



Spa School Bermondsey SEN Information Report

What is the school SEN Information Report?

Information about how we support people with special educational needs and disabilities (SEND) throughout their time with us can be found on our website. Our SEN policy explains in detail our daily provision.

Spa School Bermondsey works in partnership with Southwark Local Authority and other schools in the area in order to share our resources and expertise. The Southwark Local Offer can be found at www.localoffer.southwark.gov.uk

Their local offer sets out information about the specialist services, schools, colleges and organisations that can provide support for families of children and young people with SEND. It explains procedures for requesting an assessment for an Education Health and Care Plan (EHCP). You will also find information about:

- Where to go for advice and guidance on SEN and Disability matters
- Arrangements for resolving disagreements and mediation.

Why do we have the SEN Information Report?

The purpose of Spa Bermondsey's SEN information Report is to inform parents and carers about:

- how we welcome pupils with special educational needs and disabilities
- how we support them in all aspects of school life and remove barriers to achievement
- how we work in close partnership with parents/carers and children
- how we make effective provision for all of our children with special educational needs and disabilities

We will keep this under review by asking parents and children what is working well and what they want to improve. The next review date for our SEN Information Report is September 2026

What kind of a school is Spa Bermondsey?

Spa Bermondsey is a special school in the London Borough of Southwark for pupils aged 11 to 19 with autism and a moderate or severe learning disability. Pupils are typically working at KS1 levels upon entry in KS3. The academy is part of the Spa Education Trust.

We are very proud of our school and its atmosphere which is positive and purposeful. There are high expectations for our pupils to achieve their full academic, creative and personal potential. We see our job as bringing out the best in every pupil.

Spa Bermondsey:

- Has a positive learning environment where children develop new skills and learn how to apply them in a concrete and meaningful way
- Encourages, supports and challenges all pupils to achieve their full potential
- Embraces individual needs and promotes their self esteem

- Develops and supports children to be healthier and more able to understand their own personal difficulties and challenges
- Provides a caring, safe and secure environment where children are taught to understand their own place in their wider community and to overcome their own physical difficulties to ensure personal, individual success
- Promotes proactive working partnerships with parents, carers and external agencies and offers an integrated team working approach with health colleagues (Occupational Therapy, Speech and Language Therapy, Nursing), based at or operating from or with the school
- Works in a multi-disciplinary way to attend to the holistic needs of our young people and to support our children's families
- Teaches pupils to communicate effectively and to develop their independence
- Utilises the community to enhance the learning curriculum and to support pupils to practice and extend their social skills
- Develops pupils' self-esteem, confidence and independence in preparation for their challenges ahead in adult life

Parents are always welcome to visit the school, to see the facilities, to meet staff and to see how our pupils thrive in our rich educational environment. We offer a specialised learning environment with a range of extension rooms and areas to further support the SEN requirements of our young people. The excellent facilities at Spa are designed to provide the right balance of security and challenge for our pupils. We have most of the same facilities mainstream secondary schools have, as well as some they don't. Specialist learning spaces include the sports hall, fitness suite, science lab, cooking classroom, art room, music room, library, soft-play, drama studio and sensory rooms. We also have a lovely outdoor environment in which to relax and play, with apple and cherry trees, flower-beds, as well as a greenhouse and chickens.

Our pupils all have a primary diagnosis of autism as well as an additional learning need; each pupil has an Education, Health, and Care Plan (EHCP). The school has 114 places

Our OFSTED report in 2024 found that;

- Experiences and the curriculum are designed to ensure that pupils learn important, meaningful and functional information. These are well chosen to help pupils in their lives beyond school.
- The school proudly talks to pupils about autism and how each of them is unique. This helps pupils to understand the individual needs of one another. Consequentially, pupils build positive relationships with their peers, cooperating with and working alongside each other well
- The curriculum, including in the sixth form, is ambitious. It is designed to enable specific subject knowledge to be taught alongside personalised learning goals.
- The staff team members know the pupils exceptionally well. They keep a close eye on pupils' academic progress and social development
- The school's personal development provision is thoughtful and responsive to the needs of pupils. Pupils are taught important life skills to build their confidence and independence.

Our Vision

Spa School Bermondsey provides excellent education and opportunities for young people with autism. Our pupils:

- are happy, safe and healthy
- develop communication skills and independence while learning and achieving
- are ready for the future.

