



SPRINGWOOD PRIMARY SCHOOL

Special Educational Needs (SEN) Information Report

Headteacher: Jeanette Woodward-Styles

Headteacher:	Jeanette Woodward-Styles
Date written:	January 2026
Written by:	Tracy Robinson
Review date:	September 2026
Next review:	September 2027

Contents

1. What types of SEN does the school provide for?	3
2. Which staff will support my child, and what training have they had?	4
3. How will the school measure my child's progress?	5
4. How will I be involved in decisions made about my child's education?	6
5. How will my child be involved in decisions made about their education?	7
6. How will the school adapt its teaching for my child?	7
7. How will equipment and facilities be provided to support our pupils?	7
8. Admission into Springwood.....	9
9. How does the school meet the needs of all of its pupils?	9
10. How will the school support my child's mental health, and emotional and social development?	10
11. What support will be available for my child as they transition to high school, or in preparing for adulthood?	10
12. What support is in place for looked-after and previously looked-after children with SEN?	10
13. What should I do if I have a complaint about my child's SEN support?	111
14. What support is available for me and my family?	111
15. Glossary	133

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school. The SEND Information Report is governed by Regulations 51 and 52 under Section 69(3)(a) of the Children and Families Act 2014.

Note: If there are any terms, we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Springwood primary school is a maintained day special school for pupils aged 2-11 years. We currently have places for pupils aged 4-11.

Springwood primary school has been awarded the 'Communication Friendly School' status and Emotionally Friendly Schools (Silver) status.

The school is located over five sites; pupils are allocated to sites depending on their age and individual need.

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties (SLCN)
Cognition and learning	Profound and Multiple Learning Difficulties (PMLD)
	Severe learning difficulties (SLD)
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments (HI)
	Visual impairment (VI)
	Multi-sensory impairment (MSI)
	Physical impairment (PD)

All pupils who attend Springwood primary school have an Education Health and Care Plan.

On rare occasions pupils are admitted on an 'assessment place', via the Local Authority.

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENCO

Our SENCO is Tracy Robinson.

Tracy has nine years of experience in the SENCO role and has worked as a SENCO in a mainstream primary school and in a specialist primary school. She is a qualified teacher of thirteen years.

Tracy achieved the National Award in Special Educational Needs Co-ordination in July 2018 and completed the NPQSL in April 2024.

Class teachers

All of our teachers and teaching assistants receive in-house SEN training, and are supported by the SLT Team to meet the needs of pupils who have SEN.

Staff at Springwood primary school have extensive experience and specialist training in supporting children and young people with a wide range of Special Educational Needs and Disabilities (SEND). All staff receive ongoing professional development to ensure high-quality, consistent support across the school.

Staff are trained in ELKLAN communication strategies to support pupils with speech, language and communication needs, ensuring that teaching and interactions are accessible and inclusive. Communication approaches such as sign-supported communication and alternative and augmentative communication systems are used where appropriate.

All staff are trained in Crisis Prevention Institute (CPI) approaches, enabling them to use proactive, safe and effective de-escalation strategies and to support pupils positively during times of distress or dysregulation.

The school follows a Positive Behaviour Support (PBS) approach. Staff are trained to understand the underlying reasons for behaviour, to implement proactive strategies, and to teach pupils appropriate skills that promote independence, emotional regulation and positive engagement.

Staff also have expertise in autism, sensory processing, and working closely with external professionals such as speech and language therapists, occupational therapists and other specialists to meet pupils' individual needs.

Teaching assistants (TAs)

We have a large team of TAs, including many Level Four teaching assistants and Level Three teaching assistants, who are trained to deliver SEN provision.

