



SPRINGWOOD PRIMARY SCHOOL

SEN INFORMATION REPORT 2024/2025

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. We currently have places for pupils aged 4-11.
- 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, Eco School (Bronze), School Games (Silver), Reading Award (Bronze) RHS Award (Level 1,2,3), Emotionally Friendly Schools (Silver)
- The school is located over four sites, EYFS – Y2 in Irlam and at Belvedere, Y2 - Y6 in Swinton and Y1 and Y2 at The Hub (Summerville Primary School).

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', 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 the Engagement Model, Early Years Steps, Wilson Stuart P Steps for English and Maths and Learning Intentions 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 three times per year.
- EHCP Review Meetings are held annually
- 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 where appropriate.
- Pupils have the opportunity to join enrichment activities.
- 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
- School has Emotionally Friendly Schools Silver Award.

Meeting the needs of all our pupils

- School has a comprehensive website where the public can access details of the school.
- We have a team of 138 Teaching Assistants and 47 Teachers, who work across the school providing support and leading learning within a variety of subjects.
- School engages with a variety of visiting health professionals :-
 - Children's Nurse
 - Physio
 - OT
 - SALT
 - Continence Nurse
 - Paediatrician
 - Dietician
- The School has staff with specialisms in :-
- Moving and Handling – all staff trained with 6 trainers.
- CPI – all staff trained. 7 staff trainers with all staff being trained over the course of the year.
- Rebound Therapy – 6 staff trained.
- Autism and Communication – all staff trained with a number of staff having Post Graduate qualifications in Autism.
- Elklan – All staff trained with 5 trainers.
- Signalong – Most staff trained with 6 trainers.
- PECS- 1 member of staff is an implementor
- PODD – 1 members of staff are trained.

- 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. Staff are provided with a teaching toolkit which is linked to the six key areas of development for our pupils.
- Pupils are supported effectively 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 'Learning Intention Maps'. Parents are invited to contribute to the EHCP review process.
- Teachers engage in regular pupil progress meetings.

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
 - Sensory Base
 - 2 Halls

- Rebound Therapy
- Outdoor Learning Area
- Communication Room
- Enrichment opportunities

The Hub at Summerville has been extensively refurbished to meet the needs of Springwood pupils.

- The facilities to enhance learning include: -
 - Purpose built outdoor play area
 - Sensory base
 - Enrichment opportunities

Belvedere has been extensively refurbished to meet the needs of Springwood pupils.

- The facilities to enhance learning include: -
 - Outdoor play area
 - Access to a shared sensory room
 - Close links and inclusion opportunities with co-located Local Authority Nursery,

The Craig Hall site is housed within a combination of a renovated building which has been remodelled to suit the needs of the pupils; fully accessible for wheelchair users and a newly built purpose designed building which is fully accessible.

- The facilities to enhance learning are:-
 - 4D Immersive Space
 - Large, Spacious Hall
 - Outdoor Woodland Area
 - Soft Play
 - Small group work rooms
 - Communication Room
 - Enrichment opportunities
 - Trim Trail

All parents and families are welcome to visit all sites and welcome meetings, and transition arrangements are timetabled prior to their child starting school.

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, parents' weeks and Annual Review Meetings as well as productions, themed weeks, class assemblies and team productions.
- Home / School communication system is in operation; parents can communicate via our school communication app (Weduc) or email. Parents are communicated with three times per week (including a newsfeed of photographs).
- Weduc App is used to communicate with parents.
- Regular parental questionnaires on a variety of subjects and issues are distributed.
- Parents give feedback through email, phone, Weduc, 1-1 meetings, in person or in writing.
- Parent workshops, coffee mornings and training.
- Parental representation on the Governing Board.

Arrangements for consulting with Pupils of the School

- Pupils are present at their Annual Review (where appropriate) 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
 - Enrichment
 - Educational Visits
 - Residential Visits

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

- We believe that complaints should be resolved quickly and efficiently.
- In the first instance speak to the class teacher, if the matter is not resolved please speak to a Senior Leader: -
 - The Executive Head Teacher
 - Heads of School

- Assistant Head Teachers
- All Staff receive the 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 procedure 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
 - VI Team
 - Social Workers
 - CAMHS
 - Transport
 - SEN Team
 - SIASS
 - Starting Life Well Team
 - Early Help Team
- All contact numbers can be found on our website / Salford website / or through the school office.

Transition to High School

- The school feeds to a number 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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