How we work with other schools

We are a learning community and work with other schools and organisations to make sure that our knowledge, expertise and skills on autism are up to date. We also share and discuss what is considered to be best practice with other schools in teaching children with autism, for example:

- We host regular visits for UK and international professionals to come in and observe good practice in autism education
- We work closely with local schools and offer training and support
- We are a member of the Pan London Autism School Network (PLASN) and the Pan London Autism School Network – research Group (PLASN-R) based at the Institute of Education

Communicating the SEN Information Report

If you wish to find out more information about SEN, we will arrange for the Family Support Worker or Headteacher to meet you and answer your questions; please let us know if you require an interpreter. For information about how Southwark LA can support you or your child please visit their website:

www.localoffer.southwark.gov.uk

Who do you contact for more information?

- Headteacher Georgina Quigley gquigley@spa-education.org
- Deputy Headteacher Natasha Damree natasha.damree@spa-education.org
- Assistant Head: Anna Kostoglu akostoglu@spa-education.org
- Assistant Head: Cherise Abraham-Odukale cabraham-odukale@spa-education.org
- SENCO: Patriciah Kariuki pkariuki@spa-education.org
- Family Support Worker: Shervinia Sullivan ssullivan@spa-education.org
- Finance Manager: Alan Burrows aburrows@spa-education.org
- Executive Headteacher: Steph Lea slea@spa-education.org
- Chair of Trustees: Holly McAlpine hmc Alpine@spa-education.org
- Chair of Local Governing Body: David May dmay@spa-education.org

If you are unsure of who to contact regarding an issue or request, please email the office and they will direct your email to the correct person. You can email the office on office@spa-education.org. The school telephone number for all queries or to speak to any of the staff is 020 7237 3714.

Parent / Carer Questions

Please see below for answers to the following questions:

1. How does the education setting know if pupils need extra help and what should I do if I think my child may have special educational needs?
2. How will the education setting support my child?
3. How will the curriculum be matched to my child's needs?
4. How will both you and I know how my child is doing and how will you help me to support my child's learning?
5. What support will there be for my child's overall wellbeing?
6. What specialist services and expertise are available at or accessed by the education setting?
7. What training are the staff supporting pupils with SEND had or are having?
8. How will my child/young person be included in activities outside the classroom including school trips?
9. How accessible is the education setting?
10. How will the education setting prepare and support my child/ young person to join the setting, transfer to a new setting or the next stage of education and life?
11. How are the education setting's resources allocated and matched to children's/young people's special educational needs, and how is the decision made about what type and how much support my child will receive?
12. How are parents involved in the education setting? How can I be involved?
13. Who can I contact for further information?
14. What do I do if I have a complaint?

1. How does the education setting know if pupils need extra help and how does it ensure that it meets my child's special educational needs?

Every pupil at Spa Bermondsey has an Education, Health and Care Plan (EHCP). These plans detail the nature of any additional needs the pupil has and the support that is provided to support these needs. We work closely with other agencies in order to have a complete picture of a pupil's individual needs. These include the Educational Psychology Service, Child and Adolescent Mental Health Service (CAMHS), and Social Care.

All staff at Spa have specialist knowledge of autism and the environment and the approach to teaching and learning throughout the school reflects this. Some pupils will receive more visual support than others and some will have their own workstations in their classrooms. All of our pupils have autism and a degree of learning difficulty. Pupils may also have additional special educational needs and, depending on what these are, we will provide appropriate specialist support. This includes, occupational therapy and speech and language therapy.

At the start of the academic year all teachers are given the data from the past year and works with their Assistant Head to identify those pupils who have made insufficient progress based on academic and EHC Outcome progress data. Plans are drawn up for these pupils (for communication, literacy, numeracy, or all, as required) and Assistant Heads meet with teachers each term to review the progress that pupils have made. SALT and OT will assess each pupil in their first half term and will set targets as appropriate. These are shared with the class team and with families. Pupil progress is monitored each half term and AHTs work with teachers to identify additional interventions to support pupils making less than expected progress.

2. How will the education setting support my child?

Pupils are taught within small class groups with a high ratio of staff. Classes have between 8 and 9 pupils (the average is 8.6) and there are 3 to 4 Teaching Assistants supporting each class in addition to the teacher.

People with autism face challenges with communicating and understanding others, so developing pupils' communication skills is a key priority at Spa. We are able to provide a range of methods or tools for pupils including Makaton signing, symbol exchange, or 'speaking' devices such as iPads. Our Occupational Therapist and Speech and Language Therapists work alongside our teachers to address sensory and communication needs. We ensure a visually rich environment throughout the school with support where possible from symbols and pictures.

