The Springfields Academy SEND Information Report 2026-2027

Who can I contact regards SEND provision at The Springfields Academy.

At Springfields, we pride ourselves on fostering an open, friendly, and positive culture. We believe that every child deserves the opportunity to thrive in an environment tailored to their needs. If you believe that your child would benefit from a placement at our academy, we encourage you to arrange a visit. Please feel free to contact our school office or reach out to Therese Flaherty, our Family Liaison Officer, via email at therese.flatherty@springfieldsacademy.org. She will be happy to coordinate a tour and facilitate meetings with key staff members as necessary.

The SEND provision across Springfields Academy is carefully overseen by our dedicated Head of SEND, Assistant Head SENDCO and team of SENCOs. They are committed to ensuring that every Pupil receives the appropriate support and resources to achieve their full potential.

Head of SEND (Special Educational Needs and Disabilities):
Mrs Connie Knight
Connie is responsible for the strategic leadership and oversight of SEND provision across Reach South's North Wiltshire and Gloucestershire schools. She works closely with school leaders, staff, families, and external agencies to ensure that pupils with special educational needs and disabilities receive high-quality, inclusive support and appropriate educational placements. If you require further information about our SEND offer, please contact her via the school office or by email at **connie.knight@springfieldsacademy.org**.

Assistant Head SENDCO (Special Educational Needs Coordinator):
Miss Maxine page
Maxine is responsible for overseeing the SEND provision across the Academy. If you require further information about our SEND offer, please contact her via the school office or by email at maxine.page@springfieldsacademy.org.

SENDCOs:

Ms Bethany Casson

Email: Bethany.casson@springfieldsacademy.org

Ms Skai Watts

Email: skai.watts@springfieldsacademy.org

Ms Laura Dossett

Email: laura.dossett@springfieldsacademy.org

Ms Theresa Seaber

Email: Theresa.seaber@springfieldsacademy.org

For any admission-related enquiries, please direct your communication to admissions@springfieldsacademy.org. Additional information regarding admissions can be found on our admissions webpage, including our comprehensive admissions policy: The Springfields Academy - Admissions and Transitions

What type of SEND does your setting provide support for?

The Springfields Academy is a Reach South school for 250 pupils. We aspire to build safe independent lives for autistic young people through support, understanding and enablement.

Autism:
At The Springfields Academy, we are proud to be a 'National Autistic Society (NAS) Advanced Accredited Provision.' and hold 'Beacon Status with NAS'. Over 95% of our current cohort are autistic, therefore we are deeply committed to creating an environment that promotes understanding and provides tailored support to meet the needs of autistic Pupils. Our approach is designed to help these young people thrive academically, socially, and emotionally.

Speech, Language, and Communication Needs (SLCN):
In addition to our specialisation in Autism, we also cater to pupils with Speech, Language, and Communication Needs. Our staff are trained to support these Pupils, helping them develop essential communication skills that are crucial for their academic and personal growth.

At The Springfields Academy, we have a clear and comprehensive admissions policy, accessible to parents and carers through a link on our school website. Our academy supports Pupils with a wide range of Special Educational Needs and Disabilities (SEND), including:

- Autism, including those who have a demand avoidant profile.
- ADHD
- Speech and Language needs
- Social Communication needs
- Specific learning needs

For further information please view the following webpage The Springfields Academy - Admissions and Transitions or contact admissions@springfieldsacademy.org

What specialist services and expertise are available or accessed by the setting?

The Springfields Academy offer a range of specialist services, delivered by both our dedicated in-house team and external professionals from outside agencies. These services work together to ensure that each child receives the targeted support they need to thrive.

What are "Outside agencies" and how can they help my child?

Outside agencies refer to professionals who work within the local authority, Virgin care, or the NHS. These specialists have expertise in specific areas that can help address your child's individual needs. By collaborating with these experts, we can provide your child with the best possible support.

The following outside agencies offer support to Springfields:-

- Physiotherapist
- Advisory Teacher of Hearing Impairment
- Advisory Teacher for Speech, Language and Communication Needs
- Educational Psychologist
- Child Adolescent Mental Health Service (CAMHS)
- Learning Disabilities Nurse Team
- SEND Lead Workers

The following services are provided full-time by staff employed directly by The Springfields Academy:

- Speech and Language Therapist

- Occupational Therapist
- Family support
- Autism reintegration and family support
- ELSA Team

In addition to our full-time services, The Springfields Academy also commissions the following specialist services on a part-time basis:

- Counselling
- Art Therapy
- Play Therapy
- Horse Riding

What training have the staff supporting children with SEND had or are having?

At The Springfields Academy, we place a strong emphasis on staff training and professional development because we know that skilled, confident and knowledgeable staff are essential to providing high-quality education and support for children and young people with SEND. We invest significantly in professional learning, which is continuous and embedded in our practice through regular INSET days and a weekly professional learning programme. Our aim is to ensure that everyone at Springfields, regardless of role, is an effective autism practitioner.

All staff receive a core programme of training, with additional role-specific development that complements their responsibilities, aspirations and professional role. All new colleagues complete a comprehensive autism induction as part of their introduction to Springfields, with their knowledge and practice developed throughout their time at the academy.