External agencies and experts

Springwood engages with a variety of visiting health professionals, such as:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- Physiotherapist
- GPs or paediatricians
- School nurses
- Continence Nurse
- Dietician
- Child and adolescent mental health services (CAMHS)
- Education welfare officers

3. How will the school measure my child's progress?

- Springwood primary school, 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 Leadership Team.
- Routine Health Checks take place on site by Health and Therapy Staff.
- Parents meetings are held at least three times per year.
- Robust systems of monitoring are in place to evaluate Teaching, Learning and Assessment, Pupil Progress and Outcomes for Pupils.
- Springwood primary school 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.
- 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. EHCP Review Meetings are held annually.
- Teachers engage in regular pupil progress meetings.
- We also integrate pupils' individual targets from their EHCPs, allowing for a holistic approach that blends personal goals with subject-specific learning. The EHCP outcomes are tailored to meet individual needs and are shown on the LIMs (Learning Intention Maps). The targets for the learners on the LIMS are personalised, ensuring each pupil's unique goals are addressed effectively and meaningfully. The LIMs are RAG termly, with new LIMs written.

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we set outcomes - Learning Intention Maps - LIM's - which describe the next learning intentions towards your child's EHCP outcomes.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual and the school's targets, strategies and provisions will be revisited and refined.

4. How will I be involved in decisions made about my child's education?

Springwood views parents and carers as key partners in their child's education and is committed to working closely with families to ensure the best possible outcomes for every pupil. Parents are actively involved in decision-making about their child's learning, development and support.

Staff are available to meet with parents at short notice to discuss any queries or concerns, and parents may also contact the school to arrange an appointment with any member of staff. Springwood provides regular planned opportunities for parental involvement, including two parents' days/evenings each year, parents' weeks, Annual Review Meetings, as well as themed weeks, class assemblies and team productions.

A strong home-school communication system is in place. Parents can communicate with staff via the school communication app (Weduc) or by email. Parents receive communication at least three times per week, including updates and a newsfeed of photographs, to ensure they remain informed about their child's experiences and progress.

Springwood primary school actively seeks parental views through regular questionnaires on a range of subjects and issues. Parents are encouraged to share feedback at any time via email, telephone, Weduc, 1-to-1 meetings, in person or in writing. Springwood also offers parent workshops, coffee mornings and training sessions to support families and strengthen partnership working.

Parents are represented within the school community, ensuring their views contribute to the ongoing development and improvement of school provision.

We will provide annual reports on your child's progress.

Your child's class teacher will meet you three times a year, to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we are meeting your child's needs, so that you can provide insight into what you think would work best for your child.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher.

5. How will my child be involved in decisions made about their education?

Pupil views are routinely gathered during annual reviews, PEP meetings and in Snapshots throughout the school year.

How your child may share their views at Springwood:

- Attend meetings to share their work- often photos (where appropriate) and give feedback wherever possible.
- With support strategies, children may share their views using ALD boards, photos and other visuals.
- School Council meetings - our school counsellors meet regularly.
- Pupil voice is important in expressing pupils' comments / feelings on:
 - The curriculum
 - Themed weeks
 - Enrichment
 - Educational visits
 - Residential visits

6. How will the school adapt its teaching for my child?

Your child's teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

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.

Springwood primary school acknowledges that Salford's OAIP complements its provision by providing an inclusive practice framework, shared expectations, resources and a graduated approach that supports decision-making, consistency, and better outcomes for children with SEND. It also links closely with Salford's Local Offer, helping families access information, services and support.

These provisions are part of our contribution to Salford's local offer.

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

Across our sites, there is a range of technology available:

- Computers
- iPads
- Sensory Studio

- 4D Immersive space
- Eye Gaze
- BigMack switches

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
 - Soft playroom
 - Sensory Base
 - Regulation room
 - 2 Halls
 - Outdoor Learning Area
 - Communication Room
 - Enrichment opportunities

Pupils at Grosvenor Road have access to the facilities at the Swinton site, where needed. They also benefit from having access to inclusive resources and environments.

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

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

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

Little Hulton site has been extensively refurbished to meet the needs of Springwood pupils.

- The facilities to enhance learning are:
 - Bespoke build outdoor learning space
 - Two modernised classrooms
 - Inclusion opportunities

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.

