p>Working with the Directors to drive through the strategic development of school to enhance the educational experience for every student.</p> <p>Ensure that all staff receive the highest possible training to meet the needs of the students who attend the school.</p> <p>Manage the referrals and to be the key contact for Local Authorities regarding the placement of students.</p> <p>Advise on the deployment of the schools' budget and other resources to meet the students' needs effectively.</p> <p>Procurement of goods and services which best suits the need of the school, its staff and students.</p> <p>Have the oversight of the school policies and their implementation.</p> <p>Lead on innovation and research in special education so that Springboard Education is at the forefront of teaching and learning practice.</p> |
| <p>Pedro Lima Designated Safeguarding Lead, Senior Behaviour Manager</p> | <p>To follow the guidance set out in Keeping Children Safe in Education 2024</p> <p>Take lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems you have in place</p> <p>Support staff members to carry out their safeguarding duties</p> <p>Managing child protection files, managing referrals.</p> <p>Key personnel for Operation Encompass.</p> |
| <p>Francesca McKenzie SENCO</p> | <p>Have day-to-day responsibility for the co-ordination of specific provision made to support individual pupils with SEN and EHC plans.</p> <p>Monitor that the school environment to ensure inclusive practice and that provision is led by need</p> <p>Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure all students receive appropriate support and high-quality teaching.</p> <p>Be the point of contact for external agencies, especially the local authority and its support services with regards to provision.</p> |
| <p>Pastoral Team</p> | <p>To provide intervention for students</p> <p>Work closely with external agencies and advocate for the students</p> <p>Provide emotional support and guidance for students and staff</p> <p>Work in collaboration with Senior Leadership and teaching staff</p> <p>Assess impact of interventions and provide reports and recommendations</p> |
| <p>Teaching Staff</p> | <p>Each class teacher is responsible for:</p> <p>The progress and development of every pupil in their class</p> <p>Providing outstanding teaching and learning opportunities.</p> <p>Providing an emotional and physically responsive and enabling environment for all pupils</p> <p>Leading the teaching assistants, support staff and specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching</p> <p>To work collaboratively with parents so that they have the opportunity to engage with school and be partners in their child's learning</p> <p>Working with the senior leaders to review each students' progress and development and decide on any changes to provision</p> <p>Ensuring they follow Springboard Education policies</p> |

Sometimes we need additional support to help our students and whenever necessary we will work with external support services to meet the need of our student and support their families.

These include:

Speech and Language Therapists

Educational Psychologists

Occupational Therapists

GPs or Paediatricians

School Nurses

CAMHS

Social Services and other Local Authority support services.

How will the school measure my Child's progress?

At Springboard Education we measure progress in a number of different ways. As many of our students have experienced trauma, in addition to having a special educational need. It is essential we work on the student's self-esteem and sense of self. All students will have baseline assessments to support the graduated approach. Our assessments take place in a variety of different ways in order to gain a full picture of your child, we use Boxall Profile and Verbo to measure their social emotional understanding and speech and language comprehension.

Both programmes will generate targets which we will select alongside the EHCP targets, so we can set outcomes that we want to see your child achieve. Whenever we run an intervention with your child, we will assess them before the intervention begins. We do this, so we can see how much impact the intervention has on your child's progress.

How will I be involved in decision made about my child's education?

We will communicate assessment data with you three times a year in a termly report and you will be invited in to discuss your child's progress at the parent review mornings which are in the school calendar.

Your child's class teacher will meet with you to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The Senco may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

We will also hold an Annual Review for your child in which we will review the progress they are making toward their EHCP targets, this will give you the opportunity to discuss the targets and assess their relevance as your child grows and matures.

How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

Every child at Springboard will also have a yearly careers interview with an independent careers advisor, to support them with their chosen pathways and signpost them to local colleges and/or apprenticeship schemes.

How will the school adapt its teaching for my child?