Through ongoing professional learning, we develop skilled specialist staff who are able to understand each child, adapt teaching and the environment, support communication and regulation, and enable independence.
Our staff members receive specialised training in a wide range of areas to enhance their ability to meet the individual needs of our learners. The training includes, but is not limited to, the following areas:

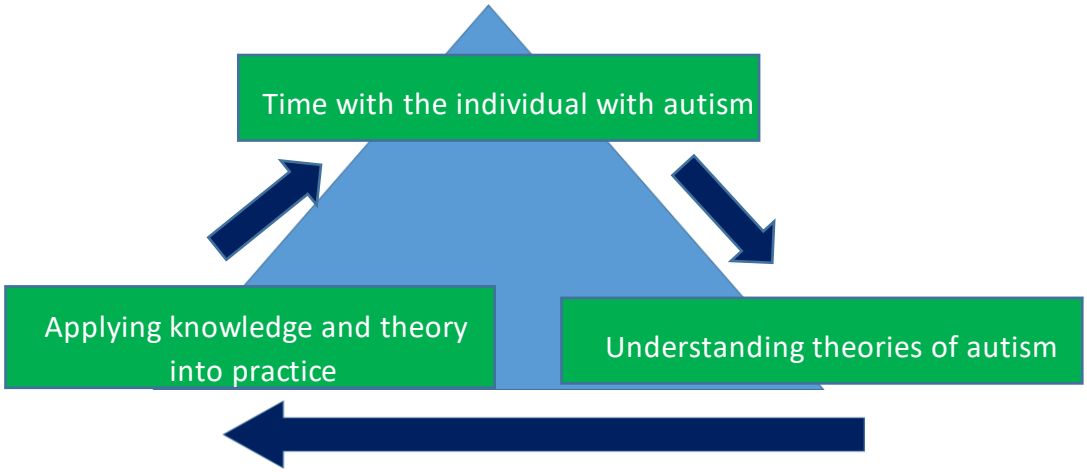
- Springfields autism induction for new colleagues. This includes understanding autism and autistic experience, executive functioning, double empathy and monotropism.
- All staff annually access A-Fest and A-Fest Online, a festival celebrating autism and autistic individuals.
- All staff are encouraged to complete a NCFE Level 2 in Understanding Autism.
- The Senior and Extended Leadership Team hold a range of postgraduate and professional qualifications in areas including autism, SEND, SEN coordination and leadership.

- The Senco team hold the NA SENCo or NPQ for SENCos.
- National Professional Qualifications.
- Apprenticeships e.g. Pastoral Manager.
- SWALSS network groups.
- Understanding autism and the autistic experience by learning from lived experience.
- Executive functioning, monotropism, and double empathy.
- The social model of disability and neurodiversity-affirming practice.
- Structured Teaching.
- Attention Autism approaches.
- Anxiety and demand avoidance.
- Communication – e.g. Makaton, Shape Coding, Word Aware, Elklan.
- Total communication.
- Communication profiles, AAC and communication aids.
- Using visual supports.
- Social scripts.
- Supporting receptive and expressive communication.
- Learning outside the classroom and forest schools, including Duke of Edinburgh Award.
- Literacy and phonics e.g. Read Write Inc, and Jane Consoldine.
- Therapy-first practice- multidisciplinary learning with education and therapy colleagues.
- Sensory processing and sensory regulation.
- Interoceptive needs.
- Emotional Literacy and ELSA.
- Creating accessible and enabling environments.
- Mental Health and Self Harm awareness.
- Staff have the option to complete the NCFE Level 2 in Mental Health and the NCFE level 2 in Principles of Working with Individuals with Learning Difficulties.
- Responsive/instructional coaching through Step Lab.
- Adaptive teaching for autistic learners and neuroinclusive practices.
- Subject-specific curriculum development.
- Assessment in a specialist setting.
- PATHS training, developing independence and Preparation for Adulthood.
- All staff undertake annual safeguarding and child protection training, including statutory updates such as KCSIE and Prevent. A significant number of staff also hold advanced safeguarding and/or safer recruitment training.
- GDPR and Cyber-security.
- Low-level concerns and professional conduct.
- First Aid, including specialist training in diabetes and epilepsy.
- Statutory SEND processes, EHCPs and Annual Reviews for relevant colleagues.
- Regulation, co-regulation relational practice, relationships and wellbeing.
- Understanding distress and distressed behaviour.
- Preventative and de-escalation approaches, including Team Teach training for relevant individuals.

- Recognising behaviour as communication.

What is the Academy's autism strategy?

Our autism approach is accessed by all Pupils and is personalised to meet the specific needs of individuals. Underpinning our philosophy is the 'Springfields Triad of Support'.



It is informed by the Autism Education Trust Progression Framework and the TEACCH approach. It covers four focus areas:

Developing Social Communication, Social Interaction and Social Imagination and Flexibility:

Aspirations for our learners are to:

- Develop expressive communication skills so that they can confidently apply conversation skills, enabling them to communicate effectively in all contexts.
- Build positive relationships with adults and peers helping them to foster a sense of belonging and social well-being.
- Develop social interaction skills enabling them to partake in group activities and social situations successfully, such as sharing, joining play, turn taking, and more.
- Be enabled to cope with changes and transitions in a wide variety of situations and contexts, helping them build resilience and adaptability.
- Develop Pupils' flexibility of thought by nurturing their play, problem-solving, and thinking abilities, which are critical for social imagination and creativity.

We achieve these goals by embedding positive communication behaviours throughout our daily interactions at The Springfields Academy. Our staff are dedicated to creating an environment where these skills can be developed naturally and effectively.

Staff endeavour to support communication skills by:

- Calling each Pupil by their name when gaining their attention, promoting personalised and respectful communication.
- Using one voice to prevent distraction
- Being specific with instructions and requests helping Pupils understand what is expected.
- Using visual prompts or gestures to support understanding of language (Makaton)
- Using intensive interaction to support the learning of basic communication skills and shared attention
- Using identiplay to support basic communication skills through play
- Using attention autism to develop attention and listening skills as well as shared attention and turn-taking.
- Structured break and lunch time activities to encourage social interaction and communication in a relaxed setting.
- Sensory bag to support Pupils who may need additional sensory input to help regulate their emotions and focus.
- Implementing additional communication strategies as identified in Pupils' pupil profiles.

