

Research Aims Include:

Ensuring a meaningful and valuable educational experience for our students.

Building positive pathways into adult life for our students

Supporting families and collaborate with them in the care of students

Promoting student well-being particularly with regard to mental health

Projects

Staff Action Research into what kind of remote learning might suit our students – collaboration between staff and discussions with parents to produce a bespoke offer for Springhallow.

Links to other educators, researchers and therapists:

- PLASN – R Literacy group and Emotional Regulation Study
- UCL – Research into Movement and Mental Health during lockdown
- Speech & Language, Occupational Therapy and Clinical Psychologists collaborate to provide training and support
- SCERTS Appreciative Enquiry Model employed for staff development
- Small Action Research Projects by teachers and class teams



Research Newsletter

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For further information about research projects and Research Board Meetings please contact: jenny@springhallow.ealing.sch.uk



Research Relevance

During the current COVID 19 Pandemic we are engaging with research about best practice to meet the challenges we all face. Collaborating with other educators and researchers will enable us to provide the best solutions as the situation develops.



PLASN-R Literacy Group

Was established this year, to work with Special School Educators across London to make a literacy and communication curriculum that is meaningful for our students, to share good practice and ideas. This has already led to exchanges of resources and information that will make this area of learning more engaging for pupils.

UCL – Movement and Mental Health

We are supporting Spencer Hayes and his team at UCL who are investigating the Impact of lockdown on the movement and mental health of families supporting individuals with Autism. This research may point us to activity programmes that will make a difference for the mental health of our students and their families.

Impact

Parents and families are reporting that they are happy with the education offer from Springhallow. They have expressed appreciation for support and have been active collaborators in shaping how we provide education for their children.

Teachers and class teams are highly motivated by the SCERTS Appreciative Enquiry approach to staff development, which has allowed them to move their practice forward through collaboration with colleagues.



“Engaging with research ...has substantial benefits for both teacher practice and pupil outcomes”

(Chris Brown, UCL Institute of Education *Research & Evidence, 2015*)

SCERTS

Staff have continued to develop their knowledge and use of the SCERTS approach to supporting students with Autism

Staff are continuing to support each other using the SCERTS Appreciative Enquiry model e.g. to develop skills for on line teaching or adapting learning to address mental health and well-being issues for our students.

IT

The need to upskill staff, students and parents in this area became an urgent priority which has been addressed by collaborative action research from our Senior Leadership team.

Training has been implemented and we are quickly adapting to provide more digital learning as part of our remote learning offer.