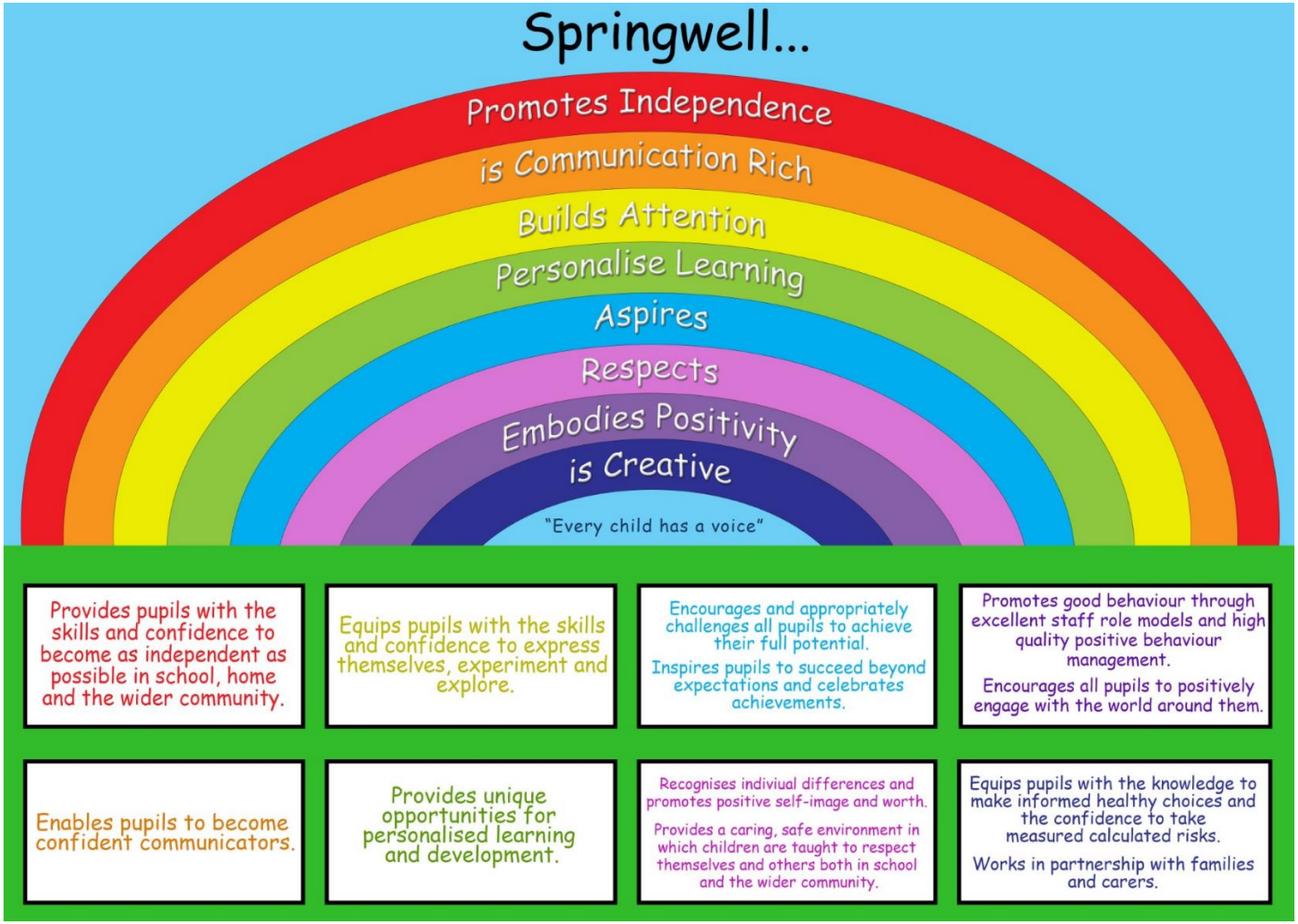
September 2026

SPRINGWELL SCHOOL

SEND Information Report (Local Offer for Special Educational Needs and Disability)



Springwell is a maintained special school for primary children with complex learning difficulties. All children have severe learning difficulties with additional complexities such as autism, speech and language disorders, sensory and regulation difficulties that result in behaviours that challenge.