In addition to these daily practices, Pupils benefit from specific social skills interventions that are tailored to the areas of development identified in their pupil profiles. This is complemented by targeted language interventions provided by our Speech and Language Therapist, ensuring a comprehensive approach to each Pupil's social and communication development.

<u>Emotional understanding and self-awareness:</u>

Aspirations for our learners are to:

- Develop the ability to understand and express their own emotions
- To implement appropriate strategies to self-regulate their emotions
- Understand that other people have emotions or intentions that are different to their own and that is ok.
- Develop self-awareness, confidence and self-esteem.

Emotional literacy support is embedded throughout the structure of the Springfields day. Pupils regularly use tools like the 'Incredible Five-Point Scale' to identify their emotions. Based on this identification, personalised strategies are implemented to support self-regulation, as outlined in each Pupil's One Page Profile (OPP).

Where children find it more complex to identify their emotions and respond with appropriate strategies, they access specific therapeutic interventions to support the development of emotional understanding that is person centred and adapted to meet individual need.

Sensory processing:

Understanding and managing sensory processing needs is another key focus at The Springfields Academy. Our aspirations for our learners in this area include:

- Understand and express their own sensory needs
- To respond to sensory interventions, increasing their tolerance of sensory input
- To have strategies to manage their own sensory needs.

At Springfields we maintain an autism friendly environment that is structured, predictable and where changes are reduced promoting a sense of calm throughout the academy. Our Occupational Therapist works closely with all staff to ensure sensory input in all environments is reduced to support Pupils who are hypo- or hypersensitive to the world around them.
When a Pupil's sensory need is particularly complex our Occupational Therapist conducts a full assessment of need and advises specific personalised strategies that are recorded on a child's pupil profile or implements the appropriate sensory intervention to meet the sensory need.

Learning:

Aspirations for our learners are to:

- Use strategies to organise their learning independently
- Be able to access academy routines, helping them feel secure and engaged.
- Be motivated and engaged in activities all activities, including where able those not linked to their special interests
- Evaluate their own learning, helping them develop a critical understanding of their own learning journey.
- Use their interests to influence their future planning

Our staff support learning through various approaches, including:

- Structured Teaching approaches in differentiated formats
- Ensuring children know what is required for each session
- Learning presented following the same structured format:

- Retrieval
- Recap
- What they are learning.
- Vocabulary focus
- The steps the lesson will follow. For example: modelling, shared task
- A defined amount of work, with a clear finishing point/time.
- What to do next.

Pupils access this information through individualised formats for example some children have individualised Structured Teaching systems, some children use personalised task cards, some children refer to whole class schedules.

There are additional systems in place to support the development of learning skills presented in a variety of ways specific to cohort and individual need such as visual timetables, visual schedules, specific subject visual supports, zoned environments and teaching areas, clearly labelled areas and resources.

Assessment of need:

From the first term of the academic year, or their first term at the academy, every Pupil is assessed against a comprehensive set of skills. These assessments allow us to identify areas where support is needed, and to plan enablement strategies that target specific areas of development based on each Pupil's individual presentation of need. This ongoing assessment process ensures that our interventions remain relevant and responsive to the evolving needs of our Pupils.

How will the curriculum be matched to my child's needs?

Our curriculum at The Springfields Academy is designed with the ultimate goal of building 'safe independent lives' for our Pupils. This guiding principle shapes every aspect of our educational approach.

Our curriculum is rooted in evidence-based research, ensuring that it is both effective and relevant. We believe that a child can achieve a 'safe independent life' if their school experience is dedicated to developing and promoting independence at a functional level. Our Pupils are 'enabled, accepted, and respected' through a curriculum that is carefully tailored to meet their individual needs.

Our curriculum focuses on developing essential skills in the following areas:

- Social Communication
- Social Interaction
- Social Imagination and Flexibility
- Sensory Processing

- Emotional Understanding and Self-Awareness
- Learning to Learn Skills
- Academic Progress, Achievement, and Accreditation
- Independent Life Skills
- Community Participation

Our educational ethos places the child or young person, from ages 4 to 19, at the heart of everything we do. We recognise that the development of these skills will occur at different rates and in different ways, depending on the Pupil's diagnosis and individual needs. As these skills develop, we provide opportunities for functional application within the young person's home, community, and through work placements. Our goal is to ensure that what is learned in school is relevant to the Pupil and applicable to their wider world.

To maximise the effectiveness of our curriculum, we believe in close collaboration with parents and carers. The strategies and approaches that our staff use to build reflective and functional independence in our Pupils are shared with parents and carers. This communication ensures that best practices are consistently applied across all environments, providing a unified support system for each child. By working together, we create a seamless experience that supports the Pupil's growth both at school and at home.

Implementation:

At The Springfields Academy, our curriculum is meticulously designed to support learners with Autism and communication needs, enabling them to navigate a 'neurotypical' world successfully. We believe that our curriculum's strategic framework effectively utilizes creative, challenging, and dynamic opportunities to develop both social communication skills and emotional literacy. This approach ensures that our Pupils are well-prepared for life beyond school.

Our curriculum adapts national educational frameworks to provide every child with opportunities to develop essential key learning steps. Beyond academic achievement, our curriculum emphasises the importance of social communication, interaction skills, and subject knowledge. We ensure that Pupils acquire new skills and attributes in ways that make learning relevant, applicable, and meaningful for their lives. Our approach promotes holistic development, enhances self-esteem, and enables Pupils to take pride in their achievements.

