



SPRINGWOOD PRIMARY SCHOOL

SEN INFORMATION REPORT 2020/2021

What are the kind of Special Educational Needs for which provision is made at Springwood Primary?

- The school is a maintained day special school for pupils aged 2-11 years.
- Pupils identified needs are PMLD, SLD, MLD and ASD some pupils also have complex medical needs.
- The school has been awarded the 'Communication Friendly School' status, Learning Outside the Classroom (Silver), Eco School (Bronze), School Games (Bronze), Music Mark and Reading Award (Bronze)
- The school is located over two sites, EYFS – Y1 in Irlam and Y1-Y6 in Swinton.

What are the School's policies for the identification and assessment of pupils / students attending the school?

- All pupils have an Education Health and Care Plan
- On rare occasions pupils are admitted on an 'assessment place' this is via the Local Authority.

How do we evaluate the provision for pupils at Springwood?

- Springwood is an inclusive school, where pupils are treated with dignity and respect.
- We create a purposeful and secure learning environment.
- Achievements and successes are recognised and celebrated.
- Pupil progress is tracked against Early Years Steps, Wilson Stuart P Steps and IEP targets which are generated directly from the child's EHCP.
- Pupil Progress is evaluated termly by the class teacher and a member of the SLT.
- Routine Health Checks take place on site by Health and Therapy Staff.
- Parents meetings are held at least once per term.
- Annual Review Meetings are held annually
- Progress towards IEP objectives is reviewed throughout the school year
- Robust systems of monitoring are in place to evaluate Teaching, Learning and Assessment, Pupil Progress and Outcomes for Pupils.
- Springwood works with a School Improvement Partner to further evaluate the work of the school.

- Springwood view the progress of pupils in a holistic manner with progress indicators not restricted to academic progress.

Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils are encouraged to be part of the School Council.
- Pupils have the opportunity to join with lunch time clubs and after school clubs.
- Springwood has its own Cub and Beaver group, which all pupils are able to attend.
- School staff know pupils well and work to enable them to understand their feelings and improve their own self-regulation.
- Springwood has zero tolerance to bullying and reports all cases of bullying to the Governing Board

Meeting the needs of all our pupils

- Springwood has a comprehensive website where the public can access details of the school.
- We have a team of over 100 Teaching Assistants and 35 Teachers, who work across the school providing support and leading learning within a variety of subjects.
- School has a variety of health professionals who provide support on site.
 - Childrens Nurse
 - Physio
 - OT
 - SALT
 - Continence Nurse
 - Paediatrician
- The School has staff with specialisms in :-
 - Moving and Handling – all staff trained with 2 trainers.
 - Team Teach and De-escalation – all staff trained with 6 trainers.
 - Rebound Therapy – 10 staff trained.
 - Autism and Communication – all staff trained with a number of staff having Post Graduate qualifications in Autism.
 - Elklan – All staff gained with 2 trainers.
 - Signalong – All staff trained with 4 trainers.
 - PECS- 1 member of staff is an intervenor
 - PODD – 2 members of staff are trained.
- A wide variety of communication strategies are in operation to aid learning.
- A range of technology is available:

- Computers
 - iPads
 - Sensory Studio
 - 4D Immersive space
 - Eye Gaze
- The curriculum is designed specifically to meet the needs of all pupils. Adaptations are made to all aspects of curriculum delivery in order to meet the holistic needs of every pupil.
 - Pupils are well supported by staff who know them well and are able to support their emotional and social development. Pupils are communicated with in a meaningful way.
 - Teachers across the school use the most appropriate teaching methods to meet the varying needs of all of the pupils in their class. Visual support including the use of symbols and signing is used in all classes. TEACCH strategies are used where appropriate throughout the school.

Arrangements for assessing and reviewing children's and young people's progress towards outcomes

- All pupils are assessed against their EHCP outcomes on an annual basis. The outcomes are broken down into smaller steps which are incorporated into the pupils IEPs. Parents are invited to contribute both to the EHCP and to the IEPs.

