



Spa School Camberwell 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. The Southwark Local Offer describes how we support the pupils on to the next stage of their education. Our SEN policy explains in detail our daily provision.

Spa Education Trust works in partnership with Southwark Local Authority (LA) and other schools in the area in order to share our resources and expertise. Southwark LA's 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 pupils 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 our 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 pupils
- how we make effective provision for all of our pupils with special educational needs and disabilities

We will keep this under review by asking parents and pupils what is working well and what they want to improve. We will review date for our SEN Information Report every year.

What kind of a school is Spa Camberwell?

Spa Camberwell is a special school in the London Borough of Southwark for autistic pupils aged 4-16 and associated learning difficulties. The school 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 Camberwell:

- Has a positive learning environment where pupils 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 pupils to be healthier and more able to understand their own personal difficulties and challenges
- Provides a caring, safe and secure environment where pupils are taught to understand their own place in their wider community and to overcome their own difficulties to ensure personal, individual success
- Promotes proactive working partnerships with parents, carers and external agencies and offers an integrated team working approach with NHS colleagues (Occupational Therapy, Speech and Language Therapy, Nursing), based at or operating from the school
- Works in a multi-disciplinary way to attend to the holistic needs of our young people and to support our pupils' families
- Teaches pupils to communicate effectively and to be independent and be able to make good choices

- 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 specialist rooms and areas to further support the needs of our pupils.

Our facilities 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.

In our primary department all but one of our classrooms have direct access to outside space. Reception and KS1 pupils have a designated outdoor learning space outside their classrooms which is accessed throughout the day.

In Key Stage 3 and 4 we have specialist learning spaces include the science, cooking, art, music, library, drama studio and sensory rooms.

Our pupils have a range of Special Educational Needs (SEN) and each pupil has an Education, Health, and Care Plan (EHCP).

We currently have 1112 pupils on roll. There is one reception class, two classes for KS1, four classes for KS2 and four KS3 classes and three Key Stage 4 classes.

Our Vision

Spa Camberwell provides excellent education and opportunities for autistic young people.

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 autistic pupils, for example:

- we work closely with Spa Bermondsey – our secondary school within Spa Education Trust
- We work closely with local schools and offer training and support
- We are a member of the Pan London Autism School Network (PLASN) based at the Institute of Education
- We provide outreach to mainstream primary and secondary schools within Southwark
- We are an ambassador school for the Centre for Literacy in Primary Education Power of Reading and regularly share our expertise with other special schools.

Communicating the SEN Information Report

If you wish to find out more information about SEN, we will arrange for one of our team 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?

- Executive Headteacher: Steph Lea slea@spa-education.org
- Head of School: Erin McCarthy emccarthy@spa-education.org
- Deputy Head: Rian Ehlers rehlers@spa-education.org
- Early Years and Primary Assistant Head: Beth Brough bbrough@spa-education.org
- Primary and KS3 Assistant Head: Jenny Tsagkaropoulou jtsagkaropoulou@spa-education.org
- SENCO: Lauren Cairns lcairns@spa-education.org
- Chair of the Local Governing Body: Krys McInnis kmcinnis@spa-education.org

SEN Information report September 2024

Review Date: September 2025

- Chair of Trustees: Holly McAlpine hmc Alpine@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 officecamberwell@spa-education.org. The school telephone number for all queries or to speak to any of the staff is 0203 434 5210.

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 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 pupils'/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 Camberwell 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), specialist medical teams 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 are autistic 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. These can include occupational therapy, music therapy, art therapy and speech and language therapy.

At the start of the academic year all teachers are given the data from the past year and identify rates of progress made by each pupil. Plans are drawn up to address any underperformance and identify opportunities for stretch and challenge. The Deputy and Assistant Heads meet with teachers each term to review the progress that pupils have made.

2. How will the education support my child?

Pupils are taught within small class groups with a high ratio of staff. Classes have between 6 and 9 pupils (the average is 7.4) and there are 2 to 4 Teaching Assistants supporting each class in addition to the teacher. Autistic people face challenges with communicating and understanding others so developing pupils' communication skills is a key priority at Spa Camberwell. 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 visual rich environment throughout the school with support where possible from symbols and pictures.

Accreditation:

- KS4 pupils will be offered range of ASDAN and Entry Level qualifications

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

The Spa Camberwell curriculum is specially designed to meet the needs of autistic pupils. All lessons and activities are differentiated to maximise learning for every pupil, and all secondary pupils will work towards externally accredited qualifications.

We teach relevant aspects of the National Curriculum with an emphasis on meeting the unique needs of each pupil. Pupils are grouped in classes with other pupils of a similar range of 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 cooking. Pupils access the Spa Social Communication curriculum which develops a range of communication skills from basic language and expression, through to safety issues, role-play and self-advocacy.

Sex and Relationship Education (SRE) is provided using resources and approaches specially designed for autistic and matched to their developmental needs. Teaching is also be tailored to address the needs of individual pupils. We work in partnership with parents and carers.