We recognise that each Pupil's learning journey is unique. Therefore, our curriculum is designed to be diverse and adaptable, incorporating specific learning approaches tailored to meet the needs of our learners. Each Pupil's timetable is personalised to align with their individual profile, ensuring that their specific needs and strengths are addressed. Pupils are grouped into

cohorts based on identified needs, and each group is provided with a core curriculum offer that is customised to support their development.

To further support Pupils in accessing the curriculum, our classrooms are designed as communication-friendly environments. This setup is crucial for promoting positive communication skills, especially for children with social communication needs. Teaching groups are small, with 8-10 pupils per group, led by a qualified teacher and supported by learning assistants who are deployed according to individual pupil needs. This small group setting allows for the development of quality social relationships in a nurturing yet structured environment, where personal development learning can thrive.

Each Pupil's needs are identified in their Education, Health and Care Plan (EHCP), with appropriate outcomes set for them to aspire to achieve. Progress toward these outcomes is regularly reviewed using tools like the autism framework, 12-week outcomes or Boxall profile, and more formally during the child's EHCP annual review. This ongoing assessment ensures that we remain responsive to each Pupil's evolving needs and continue to provide the necessary support to help them achieve their goals.

Our curriculum is not only about academic success but also about ensuring that our Pupils develop the skills and confidence needed for independent living. By focusing on the specific challenges and strengths of each Pupil, we aim to equip them with the tools they need to lead fulfilling, independent lives. Our curriculum implementation strategy reflects our commitment to building safe, independent lives for all our learners, ensuring they are prepared for the future with confidence and competence.

Curriculum Delivery – Age 4-19

Semi-Formal Discovery Curriculum

The Pupil is kept at the heart of the learning experience. Our skilled practitioners provide a flexible and responsive curriculum the meets the very individual needs of each Pupil. Learning is presented through autism friendly approaches and multi-sensory formats with many opportunities for over learning new concepts that are explored in a variety of practical ways in a variety of contexts to ensure skills are transferable. Learning is also presented through continuous provision to support over learning. Discovery learners learn best when their curriculum is related to their own experiences, therefore, this is evident in their curriculum. Attention autism underpins learning within this cohort to provide the children with targeted, cumulative intervention to develop their attention and listening skills as a foundation for the development of communication skills, social skills and academic learning. Intensive interaction and identiplay are used to build the foundations of communication and interaction.

<u>Discovery Pathfinder Curriculum (Ages 14+)</u>

The discovery curriculum prepares pupils for the Discovery Pathfinder curriculum.

The Discovery Pathfinder curriculum has the same focus as the Discovery curriculum with an emphasis on outcomes as platform for post school destinations, including:

- Unit Award/Entry Level English
- Unit Award/Entry Level Maths
- OCR Life and Living Award/Certificate/Diploma
- Subject-based unit awards/entry levels by option
- Duke of Edinburgh Award (optional)

Discovery Pathfinder Overview

Explorer Curriculum (Ages 4-13)

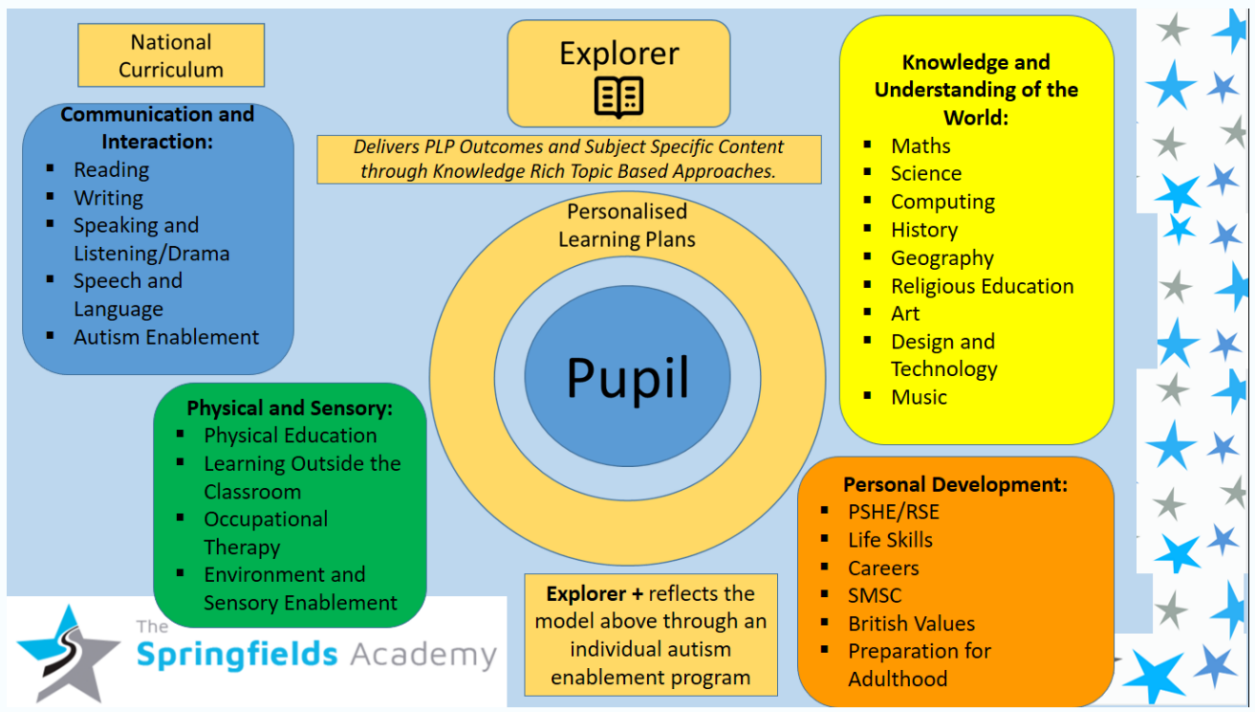
Our Explorer Curriculum is a knowledge rich curriculum where pupils are given the opportunity to revisit and over learn key curriculum concepts throughout their curriculum journey. Our Personal Development Curriculum thread places emphasis on life skills to enable each individual to thrive building a 'safe, independent life'. Learning is presented through multi- sensory formats with many opportunities for over learning new concepts that are explored in a variety of practical ways in a variety of contexts to ensure skills are transferable.