How will equipment and facilities be provided to support our pupils?

- The Swinton site is a purpose built school, fully accessible for wheelchair users.
- We have a number of facilities to enhance learning :-
 - Swimming / hydrotherapy pool
 - Sensory studio
 - 2 soft playrooms
 - Art Room
 - 2 Halls
 - Rebound Therapy
 - A range of lunch time and after school clubs
 - Food Technology Room
 - Outdoor Learning Area

- The Craig Hall site is housed within a renovated building which has been remodelled to meet the needs of the pupils and is fully accessible for wheelchairs users
- The facilities to enhance learning are :-
 - 4D Immersive Space
 - Large Spacious Hall
 - Outdoor Woodland Area

All parents and families are welcome to visit either or both sites prior to their child starting the school. Planned transition with welcome meetings is timetabled.

The learning environment of each classroom is adapted to meet the individual needs of the pupils in the class.

Arrangements for consulting parents of pupils at Springwood Primary

- The school views parents as partners.
- Staff will meet parents at short notice in order to resolve any queries; parents may also ring to make an appointment with any member of staff.
- The school has two parents' days / evenings a year, a parents' week and Annual Review Meetings as well as productions, themed weeks, class assemblies and team productions.
- A newsletter is sent to parents every half term.
- Home / School communication system is in operation, parents can communicate via a home/school diary or email. Parents are communicated with three times per week.
- ParentApp is used to communicate with parents.
- Regular parental questionnaires on a variety of subjects and issues are distributed.
- Regular parent focus group meetings and coffee mornings.
- Parents are encouraged to give feedback through email, phone, home/school books, 1-1 meetings, in person or in writing.
- Parent workshops and training are delivered throughout the year across a number of themes.
- There is parental representation on the Governing Board.

Arrangements for consulting with Pupils of the School

- Pupils are present at their Annual Review and give feedback wherever possible.
- School Council in place and meetings are held regularly.
- Pupil voice is important in expressing their comments / feelings on :-

- The curriculum
- Themed weeks
- Lunchtime and Afterschool Clubs
- Educational Visits
- Residential Visits

Arrangements made by the Governing Board for dealing with parental / carer complaints

- We believe that complaints should be resolved quickly and efficiently.
- In the first instance parents/carers are encouraged to speak to the class teacher, if the matter is not resolved please speak to a Senior Leader:-
 - The Headteacher
 - Deputy Headteachers
 - Assistant Headteachers
- All Staff receive Parental Complaint Flowchart at induction to ensure clarity of importance of addressing parental concerns in a timely and professional manner.

In the unlikely event that the matter is still not resolved a copy of the Complaints Policy is available from school and on the website.

How does the Governing Board involve other bodies and services?

- The school works with a range of professionals, some directly employed at the school, others who have a variety of line managers.
- Classroom staff and admin staff are employed directly by the school.
- We work with :-
 - School Nurses
 - OT
 - Physio
 - SALT
 - Educational Psychologists
- LA :-
 - HI Team
 - LA VI Team
 - Social Workers
 - CAMHS
 - Transport

- SEN Team
- SIASS
- Starting Life Well Team
- All contact numbers can be found on our website / Salford website / or through the school office.

Transition to High School

- The school has a number of feeder High Schools, however pupils primarily go to Oakwood High or Chatsworth High.
- Transition visits are organised from Springwood to the High Schools. Staff from the High Schools visit Springwood in order to gather relevant information and to observe pupils in their classrooms.
- Parents are encouraged to visit High Schools to make an informed choice.

You can find Salford Local Offer on our School website ([Springwood Primary School - Local Offer](#)) or on Salford City Council's website ([Local Offer for children and young people with SEN or disabilities](#)).

Should any parents or young people have any concerns please contact :-

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