Accreditation:

- All Spa pupils are offered a personalised approach to accredited courses and qualifications with pupils working towards Entry 1 Personal Progress qualifications or Functional Skills qualifications up to Level 1.
- All pupils leave with accredited qualifications
- We offer a range of qualifications each year

What we offer

Key Stage 4	Key Stage 5
ASDAN: Transition Challenge	EdExcel Functional Skills: Maths English
Entry Pathways Maths	Entry Pathways: Creative Arts and Media Healthy Living & Fitness
	ASDAN: Employability

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

We teach the National Curriculum with an emphasis on meeting the unique needs of each pupil. All lessons and activities are differentiated to maximise learning for every pupil, and all pupils work towards externally accredited qualifications. Pupils in KS3 are either working at or towards Year 1 levels or between Year 1 and Year 2 levels.

All pupils have targets that are set and assessed each week in Reading, Writing, Speaking and Listening and Maths; these targets are worked on across the curriculum each week.

Pupils are grouped in classes with other pupils of a similar academic ability and communication and interaction need so that we can maximise the learning opportunities in each lesson. There is a richness of practical subjects that add to life skills, such as horticulture and cooking. Pupils have a daily Social Communication lesson which covers a range of strands from basic language and expression, through to safety issues, role-play and self-advocacy. Pupils in KS4 and 5 have a weekly Community lesson which allow for structured activities in the local community, including aspects such as shopping and road safety, to take place. Pupils in KS5 with more complex needs have weekly Life Skills lessons in School House Flat.

Relationship and Sex Education (RSE) is provided for all pupils and resources have been crated in conjunction with Image in Action. RSE is tailored to address the needs of individual pupils.

4. How will both you and I know how my child is doing and how will you help me to support my child's learning?

We record pupil progress against a Core framework across the curriculum throughout the year. Each level of the English and Maths curriculum is broken down into smaller steps and we check that skills and knowledge can be demonstrated on different days (and often in different contexts) before we mark them as completed. Data is reviewed half termly and the teacher meets with an Assistant Head to look in detail at pupil progress and identify any instance of a pupil making insufficient progress.

Teachers set weekly Mathematics, English and Communication targets for every pupil and the support staff are aware of these targets and support learning to achieve them.

Progress is also measured against pupils' EHC Outcomes. Teachers set weekly communication targets at the beginning of each term and also review the EHC framework on a half termly basis.

Through their Individual Education Plans (IEPs), pupils have individual targets set and reviewed three times per year which are shared with both you and your child.

There are formal parents' evenings in the Autumn term and Summer term as well as the Annual Review where your child's progress is discussed. Pupils are encouraged to take reading books home and to read them with their parents. Every pupil has a home / school diary which is used to exchange information.

5. What support will there be for my child's overall health and wellbeing?

We provide good pastoral support and all pupils know who to go to with concerns. The management team have an open-door policy for students, where they are welcome to come and speak to members of the SMT about concerns at any time.

We are part of the London Healthy Schools Award. The following practices are in place to support the health and well-being of our pupils:

- Fresh fruit is provided by to all pupils in all classes every day as a mid-morning snack
- Pupils who benefit from exercising at the start of each day are given the opportunity to do so.

- We have a year-round cooking curriculum, in which pupils are taught to prepare healthy meals
- Staff eat with the pupils at lunch time and encourage them to make appropriate choices and to eat salads and vegetables with their school dinner
- All pupils participate regularly in a range of physical activities including trampolining. Pupils have two hours of PE and active sessions each week
- In addition to PE our pupils do yoga and karate and can opt to do street dance sessions
- Scooters, climbing equipment, access to the sports hall and outdoor exercise machines encourage exercise at break time
- Pupils take part in inter-school sports activities, such as football tournaments and athletics events
- Our PSHE curriculum has a significant emphasis on healthy lifestyles
- The Key Stage 5 curriculum includes Healthy Living lessons in which the pupils make choices, shop for ingredients and prepare their own lunch
- Horticulture sessions provides a range of opportunities to work outside in the gardens and grow plants and organic vegetables
- There is a fitness suite for Key Stage 4 and 5 pupils

We have half-termly School Council meetings with an elected representative from each class. The student representatives come to the School Council meeting with a list of suggestions that arises from class discussion. Pupils can also make their views known through the annual Pupil Survey and their contribution to Annual Review / EHCP meetings.