Attention autism underpins learning within this cohort to provide the children with targeted, cumulative intervention to develop their attention and listening skills as a foundation for the development of communication skills, social skills and academic learning. Learning is also structured through autism friendly approaches such as Structured Teaching systems.

Communication, language and learning skills are developed cumulatively as a pupil moves through the cohort. The environment is communication friendly and embraces the introduction of structured language teaching approaches (such as shape coding and Word Aware) to promote language understanding and fluency and literacy skills. Pupils are supported to develop

social communication skills by Elklan accredited practitioners who use a variety of communication structures to support learning.

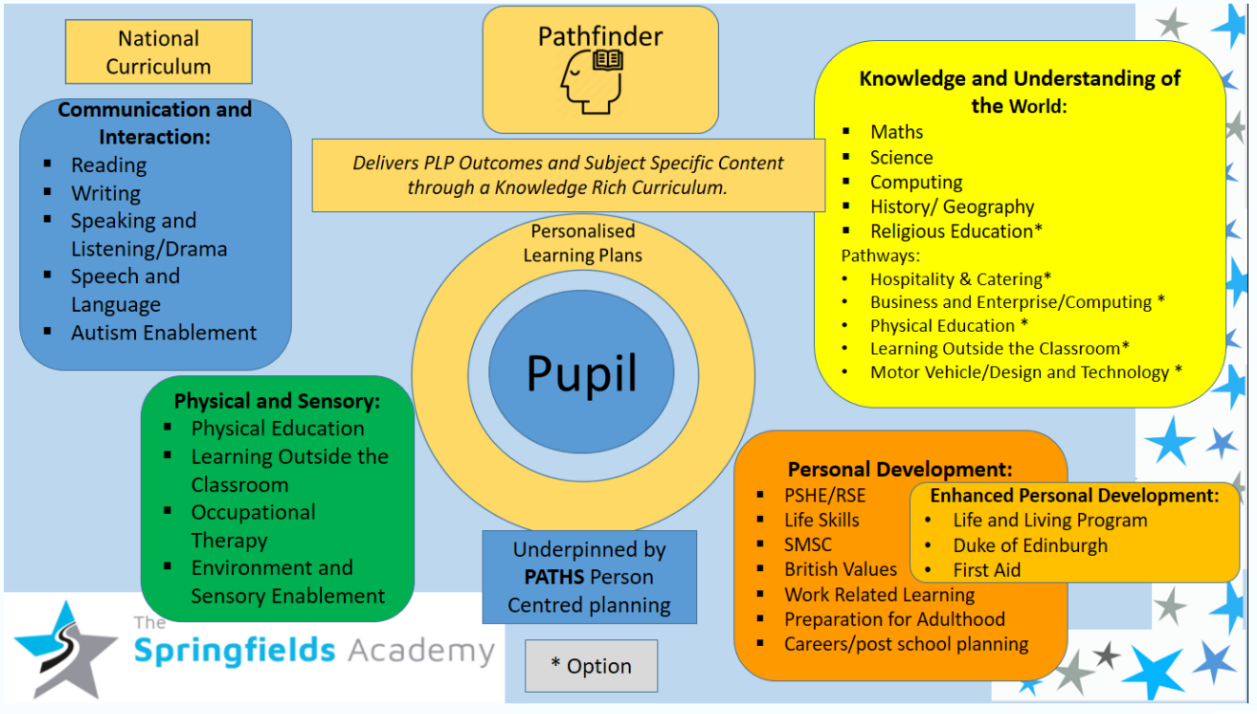
Specific scaffolds are in place to meet the complexity of a cognition need in all areas across the curriculum. Where required children access specific additional intervention and/or specific structured teaching to help overcome barriers to learning.



Pathfinder 14+

The Explorer Curriculum prepares pupils for the Pathfinder Curriculum.

The Pathfinder curriculum allows pupils to apply knowledge and skills obtained from the Explorer curriculum in a functional way leading towards accreditation at their level of academic challenge. Pupils continue to experience a curriculum that prioritises personal development including life skills, preparation for adulthood (including careers and post school planning), PSHE and social skills. Time is spent to ensure each individual can transfer the knowledge and skills learnt functionally into their community and post school setting.



Pathways:

As part of the pathfinder offer, all pupils will follow two specific curriculum pathways related to the areas of pupil interest, outcomes in the EHCP and preparation for transition into adulthood. These pathways (list below) will deliver a range of key outcomes that include:

- A range of accreditation within this chosen pathway (in line with cognitive ability)
- Accreditation in relation to the key aspects of preparation for adulthood that include, health, employability, community inclusion and independent living. All pupils will be expected to complete work experience and travel training.
- CIAG and supported transition into post-16 provision.

The proposed curriculum pathways are:

- Sport, leisure and tourism
- Business, enterprise and creative media
- Construction
- Motor vehicles
- Hospitality, catering and event management
- Animal Care

Flexibility – Academic Pathway

At The Springfields Academy, we recognise that autistic pupils often have 'special interests' in specific subjects where they demonstrate higher abilities, such as Maths or Science. To support and enhance these strengths, we offer a

flexible academic pathway tailored to individual needs and interests. We provide opportunities for pupils to pursue an entry-level pathway in core subjects while allowing them to study their area of 'special interest' at a higher level, such as GCSE Maths. Where appropriate, personalised tutoring opportunities are offered to support pupils in excelling in their special interest areas, ensuring they receive targeted instruction that meets their advanced learning needs.