As of September 2026, the school has 281 pupils. Of these, 226 are situated on the main site, 48 Year R and Year 1 pupils in classes led and managed by Springwell Staff located at Start Point Sholing. A further six pupils are placed within our satellite class: Maple Class based at Weston Park Primary School. Placement within the satellite class is agreed between Springwell, Parents and the SEND Team.

All classes are inclusive, and determined by children's ages, their individual level of need and the needs of the pupils in the cohort/class. All pupils on the main Springwell site have high levels of complex needs benefiting from small class sizes and high staff ratios. A small number of pupils with more moderate needs are supported in our Satellite class. We have high levels of expectations for all our children, and we aim to fully extend their academic and social development. High levels of staffing and individualised learning programmes ensure both the learning and social needs of each child are met within their class.

Throughout their time in our primary school, children may receive varying levels of support according to their changing needs and circumstances. The information in the table below is a guide to the average levels of provision, as the levels of support and provision will vary across time for individual children in response to their individual needs.

This report outlines how Springwell School supports pupils with Special Educational Needs and Disabilities (SEND), in line with the SEND Code of Practice (2015) and the Children and Families Act (2014). It is reviewed annually and reflects current practice.

Summary

About Our School:

- A maintained special school for primary pupils with complex learning difficulties.
- Many pupils also have autism, communication, and sensory needs.
- High staff ratios and small class sizes

- Inclusive ethos with high expectations for all pupils

Types of SEND we support:

- Severe and complex learning difficulties
- Autism spectrum condition
- Speech, language and communication needs
- Sensory processing and regulation needs
- Social, emotional and mental health needs

Identification and Assessment:

- All pupils have an EHCP.
- Needs are reviewed annually and continuously through assessment.
- Close work with families and professionals.

How We Support Pupils

- Personalised curriculum based on individual needs.
- Structured classrooms and clear routines
- Communication systems such as PECS and Makaton
- Graduated approach: universal, targeted and specialist support.
- Therapy-informed teaching approaches

Monitoring Progress

- Daily, weekly and termly assessment
- Termly parent meetings
- Annual EHCP reviews
- Progress reviewed by senior leaders.

Working with Parents

- Regular communication via home–schoolbook and online systems
- Parents are involved in planning and reviewing targets.
- Access to meetings with professionals
- Open communication approach

Pupil Voice

- Pupils are supported to express preferences.
- Staff use observation and communication systems.
- Pupil views inform planning.

Staffing and Training

- Highly trained teachers and support staff
- Regular professional development
- Specialist training in behaviour, communication and therapy approaches

External Services

- Educational psychologists
- Speech and language therapists
- Occupational therapists
- Health and social care professionals

Inclusion and Accessibility

- Fully accessible environment
- Reasonable adjustments in line with Equality Act
- Inclusive approach to trips and activities

Wellbeing

- Strong focus on emotional regulation
- Use of Zones of Regulation
- Support for families and pupils!

Transitions

- Carefully planned entry and exit transitions.
- Transition books and visits.
- Close liaison with families and new settings

Complaints

- Initial contact is with the class teacher.
- Escalation to senior leaders if needed.
- Formal complaints procedure available on the website

Further Information

- See Southampton Local Offer for additional services.
- Contact the school office for support.

	Whole School Response Universal Quality First Teaching	Targeted support for individuals or small groups short / medium term	Specialised individual support medium / longer term
Learning, Curriculum and Assessment	• A personalised curriculum adapted from the Early Years Foundation Stage and National Curriculum, designed to meet the needs of all learners • Individual Education Plans (IEPs) across key learning areas (Years 1–6), reviewed termly • Daily, weekly and termly assessment cycles to monitor progress and inform planning • Differentiated outcomes in all lessons to ensure accessibility for every pupil • Structured teaching approaches, including visual supports, timetables and work systems • Consistent use of communication strategies, including Makaton, symbols and PECS • Positive behaviour approaches embedded across the school • Termly parent consultations and ongoing communication via home–school systems (e.g. Tapestry) • Whole-school tracking and analysis of pupil progress and attainment • Annual EHCP reviews and end-of-year reporting • Schemes of work adapted to meet a wide range of learning needs	• Individual Education Plans focused on specific priority areas • Behaviour and Positive Handling Plans, reviewed regularly • Enhanced assessment and tracking of specific behaviours or learning needs • Additional meetings with parents to address emerging needs • Individual risk assessments for identified pupils • Personalised visual supports, social stories and structured interventions • Additional timetables or support for challenging activities or transitions • Access to specialist spaces (e.g. sensory or regulation rooms) • Individualised reward systems and behaviour support strategies • Increased information sharing at staff meetings to ensure consistency	• Highly individualised learning programmes tailored to complex needs • Frequent review and adaptation of IEPs and provision • Intensive monitoring and analysis of behaviour and learning data • Daily communication with parents and carers • Multi-agency planning and review meetings • Support and guidance from specialist professionals (e.g. behaviour specialists) • Bespoke risk assessments for specific situations • Individual timetables and structured daily programmes • Highly structured environments with planned regulation and sensory support • Personalised approaches to maximise engagement, independence and wellbeing