Bullying is never tolerated, and pupils are explicitly taught, through daily social communication lessons expectations around communication, respect and being kind. Our PSHE lead holds small group pupil sessions that focus on aspects of friendship and tolerance to support our pupils develop these important skills.

6. What specialist services and expertise are available at or accessed by the education setting?

The following professional support is available to pupils at Spa School Bermondsey:

- Family Support Worker
- Speech and Language Therapists
- Occupational Therapist

We also have access to the following services when required:

- Educational Psychology Service
- Child and Adolescent Mental Health Service (CAMHS)
- Educational Welfare Service
- Social Care
- School Nurse service

7. What training are the staff supporting pupils with SEND had or are having?

We invest heavily (both time and resources) in professional development at Spa to ensure that staff maintain a high level of expertise. This training includes:

- Induction training in autism, communication, behaviour and best practice for all staff over 6 weeks when they start
- New teachers meet at least weekly with their Assistant Head for mentoring
- All teachers receive on-going coaching to improve their teaching practice
- Staff training every Monday after school
- External courses so that staff remain up to date with recent autism research
- Annual training in safeguarding
- We have two Team Teach trainers across the Trust and all staff initially receive two full days training in Team Teach techniques for safe physical intervention followed by one day refresher every year
- Training on epilepsy, allergies, asthma and the use of epi-pens from the School Nurse Service

To ensure safety and wellbeing of all pupils, staff are offered first aid training to enable them to take the role of qualified first aiders within the school

8. How will my child/young person be included in activities outside the classroom including school trips?

The school has an excellent enrichment programme which nurtures individual talents such as yoga, street dance, martial arts, cooking, and swimming. Through partnerships our pupils have the opportunity to perform on stages such as the Young Vic, and we work regularly with other world-leading cultural organisations such as the Drawing Room and The Old Vic. Residential trips also help our pupils develop confidence.

Enrichment activities taught by external specialists this year include:

- Adventurous activities at the Salmon Centre
- Yoga
- Swimming
- Karate
- Street Dance by Step into Dance
- African drumming
- Apple store "Code your first app" workshop
- Some pupils in KS5 visit Park College weekly as part of our College Link Program

We have a mini-bus and have regular community visits. Pupils will also be offered the opportunity to go on residential trips while at Spa.

9. How accessible is the education setting?

We ensure that no pupil is restricted from a full education at Spa because of issues around access. All of our specialist rooms and six of our classrooms are located on ground floor level. Our accessibility plan is reviewed every three years and is published on our website.

10. How will the education setting prepare and support my child/ young person to join the setting, transfer to a new setting or the next stage of education and life?

We support families with the transition process to college or next steps with this work often taking place once the young person is in Year 12. We publish a booklet each year with up-to-date information on specialist colleges across London and host information sessions with Southwark SEND Caseworkers to ensure everyone is clear about the transition process.

Each year, as part of the annual review process, we review any transition needs and support families and pupils as appropriate. This will include contacting schools and colleges, supporting with visits and hosting meetings with SIAS and SEND Caseworkers as appropriate.

Spa does a lot of work to prepare pupils to take their next steps in life. Whether going on to college, work or residential environments, we aim to give pupils what they will need on their journey. We focus on practical things such as shopping, cooking, gardening and transport. Our café gives our pupils experience in a variety of real-world jobs and enterprise. Our pupils use the eggs from our chickens and the vegetables from our gardens to cook delicious meals or to sell in the café. We work closely with parents to ensure that transitions from Spa are successful and sustainable.

Pupils in KS4 and 5 have weekly Community sessions which focus on accessing the local community including shopping, accessing local services such as the library, road safety and using public transport. Pupils have Preparation for Adulthood (PfA) targets on their EHC Plans and these sessions allow explicit instructions towards these skills. Pupils with more complex needs in KS5 also have weekly Life Skills lesson which focus on practical, hands on skills using our School House Flat.

11. How are the education setting's resources allocated and matched to children's/young people's special educational needs, and how is the decision made about what type and how much support my child will receive?