Springboard Education recognises the need for a flexible approach as no two children are the same, we use adaptive teaching practises. Our first step is high quality teaching in a supportive environment. All staff follow and uphold the Springboard Way, in which we acknowledge that our students need a different approach. We make sure that your child has access to a broad and balanced curriculum, ensuring that it is meaningful to your child and their destination pathway.

Every class will have a class teacher and named teaching assistant who will be assigned to your child's class. They will also have the opportunity to work with additional staff to widen their support network.

Our curriculum is based around key text with the Book as the Hook for further learning, key themes are brought out of the book to be taught more in-depth.

How will the school resources be secured for my child?

The leadership team frequently assess the resources provided and the school environment to ensure that each class is appropriately resourced. Procuring new equipment such as laptops, iPads, furniture, musical instruments and sports equipment.

Depending on your child's needs, additional teaching assistant hours are obtained to support progress. At times further training for our staff is required or external specialist are provided.

We work with the students to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society. As students transition through the school we provide them with life skills to support them in adulthood, teaching them about banking, money management, making appointments for Doctors etc.

How will the school make sure my child is included in activities?

All students will have access to a range of different activities throughout their time at Springboard Education, at times some students will not be able to participant due to their age or nature of the activity.

All our school trips and visits are risk assessed and students are encouraged to take part.

We encourage all students to take an active role in the Music and PE provision, swimming and school performances.

How does the school prepare and support my child to join/leave Springboard Education?

Each referral that is received is assessed on the information provided by the Local Authority, parents are invited in to the school for a tour and informal discussion. Students are invited to come along for the tour, to see the school is suitable. Taster Days are offered to students who feel this might be the right setting and are subject to an assessment of suitability, alternatively staff can support with outreach work prior to enrolment.

When students are ready to move to another setting, the staff will liaise with the new setting and support transition sessions. The Senco will share relevant information to assist with a smooth transition.

How will the school support my child's mental health and emotional and social development?

We provide support for student to make progress in their emotional and social development in a variety of ways:

Social skills groups

Tutor time/mentoring session

Pastoral friendship groups

PSHE lessons

1:1 Pastoral intervention

School council

Senior Mental Health practitioner (Hannah Gilligan)

What support is in place for looked after and previously looked after children with SEN?

The designated teacher for Looked After children and previously looked after children is Leanne Jarvis who will work with the Senco to make sure all the teachers understand how the student's circumstances and experiences might have implications for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after students will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another. Meetings are held termly, and students are invited to join these meetings to have their voice heard.

What should I do if I have a complaint about my child's support?

The school's complaints procedure can be found here <https://www.springboardeducation.co.uk/policies>

It is important that you contact your child's teacher in the first instance to discuss your concerns, they will then refer to the school's complaints policy.

If you are not satisfied with the response you can escalate the complaint to the Head Teacher. The Head Teacher will investigate and then respond to you within 10 working days. You have the right to appeal the comments and your appeal should be sent to the Director, who will contact you directly to discuss your grievance.

What support is available for me and my family?

Springboard Education will support families if you have any questions, or require support, the support we can offer is personalised and confidential. Examples of support: transport to and from school for meetings, assistance with benefit application forms, support for students to attend appointments and attendance at tribunals.

We also run termly coffee mornings inviting parents to come in to discuss the school and consider the whole school development plan. Parents are also included in the celebration events such as the school Christmas dinner and summer family fun day. We support with the completion of consent form by inviting parents in at the start of the academic year.

West Sussex

Information, Advice and Support service :

Email Main - sendias@westsussex.gov.uk

For young people - cyp.sendias@westsussex.gov.uk

Website <https://westsussex.local-offer.org/services/7>

Brighton and Hove & East Sussex

Amaze SENDIASS

Advice line: sendiass@amazesussex.org.uk

Office and admin: info@amazesussex.org.uk

Website www.amazesussex.org.uk

Hampshire

Email info@hampshiresendiass.co.uk

Website www.hampshiresendiass.co.uk

Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – When teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages

This document is reviewed and updated annually or when significant changes occur.