Specific needs provision:

Specific Needs Provision is designed for Pupils who display a demand-avoidant profile, providing a high adult-to-pupil ratio to offer personalised support as identified in their Education, Health and Care Plan (EHCP) to build relationships, develop social skills and learning skills. This provision uses the TEACCH framework to build on pupils' strengths and support their educational, communication, social, and therapeutic goals.

Structured Approach of the Specific Needs Provision:

1. External Support: Provides external organisational support to help address challenges with attention and organization.
2. Visual and Written Information: Utilises visual and/or written information to supplement verbal communication when necessary, making instructions and information more accessible.
3. Structured Social Support: Implements structured support for social communication to aid in developing effective social skills

The aspiration for this provision is to equip more complex Pupils with the skills to successfully engage in social and academic group situations working towards a 'safe independent life' with the intention of transitioning into a core offer class in a structured way. By teaching using the TEACCH priorities, we endeavour to focus on the individual pupil's skills, interests and needs, incorporating these into everyday learning.

Specific Needs is set up with individual learning pods, which pupils can personalise so that they are in an environment which enables them to access their learning. Adults working with the pupils will also develop visual structures to organise this environment and learning tasks, again making them accessible for the children.

Gold House – Complex needs

The Complex Needs Provision is an environment where Pupils can access a bespoke package to meet their differing needs. Pupils that access this provision have a diagnosis of autism and a complex learning needs profile.

Pupils in Gold House access learning via a topic-based approach based on their areas of interest, be it Thomas and Friends, Dr Who or Romans! This personalised programme allows them to feel confident, safe and motivated to engage,

leading to greater independence and enjoyment in learning. The children in the Gold House follow the curriculum pathway that best meets their needs.

The curriculum focusses on the development of greater understanding and management of sensory needs, development of independent personal care skills, greater understanding of their own emotions and how to self-regulate effectively, as well as life skills such as preparing healthy snacks and meals. Curriculum areas such as English and maths are incorporated into everyday learning in practical ways, such as through list making, money handling, weighing and measuring.

The learning environment is thoughtfully arranged within a house, which supports the development of essential life skills in a familiar context. Each pupil has access to a personalised learning space, tailored to their unique learning needs and preferences, whilst also meeting their sensory and emotional regulation needs. All pupils have one-on-one support from dedicated staff, with individualised systems and structures in place to facilitate the organisation and accessibility of their learning, therefore meeting their complex learning profiles in the most effective way for them.

Mentoring (Voyager)

Our Voyager provision offers a highly individualised and emotionally informed approach to re-engaging autistic pupils experiencing emotional-based school avoidance (EBSA). Recognising that many of these pupils face heightened anxiety, sensory issues and challenges with social communication in the school environment, Voyager provides a flexible, compassionate response that focuses on emotional safety, relationship-building and gradual reintegration.

In this dedicated provision, pupils engage with the school curriculum, but in a way that is carefully adapted to their unique strengths, needs and sensory profiles and within a small house in the school grounds. The approach is designed to support pupils in reconnecting with learning at their own pace, with careful attention to their sensory, social and emotional needs. The environment is structured yet flexible, creating a safe, predictable space where pupils feel secure, valued and ready to engage.

Pupils follow a personalised learning programme that aligns with the school curriculum, alongside therapeutic support, including mindfulness, sensory regulation strategies and techniques to manage anxiety and stress. Adjustments such as flexible visual timetables, individual rooms with 121 support and sensory-friendly spaces ensure that learning is not only accessible but also calm and focused, reducing anxieties.

Post 16

We have a small Post -16 provision. We aim to enable all the young adults accessing our Post-16 provision to live a 'safe independent life' in their chosen community. To enable the pupils, we intend to:

- Develop the young adult's sense of self-esteem, confidence, resiliency and wellbeing, so that they are able to make supported and informed decisions regarding their life choices.
- Develop their understanding of money and financial management, so that they are able to confidently use money in a functional and practical way.
- Develop an understanding of their personal health and wellbeing.
- Develop their independent living skills such as domestic skills, shopping and cooking.
- Engage with leisure and community opportunities that they may enjoy in the future, such as sport, music, art, drama.
- Offer opportunities for assisted work or volunteering within the local community – this would involve supporting the employer/provider, as well as the learner.
- Provide a personalised and structured curriculum which enables them to develop skills necessary to lead a safe an independent life. This would include learning through a highly structured approach such as TEACCH.
- Provide travel training, with support, so that they are able to use public transport with some level of independence and confidence.

Post -16 Curriculum offer

This curriculum will be led by the young adult's key worker and will be developed around their EHCP outcomes, life and living agenda and cognitive profile. This curriculum objective is to support the young person into adulthood with paid/supported employment, good health, independent living options, friends, relationships and community inclusion.

The provision is flexible in order to meet the changing needs of its Pupils. Supporting the family is as important as working with the Pupil, and outreach work forms part of the offer.

The young adult will engage with a range accredited programmes of study which will include:

- AQA Unit awards – these are a comprehensive range of versatile and adaptable qualifications with no minimum entry requirements. The young person can choose from over 150 bite-sized units across a wide range of skill areas. There are no mandatory units or barred combinations at any level, allowing for varied personalised learning programmes with a completely flexible structure. The qualification consists of a range of pathways including (examples), developing personal skills, independent living, citizenship, managing relationships, skills needed for work, exploring life.
- Employability & Progression – OCR life and living qualifications. This course is a suite of qualifications that offer a wide variety of personal

development and possible vocational taster units. It is designed to be flexible, allowing for individuality when selecting units to suit the needs of the Pupil. It may include the following areas of study: Personal and social development skills such as confidence-building, teamwork, healthy living, citizenship, rights and responsibilities. Success in learning including preparing to learn, progressing in learning and learning activities. Employability including work preparation and planning, interview preparation, enterprise activities, undertaking work experience, and job seeking skills. Vocational areas such as business and administration, hospitality, sport and leisure and customer services.