8. Admission into Springwood primary school.

Admissions to Springwood Primary School are controlled by Salford Local Authority. We are unable to accept direct requests for placements from parents or carers or other local authorities. Pupils who attend Springwood Primary have an Education, Health and Care Plan which outlines the area of need and what provision and resources are needed to support the pupil. In rare cases, a child may be admitted on an assessment placement to determine what the pupils' needs are and whether their needs can be met at Springwood.

We hold regular visitor sessions at our main site.

These information sharing sessions are for parents/carers who are thinking about Springwood as a possible placement for their child. The sessions aim to give an overview of Springwood Primary School, our vision and values, the pupils we cater for and the learning opportunities and curriculum we offer. You will also have an opportunity to discuss any school-based queries.

If you are interested in finding out more information about Springwood Primary School, please see the dates below and follow the instructions to book onto one of the available dates. Information shared at each session will be the same so book the date and location that is most convenient to you.

Visitor Dates 2026-2027:

Date	Time	Site
Tuesday 13th October	10am-10.30am	Swinton
Wednesday 11th November	2pm-2.30pm	Swinton
Tuesday 19th January	2pm-2.30pm	Swinton
Wednesday 10th March	10am-10.30am	Swinton
Tuesday 27th April	10am-10.30am	Swinton
Tuesday 22nd June	2pm-2.30pm	Swinton

To book your place on a visitor session please contact Springwood office on: **0161 560 8178**

9. How does the school meet the needs of all of its pupils?

Springwood primary school has a comprehensive website where the public can access details of the school.

- We have a team of 140 Teaching Assistants and 42 Teachers, who work across the school providing support and leading learning within a variety of subjects.
- 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.
 - 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 (All staff trained; 1 member of staff is an implementor).
 - PODD (1 member of staff is trained).

Springwood is committed to ensuring that all pupils, staff members, parents and visitors have equal access to areas and facilities within the school premises. There are no parts of the school to which pupils or staff with disabilities have limited or no access to.

Springwood will ensure that accessibility audits are conducted for those within the school community to ensure that specific needs are taken into account; however, in general, the school will make its best endeavors to anticipate potential access needs that may be encountered in the future and to ensure that the physical environment is accessible as possible for all current and prospective pupils.

The specific ways in which the school will ensure its physical environment is accessible in full to all members of the school community, irrespective of any protected characteristics, are detailed within the school's Accessibility Plan.

10. How will the school support my child's mental health, and 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.
- As a school we have a number of staff trained in Mental Health First Aid.
- Many staff at Springwood are Thrive Licensed Practitioners.
- Many staff at Springwood are Emotional Literacy Support Assistants.

11. What support will be available for my child as they transition to high school, or in preparing for adulthood?

Springwood primary school feeds to a number of High Schools, however pupils primarily go to Chatsworth high school, or in some cases, Oakwood high school.

Parents are encouraged to visit High Schools in order to make an informed choice at the Year Five annual review of the EHCP. The deadline for Year Six parents to be informed of the high school allocation is February 15th of Year Six.

Transition visits are organised from Springwood to the High Schools. Staff from the High Schools visit Springwood to gather relevant information and to observe pupils in their classrooms.

12. What support is in place for looked-after and previously looked-after children with SEN?

Tracy Robinson, our SENCO, ensures that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another. PEP reviews are completed each term.

13. What should I do if I have a complaint about my child's SEN support?

Should any parents or young people have any concerns please contact:		
Jeanette Woodward-Styles	jeanette.woodward@thelinkeducationtrust.co.uk	0161 560 8178
Matt Lawrenson	matthew.lawrenson@thelinkeducationtrust.co.uk	0161 560 8178
Chloe Cosgrove	chloe.cosgrove@thelinkeducationtrust.co.uk	0161 560 8178

Any parent and/or carer of a pupil at Springwood primary school will be able to make a complaint about the provision of facilities or services that the school provides. Any complaints made by other parties may be handled via different procedures to those outlined in Springwood primary school's complaints policy- which can be found on the Springwood's website. This includes complaints made by a third party on behalf of a parent or carer of a pupil in Springwood.

14. What support is available for me and my family?

In Springwood we have a parent offer which includes:

Signalong

Signalong is a key word sign-supported communication system which is based on British Sign Language. It is used, alongside other strategies, to support communication development.