Spa Bermondsey is an academy. We receive around £34,000 per pupil. This money is used mostly for staffing, but also to cover all other costs involved in running a school including building and capital costs. All pupils are taught in small classes with high staff to pupil ratios, but many pupils receive additional support as and when they require it. This may be in the form of short-term additional staffing, specialist equipment or an individualised timetable. The decisions about class sizes, staff/ pupil ratios and additional support are taken by the Senior Management Team on a class by class or pupil by pupil basis and kept under constant review. We inform parents about the support their child is receiving, and we report on the amount of support given in Annual Reports and in Annual Review / EHCP meetings.

12. How are parents involved in the education setting? How can I be involved?

At Spa Bermondsey we recognise the particular challenges faced by parents raising children with autism, and we aim to provide whatever practicable support we can. It is important that we work in close partnership with parents and families in the interests of our pupils. We employ a Family Support Worker specifically for this purpose.

The range of activities and services we provide includes training for parents, support in accessing quality services for children, groups on particular issues such as health information or managing behaviour, and individual support for children and their parents through one to one work, or signposting to specialist services. We aim to provide a range of services that are responsive to the needs of individual families.

At Spa Bermondsey we:

- work in partnership with parents and carers
- recognise, value and respect the uniqueness of each family and their differing needs
- work from a child-centred perspective
- provide autism-specific help and advice
- meet statutory expectations and policies regarding confidentiality
- provide a range of family support services which families can access at different times depending on need
- record, monitor and evaluate all the work we do so that we can learn from our experiences and improve future services
- draw on the expertise of a range of professionals in order to provide a holistic service

We recognise that:

- raising and caring for a child with autism can be particularly challenging
- parents and carers should be able to ask for help without feeling guilty or embarrassed or feeling that they have failed
- parents and carers know their children best
- supporting families will help us to support and teach the child

We support parents and families through:

- involving parents in decisions
- having good understanding of different cultures and religions
- keeping accurate and clear records which families have access to. Ensuring that we keep abreast of developments in the field of family support by
- enabling our Family Support Worker and other relevant staff to attend training courses and have access to relevant professional journals and other literature
- keep appointments and let families know if we need to cancel
- liaise with other professionals when undertaking work with families where they have some involvement
- regular coffee mornings and other support groups
- the provision of a family centre in the school

Our Family Support Worker is Shervinia Sullivan She can be contacted on 0207 237 3714 or by email at ssullivan@spa-education.org

13. Who can I contact for further information?

- Executive Headteacher Steph Lea slea@spa-education.org
- Headteacher Georgina Quigley gquigley@spa-education.org
- Deputy Headteacher Natasha Damree natasha.damree@spa-education.org
- Family Support Worker: Shervinia Sullivan ssullivan@spa-education.org
- SENCO - Patricia Kariuki: pkariuki@spa-education.org

All staff at Spa can be contacted on the main school telephone number: 020 7237 3714

14. What do I do if I have a complaint?

A copy of our complaints policy is found on our website. In the first instance, parents are encouraged to raise any concerns they have directly with their child's teacher, a member of the senior management team or the Headteacher. If they remain unhappy, they should make a formal appointment to speak with the Headteacher. If the complainant is not satisfied, they must put their complaint in writing (using the complaint form found as part of the complaint policy here) within three calendar months of the incident. The complaint should be sent to the Headteacher, Executive Headteacher or Chair of Trustees as appropriate. We will always work closely with parents and carers to resolve any issues. If a parent wishes to make a complaint about provision, the parent can ask for an emergency annual review.

CONTACT DETAILS OF SUPPORT SERVICES FOR PARENTS

Southwark's Local Offer (this describes services and activities in the area available to children and young people with SEN, and their parents)

www.localoffer.southwark.gov

SIAS (Southwark Information Advice and Support Team) previously known as Parent Partnership:

Website: www.localoffer.southwark.gov.uk/information-advice-and-support

E mail: sias@southwark.gov.uk

Tel: 0207 525 3104

Contact a Family

Website: <https://contact.org.uk/>

E mail: info@contact.org.uk

Tel: 020 7608 8700

Southwark Carers

Website: www.southwarkcarers.org.uk

E mail: info@southwarkcarers.org.uk

Tel: 020 7708 4497

They run the ADDitude Group - a group which is aimed at carers of children with autism and behavioural problems, featuring regular speakers and training sessions.

Runs second Wednesday of each month, 11.00 to 12.30. For details: Call Joseph on 020 7708 4497.

Family Information Directory

Website: <http://cypdirectory.southwark.gov.uk/>

E mail: family.info@southwark.gov.uk