- Maths and English- We understand that it is important to leave education with the necessary skills and qualifications for the next steps in life. Learning must be meaningful, achievable, and in line with EHCP outcomes. Therefore Pupils can access English and Maths in line with their cognitive profile and prior attainment.
- Independent Life Skills- alongside the OCR Life and Living qualification, we use our Post-16 centre to practice independent life skills. This supports young people to manage day to day needs and understand their outcomes as dictated by their EHCP. This includes managing personal development, hygiene and safety, looking after our environment and working with peers.
- Employability- curriculums will be linked to employability to support young people with their chosen futures, be that supporting others on a casual basis, voluntary work, part-time employment or full-time employment. If appropriate in regards to EHCP outcomes, Pupils will have opportunities to access employers and experience of the workplace.
- Autism Enablement- In order to ensure that the autistic needs of the young person are identified, and a clear plan to support this need is implemented, the school will use The Springfields Academy Autism Progression Framework standards. This will also be used as a framework to measure progress. This framework has been quality assured externally through the educational psychology service.

<u>Therapeutic Provision</u>

Our curriculum benefits from integrated therapies in speech and language, occupational therapy and active listening/wellbeing support.

In addition, pupils benefit from discrete therapeutic support as identified in their EHCP or through staff assessment in speech and language, occupational therapy, counselling and art therapy. Our tiers of therapeutic provision enable our learners to access the curriculum effectively in order to make maximum progress. In addition to the diversity of the 'in house' therapy offer, pupils also benefit from accessing the Wiltshire Local Offer and the expertise within the local authority and local health trusts.

- Speech and Language Therapy – Developing functional understanding of language is integral for the learners, many of whom have a diagnosed communication need.
- Occupational Therapist - The Occupational Therapist is responsible for ensuring an autism/social communication friendly environment. The OT will work with an integrated approach to therapy advising on individual, group and whole class interventions that can be embedded within the environment and curriculum (e.g. using specific seating to help 'ground' a child)
- Wellbeing support/active listening/counsellor – The tiers of wellbeing support cater for a range of escalating need. Pupils will access Emotional Literacy Support Assistant (ELSA) support as their first wave of intervention.

What support will there be for my child's overall wellbeing?

Staff at The Springfields Academy are highly trained to address and support the emotional needs of their Pupils effectively. Our teachers, leaders, and emotional regulation team are deeply familiar with each Pupil as an individual, collaborating closely with Pupils and their families to address and resolve any emerging issues. Each lesson begins asking Pupils to grade their emotional well-being using an emotional barometer that is appropriate for the pupils need, this is also referred to throughout the session to ensure anxieties are reduced and the pupil is ready for learning. Check-in opportunities are tailored to each pupil's specific needs, resulting in varied approaches for different Pupils. Further personalised support is provided to pupils throughout lessons and social times to enable them to engage in learning and social opportunities successfully.

Personalised learning plan (PLP) and One Page Profiles (OPP):

Every Pupil has Personalised learning plan (PLP) and One Page Profile (OPP) that is linked to need and presents the child's 12 week outcomes liked to their EHCP targets. Additionally, these detail how best to support the young person as well as their areas of interest and people that support them in school.

Pupil Voice - HEARD:

At Springfields pupil voice is the golden thread woven through the daily pupil experience that provides opportunities for pupils to share their views, feelings

and learning. We enable our pupils to communicate in the style that best suits their needs so that their input shapes our school community and informs each pupil's journey towards a 'safe, independent life'.
Our 'HEARD' framework ensures Pupil Communication is listened to, accepted and has impact.

We have various approaches to gathering pupil voice based on research into effective strategies that help our learners with autism to communicate their thoughts and feelings around specific topics.
We collect pupil voice in three key areas:

Safety	Myself	Learning

The impact of our Pupil Voice Strategy is that:

- Pupils feel safe
- Pupils feel listened to
- Pupils feel respected

How will I know how well my child is doing and how will you help me to support my child's learning and development?

At The Springfields Academy, we are committed to keeping you well-informed about your child's progress and supporting their learning and development. We maintain open communication through various channels, including phone calls, emails, and Class Charts. Communication is generally weekly but can be more frequent, depending on your child's needs. Upon your child's admission, their teacher will discuss with you the preferred method and frequency of communication to ensure it suits your preferences. Additionally, Class teachers utilise Class Charts to post photos and updates

about your child's learning and achievements, allowing you to view their progress regularly.

We recognise the importance of responsive communication. Many parents call the school to pass on messages, and we strive to return these calls within 24 hours. Should any concerns arise, school staff will contact you promptly. Conversely, if there is positive news to share, teachers will also reach out via phone or send a private message on Class Charts to keep you informed of your child's successes.

Throughout the academic year, we hold parent/carer meetings to discuss your child's development and progress. Each Pupil also participates in a person-centred annual review, which includes a PATH meeting focused on future planning. For looked-after children (LAC), personalised education plan (PEP) meetings are organized by the Virtual School at Wiltshire Council.

At the end of Term 6, we provide an extensive written report detailing your child's progress over the year. This report offers a comprehensive overview of their achievements and development, ensuring you are fully informed of their educational journey.

What cultural backgrounds does the setting offer support to and how?

At The Springfields Academy, we celebrate difference, diversity, and individuality, striving to create an inclusive environment that recognizes and values a broad range of cultural backgrounds. Our commitment to fostering local, national, and global awareness is woven throughout our curriculum and daily activities. In Personal, Social, and Development (PSD) lessons, and as a core part of our academy culture, Pupils are educated to respect others and appreciate diverse viewpoints. This ethos is further supported through assemblies and personalised interventions that reinforce the importance of inclusivity and respect.

Our academy proudly supports Pupils from various faith backgrounds, including, but not limited to: Christian, Catholic, Muslim, and Jehovah's Witness traditions. We ensure that the needs and values associated with these different faiths are recognised and respected within our educational environment. To find out more about our EDIB strategy follow: The Springfields Academy - Equality, Diversity, Inclusion and Belonging

Safeguarding is a key priority at The Springfields Academy. We implement a comprehensive yearly program that addresses essential areas such as child protection, Female Genital Mutilation (FGM), e-safety, racism, child sexual exploitation, the PREVENT strategy, homophobia, xenophobia, and self-awareness. This program is designed to protect our Pupils and educate them

about important social issues, ensuring a safe and supportive learning environment for everyone.

What support is there for Parents/Carers?

We place a high value on building strong, collaborative relationships with all our families. Our Family Liaison Officer, Therese Flaherty, plays a key role in this effort by working closely with parents and carers to address concerns, provide guidance, and signpost additional support.

To foster a supportive community, we host monthly parent coffee mornings. These gatherings offer opportunities for parental networking and mutual support.

Our Family Liaison Officer, under the guidance of the SENCO, also directs families to external support networks, including the SWAPP course.

We collaborate closely with the Wiltshire Parent Carer Council (WPCC) and share their belief in the importance of high levels of engagement with parents and carers. Our ongoing partnership with Wiltshire Council and WPCC is dedicated to driving excellence in provision for children and young people with special educational needs and disabilities, ensuring that their needs are met effectively and compassionately.

What additional activities outside the classroom are available? How accessible is the school setting?

We are working hard to make the Springfields Academy as accessible as possible. We have a clear plan to improve accessibility. All classrooms are accessible, with a lift helping to provide access where needed.

Springfields staff make excellent use of the school grounds. There are almost daily opportunities for Pupils to explore the outside environment. Additional activities include (but are not limited to):

- ✓ Soft Play Area
- ✓ Outside Exercise Equipment
- ✓ Learning Outside the Classroom curriculum
- ✓ Sensory Garden
- ✓ Allotments
- ✓ Catering, Mechanics
- ✓ Animal care

How will the setting prepare and support my child to join the setting and transfer to a new setting?

At The Springfields Academy, we have developed an exceptional transition programme to support Pupils as they join our school. Our transition process is

designed to be flexible, and we provide bespoke packages for Pupils who require additional support. These tailored packages are developed in collaboration with parents or carers, the Pupil's previous educational establishment (when applicable), the local authority, and other relevant agencies. For more information about our transition programme, please contact Connie Knight, the Academy's Assistant Head, SENDCO.

The transition process for Pupils leaving the school is equally personalised. We ensure that Pupils visit their future colleges multiple times, and college staff are actively involved in the transition process by attending annual reviews and visiting Pupils in their current setting. Mr. Lee Davidson, Assistant Headteacher, is the academy's lead for post-16 transition, oversees this process. He can be reached via email at lee.davidson@springfieldsacademy.org.

We work closely with the Pupil's SEND lead workers throughout both the transition into and out of the school. Parents and carers are encouraged to actively participate in these transitions to ensure they are both smooth and successful.

Can my child's special dietary requirements be accommodated and how?

We are committed to accommodating special dietary requirements to ensure all Pupils can enjoy their meals safely. Our school lunches are prepared on-site using fresh ingredients and local produce. When a child has specific dietary needs, Mrs. Emma Gardener, our school cook, typically arranges a meeting with parents and Pupils to discuss and address these requirements. The school's menu, which includes a daily vegetarian option, is available via a link on our website for your convenience.

What type of and how many complaints did you receive last year and how were they resolved?

During the academic year 2024-2025 The Springfields Academy received a total of zero complaints. If complaints are received, each complaint is handled in accordance with the Academy's established policies and procedures. We take all complaints seriously and address them on an individual basis to ensure they are resolved appropriately

Further Information:

The Wiltshire Local offer

Wiltshire Local OFFER What's local and What's on offer?

https://www.wiltshire.gov.uk/local-offer

The Wiltshire Parent Carer Council

Wiltshire Parent Carer Council

https://www.wiltshireparentcarercouncil.co.uk/en/Home_Page

The Wiltshire Autism Information Pack

https://www.wiltshireparentcarercouncil.co.uk/images/1/1f/Autism_Pack_with_links.pdf

The National Autistic Society:

The National Autistic Society

http://www.autism.org.uk/

WISA – Wiltshire SENDIASS

https://www.kids.org.uk/wisa

Swindon Borough Council Local Offer:

http://children.mycaremysupport.co.uk/

Bath and North East Somerset Local Offer:

Special Educational Needs & Disability

http://www.bathnes.gov.uk/services/children-young-people-and-families/send-specialhttp://www.bathnes.gov.uk/services/children-young-people-and-families/send-special-educational-needsdisabilities-0-25educational-needsdisabilities-0-25

Oxfordshire Council Local Offer:

LOCAL OFFER Oxfordshire

https://www2.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disabilityhttps://www2.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-local-offerlocal-offer

Dorset Council Local Offer:

https://www.dorsetforyou.gov.uk/article/420631

Hampshire Council Local Offer:

https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page