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?

Our assessment system has been designed to measure progress through our specialist curriculum designed for autistic pupils.

We record pupil progress across the curriculum throughout the year. Learning 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.

Progress and assessment are monitored each half term. Teachers meet with the Deputy and Assistant Head to look in detail at pupil progress and identify any instance of a pupil making insufficient progress.

All pupils have a Personalised Learning Plan with targets for communication, Health & Wellbeing and Independence. Teachers set weekly next steps for Maths, Reading and Writing.

All staff are aware of these targets and support learning to achieve them. Other subjects are updated by teacher assessment.

Through their Personal Learning Plans pupils have individual targets set and reviewed each half term 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 can be 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.

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
- Secondary pupils take part in our daily mile programme
- Primary pupils access active play on a daily basis supported by our specialist staff
- We teach cooking curriculum in KS3 and 4 - 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. Pupils have at least two hours of PE each week
- In addition to PE our pupils have access to yoga, dance and karate
- Active play is encouraged at break times

- Our PSHE curriculum has a significant emphasis on healthy lifestyles.

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:

- Speech and Language Therapists
- Occupational Therapist
- Dance instructors
- School Nursing Service
- School dental service

We also have access to the following services when required:

- Educational Psychology Service
- Child and Adolescent Mental Health Service
- Family Early Help Services
- Social Care
- Behavioural Feeding Clinic
- Specialist medical teams

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 a number of weeks when they start
- New teachers meet weekly with their Assistant Head for mentoring
- All new teachers follow a personalised induction programme focusing on teaching and learning
- All teachers receive on-going coaching to improve their teaching practice
- Staff training every Monday after school on best practice in autism education
- External courses so that staff remain up to date with recent autism research
- Annual training in safeguarding
- We have Team Teach trainers across the Trust and all of the staff initially receive two full days training in Team Teach techniques for safe physical intervention followed by one day refresher every year
- Medical training about a range of health needs including sickle cell, epilepsy, allergies, asthma and the use of epi-pens

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, dance, martial arts, cooking.

We aim to access learning in the local community. All community learning is fully risked assessed and opportunities matched to individual pupil need.

We also plan for sessions for all pupils where they have access to some opportunities that would usually be outside of school within the familiar school environment e.g. circus skills workshops and animal encounters.

The KS4 curriculum has one session of community learning built into the timetable each week

9. How accessible is the education setting?

No pupil is restricted from a full education at Spa Camberwell on the grounds of access. Our entire site is fully accessible.

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?

When Spa Camberwell is named as a school for a pupil we work with the family and previous setting to support the transition. We collate information about pupils from these sources to ensure that we have an understanding of their needs and likes so that we can support a smooth transition. We provide information about the school and the pupils

class in the form of photographs and social stories. Individual transition timetables are set and pupils visit the school before starting. A transition timetable will be set which takes into account the pupil's needs and will be reviewed with the family and the assistant head teacher. Some pupils may need a slower transition into full time school and some are ready to start straight away.

We teach pupils to take their next steps in life. We aim to give pupils what they will need as they grow and develop so they can be the happiest and most independent adult they can be. We focus on practical skills such as shopping, cooking, gardening and transport. We work closely with parents to ensure that transitions from Spa are successful and sustainable.

We support KS4 families and pupils with transition planning to prepare them for post 16 education.

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

Spa School is an academy. We receive around £32,000 per pupil. This money is used mostly for specialist staffing and support, 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 additional staffing or special tuition. 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 type 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?

We recognise the particular challenges faced by parents raising autistic, 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 an administrator with responsibility for Family Links specifically for this purpose.

The range of activities and services we can provide includes training for parents, support in accessing quality services for pupils, training on particular issues such as health information or managing behaviour, and individual support for pupils 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 Camberwell 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 an autistic child 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 pupils 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 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

13. Who can I contact for further information?

- Head of School: Erin McCarthy emccarthy@spa-education.org
- Executive Headteacher: Steph Lea slea@spa-education.org

All staff can be contacted through the main switchboard on 0203 434 5210

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 Head of School. If they remain unhappy they should make a formal appointment to speak with the Executive Headteacher. If the complainant is not satisfied, they must put their complaint in writing (using the complaint form found as part of the complaints policy found on our website within three calendar months of the incident. The complaint should be sent to the 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

Information for families is shared regularly through our website www.spa-education.org

Southwark Local Offer (this describes services and activities in the area available to pupils 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: www.cafamily.org.uk/southwark

E mail: southwark.office@cafamily.org.uk

Tel: 020 7358 7799

Parent Carer Council

Website: www.southwarkpcc.org.uk

E mail: info@southwarkpcc.org.uk

Tel: 0207 525 1106 or 07944 107019

Southwark Carers

Website: www.southwarkcarers.org.uk

E mail: info@southwarkcarers.org.uk

Tel: 020 7708 7799

They run the ADDitude Group - a group which is aimed at carers of autistic pupils 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

Tel: 0800 013 0639