Signalong courses are held within school and run by our in-house tutors, Collette Gibbons, Emma Wilkinson and Sophie Fletcher. The courses are run over a 2-week period i.e. two consecutive afternoons 1.30pm-3.00pm.

Riding the Rapids

Riding the Rapids is a 10-week course for families of children with ASD who are aged between 5-11. The course supports families in developing understanding of behaviour that may be presenting a challenge. During the 10 weeks, participants will learn about the function of behaviour, how behaviour is a method of communication, strategies to support with behaviours that challenge and how to develop play and interaction with their child. The course is run by school in conjunction with CAMHS.

Early Bird Plus

The National Autistic Society (NAS) Early Bird Plus Programme is a comprehensive course specifically designed to support parents who have a child diagnosed with Autistic Spectrum Disorder aged between 4 and 8. It aims to be a fun and relaxed course which supports an understanding of autism, developing communication and managing behaviour. The course is run by staff from Springwood primary school and consists of 8, two-and-a-half-hour group sessions and 2 individual meetings.

Elklan

Elklan is a communication programme which is designed to support interaction and communication with children with complex needs. It covers topics such as developing thinking skills, developing play skills, maximising interaction and using objects/signs/symbols to communicate.

PECS

Picture Exchange Communication System (PECS) is a communication strategy which supports the use of visual pictures as a means of communicating. There are 6 stages of PECS which pupils may work through as their skills develop. PECS is used in conjunction with a wide range of other communication strategies.

At Springwood, we offer information sessions regarding PECS and how you can use it at home to support your child's communication development.

Parent Coffee Mornings

These are held every other week at Swinton site, dates can be found on the school's website. Each session is a relaxed, informal chat with other parents and one of our Family Liaison Officers.

Our Family Liaison Officers can share information and advice on a range of topics:

- Toileting
- Emotional Regulation
- Diet
- Sleep
- Sensory Input

Family Liaison Officers Support

Our Family Liaison Officers work across all sites. If you have any questions, please reach out using the contact details below:

- Rachael Croft: rachael.croft@thelinkeducationtrust.co.uk
- Faye Kehoe: faye.kehoe@thelinkeducationtrust.co.uk

Community Playground

Springwood Community Playground is situated at the front of the Swinton school site. It is a space that is accessible for all families of children in Salford who have an EHCP. It provides a quiet and secure space for children to explore and play. Some of the equipment is wheelchair accessible.

There is also an accessible toilet and changing area as well as adult toilets available within the area of school immediately connected to the playground. The playground is accessible by families on weekdays after 4pm and on weekends and school holidays. Please park on the main road and enter by the pedestrian gate using your card.

To enable you to access the playground in the future if your child attends Springwood Primary School, please complete the Community Playground Access form on Weduc or contact the school office on: 0161 560 8178 and your pass will be sent home with your child.

Further support:

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Salford's local offer. Salford publishes information about the local offer on their website: <https://www.salford.gov.uk/children-and-families/local-offer-for-children-and-young-people-with-sen-or-disabilities/>

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are: [Salford Information Advice and Support Services \(SIASS\)•Salford City Council](#)

Local charities that offer information and support to families of children with SEN are: https://directory.salford.gov.uk/kb5/salford/directory/results.page?localofferchannel=4_1

National charities that offer information and support to families of children with SEN are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

15. Glossary

- **Annual review:** an annual meeting to review the provision in a pupil's EHC plan
- **Area of need:** the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **CAMHS:** child and adolescent mental health services
- **EHC plan:** an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- **First-tier tribunal / SEND tribunal:** a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- **Graduated approach:** an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Local offer:** information provided by the local authority that explains what services and support is on offer for pupils with SEN in the local area
- **Outcome:** target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- **SENCO:** the special educational needs co-ordinator
- **SEN:** special educational needs
- **SEND:** special educational needs and disabilities
- **SEND Code of Practice:** the statutory guidance that schools must follow to support children with SEND
- **SEN Information Report:** a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages