

The logo features a stylized blue and white circular emblem on the left, composed of two overlapping curved shapes. To its right, the word "SPRINGBOARD" is written in a large, bold, grey sans-serif font, and the word "PROJECT" is written below it in a smaller, lighter grey sans-serif font.

SPRINGBOARD
PROJECT

**SEN Report
2022/2023**

This annual SEN Information Report outlines the current provision across Springboard Project. It is available on our website www.springboardproject.org. The report is based on the requirements set out in [schedule 1 of the Special Educational Needs and Disabilities \(SEND\) Regulations 2014](#) and [paragraphs 6.79-6.81 of the SEND Code of Practice](#).

What types of SEN do we provide for?

Springboard Project is a 50-place special college, developed specifically to meet the needs of students and young people with special educational needs (SEN) from the age of 14 up to 19 years. Our college is located in Medtia Square, Oldham.

The Springboard Project is part of New Bridge Multi Academy Trust (MAT).

We are a college that caters for students with social, emotional and mental health needs (SEMH). This is as described in the SEN Code of Practice.

Admission arrangements are detailed in our admissions policy which is available on our website. All students who attend the school are either under assessment or have a Statement of SEN or an Education Health and Care Plan (EHCP).

What is our approach to teaching students with SEND?

We believe in the concept of lifelong learning and the notion that learning should be accessible, regardless of need and is a rewarding and enjoyable experience for everyone. Through our teaching at Springboard we equip students with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning alongside experiences and opportunities help young people to lead a safe and rewarding lives and achieve their full potential both academically and socially.

Our curriculum and philosophies provide opportunities for academic and social development to enhance life opportunities. Classes are small. Teaching staff work closely alongside support staff to provide the very best learning experiences through exciting, creative and innovative approaches which support a personalized learning journey for every individual.

How do we adapt the curriculum and learning environment?

Springboard Project looks at 3 individualized journeys around teaching and learning.

- Core skills
- Qualifications and accreditations,
- Vocational opportunities and learning for life.

The core curriculum is taught in ability streamed groups. In addition to this offer students can access academic intervention groups which identify and assist students to be able to achieve their full potential. Targeted interventions are delivered to assist more able students to achieve their full potential by accessing appropriate groups within the New Bridge MAT.

All students are members of a tutor group, led by a form tutor and support staff. Some students are taught in static (tutor) groups to enable full-time specialist support for those requiring it from consistent members of staff.

There is access to a range of new technologies, such as iPad, Forklift truck simulator, AR and VR etc.



Premises are continually adapting to meet the needs of the young people. Reflection/Intervention areas are available to students who may need time out.

How do we enable students with SEN to engage in activities with other students who do not have SEN?

Our curriculum focuses on outcomes and destinations, supporting young people into adulthood with consistently high expectations. This includes skills for independent living, community access, social inclusion, employability and preparation for higher and further education.

Our students take part in the Duke of Edinburgh's Award scheme and both local and national sporting competitions and everyone can experience the social aspects of being part of a team. The establishment of self-esteem and confidence is also developed through this participation with non-SEN peers and achievement is celebrated from school level through to national level so that all the young people experience success and feel valued.

How do we consult parents of students with SEN and involve them in their child's education?

Parents are fully included in the process of working with their children. We have an open-door approach to working with parents and our pastoral teams dedicate their time to developing and maintaining positive working relationships with both parents and students. This work includes:

- Transition visits for new parents.
- Meetings with all key partners around the young person
- Communication through emails
- Parent APP
- EHCP review meetings
- Parent governors
- Workshops and training for parents
- Parents' evenings and coffee mornings
- Invitations to awards evenings, school productions and assemblies etc.
- Parent involvement in changes in the Project through informal and formal consultations and questionnaires.

How do we consult students with SEN and involve them in their education?

All students are treated with dignity and respect. There is full personalization for the curriculum for each student in order that they can access and experience success throughout their school life.

The school council gives students a voice and allows them to contribute to and decide on aspects of school life relating to their needs. This is done in a formal and informal way.

The assessment and annual review process of EHC Plans includes the views and wishes of students.

An annual survey is undertaken each year. For some students, there is an additional meeting around needs of the student.

How do we assess and review students' progress towards their outcomes?



The student dashboard ensures that all students have an individualised target destination. Destination pathways include:

- Being involved
- Taking part
- Taking control
- Playing my part in my community
- Volunteering in my community
- Working with support in my community
- Being independent

Targets are set across all curriculum subjects and these are assessed on an ongoing basis that ensures that assessment is continuous, and we are always accessing 'live' data when reviewing each student's pathway.

Progress towards each student's targeted destination is formally reviewed twice per year and reported to families on both occasions through a written report and parents' evening consultations.

How do we support students moving between different phases of education?

All students take part in transition at relevant times in their education. We currently provide a transition package for students:

- New to the Project
- Moving from Key Stage 4 to Key Stage 5
- Transitioning to another destination.

Transition events include:

- for parents – open mornings / options discussions.
- tour of the building
- Virtual tour via the Website
- For students – options discussions / taster visits
- Positive Steps input and support from key workers

How do we support students preparing for adulthood?

Our ethos, aims and curriculum are driven by transitional pathways leading to fulfilling, contributory and worthwhile opportunities for all students as they progress into adulthood. Pathways and progression include striving for academic success across the curriculum in order to achieve the range of life-skills and relevant academic qualifications necessary to fulfil each individual's potential. Learning pathways include a relevant focus on life skills, vocational skills and academic studies in core areas. 'Preparing for working Life' and 'Experiencing working Life' are the 2 key areas focusing on Employability with hubs across Oldham and expanding to other local boroughs.

How do we support students with SEN to improve their emotional and social development?

Our Pastoral Manager, Safeguarding Lead and key workers provide support and guidance to students which helps promote their social and personal development with respect to learning, health and safety. They monitor such things as attendance and behaviour, and they carry out important 1:1 session with students where required.



The Pastoral Manager works very closely with parents, carers and staff to ensure maximum learning opportunities for all our young people.

They assess and monitor 'Learning for Life' skills through 'I Can' statements in areas such as:

- Behaviour
- Attendance
- Keeping safe
- personal qualities
- Communication

The Pastoral Manager, Safeguarding Lead and Key Workers are key when sensitive information needs to be passed from the Springboard project and home. They work directly with all relevant partners around the young person – including social care, healthy young minds and other agencies.

Targeted support for students is provided through discrete Nurture Group bases where there is significant need. The majority of students take part in individualised interventions that target areas of development identified for them.

What expertise and training do our staff have to support students with SEN?

Springboard Project is part of New Bridge MAT, a large organisation with many needs regarding training, re-training and development of staff to enable a first-class education for our young people. High quality training also provides an opportunity for staff to improve their skills and knowledge on an individual level.

We are highly committed to ongoing training of all staff at all levels. We have a dedicated training team and a senior leader with responsibility for training and development across the MAT. They track all staff training ensuring it is up to date and statutory duties are met. Training is specifically related to the needs of children in our school and also as required by statutory guidance. We have a qualified Health and Safety manager who assists in ensuring appropriate statutory health and safety training is identified.

The organization has a compulsory training package that all staff are required to undertake annually. This usually includes health and safety-based training elements such as epilepsy awareness, rescue medication, moving and handling, safeguarding, feeding and swallowing etc. In addition, there is a full programme of specialist training that staff can opt into.

Staff can also opt in to acquiring degrees, achieving QTS and middle leadership (NPQML) and above. All staff have access to mentors who can guide them with their development and personal goals.

How will we secure specialist expertise?

As a college specialising in young people with SEMH there are a significant number of areas that require staff with very specific expertise. The training and development team work continuously to develop courses and partnerships with other organisations that can provide the variety of specialist training that is required.

We provide all staff with training and development opportunities to enable effective practice.

Staff at Springboard work closely with a wide range of professionals in the authority including Speech and Language Therapists, Occupational Therapists, Healthy Young Minds,



Educational Psychology Team, Positive Steps, YOT, Counsellors and the School Nurse Service. Alongside this, our Director of Care ensures that any specialist training around medical needs is arranged and relevant staff are included.

How will we secure equipment and facilities to support students with SEN?

Springboard Project has a purpose-built building which is fully accessible for disabled users.

How do we involve other organisations in meeting the needs of students with SEN and supporting their families?

The governing body are aware of the range of staff working together within the Project to support the children, young people and their families. Some staff are employed directly by the Project, others work in the building but are employed by external organizations. School Nurses, Speech and Language Therapists, Positive Steps etc. all work within the Project training and advising staff and working with young people who are on their case load.

Home/School transport is organized by the LA and transport staff are employed directly by them and the transport companies. The LA transport department work very closely with the school throughout the school year. Some students travel independently, and this is encouraged through Project staff working closely with students, families and Greater Manchester Transport.

Social workers regularly attend Springboard Project and support with safeguarding of the young people. They contribute to annual reviews where necessary and any other meetings that are key to the young person.

How do we evaluate the effectiveness of our SEN provision?

The effectiveness of our provision is evaluated and assessed through our Accountability Framework. The framework demands that data and evaluation reports are submitted with clear analysis based on the student dashboard and destinations. Governors play an active role in challenging the Project as a critical friend and Trustees ensure that actions and development plans are implemented and acted upon.

How do we handle complaints from parents of children with SEN about provision made at the school?

The process for complaints is made available through hard copy documents and can also be viewed on the Springboard Project website. Parents are actively encouraged to voice any concerns they may have as soon as they arise so that incidents rarely progress to being complaints.

Who can young people and parents contact if they have concerns?

Class teachers are the initial point of contact if parents or the young people have any concerns. Alternatively, they can speak to the Safeguarding Lead or any team member with whom they have built up positive relationships. The acting Head of Site Michael Pidlyskij is also happy to hear from parents and young people with any queries they may have.

What support services are available to parents?

There are a number of support services available to parents. These services are both internally and externally provided and include:

- Pastoral/Safeguarding Team



- Healthy Young Minds
- Positive Steps
- Intervention Team

Where can the LA's local offer be found? How have we contributed to it?

We regularly update the local offer and work in partnership with the LA to ensure our offer is correct and up-to-date. A link to the local offer can be found on our website <http://springboardproject.org/oldhams-local-offer/> or alternatively it can be viewed directly at www.oldham.gov.uk