Support	• Small class sizes (typically 8–10 pupils) • High staff ratios (approximately 1 teacher and 3 support staff per class) • Support embedded throughout the day to meet learning, personal and social needs • Weekly class team meetings to review pupil progress and provision • Regular whole-school briefings to ensure consistent practice • Access to multi-agency advice as part of general provision	• Increased adult support during specific lessons or activities • Targeted input from external professionals (e.g. Educational Psychologist) • Support from the internal Behaviour Team • Implementation of therapy programmes (Speech and Language, Occupational Therapy, Physiotherapy) • Enhanced multi-agency collaboration	• 1:1 support across significant parts of the school day • Flexible staff deployment to meet individual need • Regular, structured multi-agency involvement and reviews • Intensive input from Educational Psychologists and specialist services • Additional involvement from medical and specialist health professionals
Teaching	• A combination of whole-class, small group and 1:1 teaching • Regular opportunities for 1:1 and small group learning • Flexible grouping based on need and learning objectives • Highly structured environments with clear routines • Consistent approaches across the school • Engaging, creative and motivating learning experiences • Focus on developing "learning to learn" skills	• Increased adult support during less structured times • Additional visual prompts and scaffolding • 1:1 support for personal, social or behavioural needs • Individualised behaviour strategies, rewards and motivators	• Predominantly individualised teaching programmes • Teaching in low-distraction or separate environments where needed • Reduced group size or peer interaction where appropriate • Adapted access to shared activities (e.g. staggered playtimes) • Priority access to specialist facilities and resources

Environmental and physical resources	• Safe, well-resourced and accessible learning environment • Visually clear classrooms supporting independence • Access to specialist facilities (e.g. sensory room, soft play, hydrotherapy pool) • Stimulating outdoor learning environments • Access to a range of therapeutic approaches within school	• Specialist equipment (e.g. hoists, seating, manual handling aids) • Communication aids and assistive technology • Additional access to therapies such as music therapy • Additional swimming or physical development opportunities • Emotional literacy support resources	• Individualised learning environments or designated spaces • Personalised resources tailored to individual needs • Highly specialised equipment and adaptations • Bespoke sensory and behavioural support resources • Individual motivators embedded within the environment
Emotional	• A positive, nurturing school ethos with strong relationships • Staff modelling appropriate emotional regulation and behaviour • PSHE as a core part of the curriculum • Whole-school use of approaches such as Zones of Regulation • Focus on building confidence, resilience and self-esteem	• Additional time and support for emotional development • Targeted interventions to develop attention, interaction and engagement • Access to ELSA or equivalent support • Structured support for understanding emotions and relationships • Additional time and support for emotional development • Targeted interventions to develop attention, interaction and engagement • Access to ELSA or equivalent support • Structured support for understanding emotions and relationships	• Emotional wellbeing as a primary focus of provision • Intensive, personalised emotional support programmes • Close collaboration between school, family and external professionals • Multi-agency planning to support complex emotional needs

Question	Answer
What type of school is Springwell, what special educational needs do we cater for and is there eligibility criteria?	Springwell is a maintained special school for primary-aged children with complex learning difficulties. All pupils have a severe learning difficulty as their primary need, and many also have additional needs such as autism, communication and language difficulties, and social, emotional or behavioural needs. All pupils attending Springwell have an Education, Health and Care Plan (EHCP). Placement is agreed through a consultation process involving parents, Southampton City Council SEND Team and the school, and confirmed through an Admissions Panel. Each child's EHCP outlines their individual needs and informs their personalised learning programme.
How does Springwell know if children need extra help and what should I do if I think my child may have special educational needs?	All pupils at Springwell have identified special educational needs. These are reviewed formally at least annually through the EHCP Annual Review process, where progress, needs and next steps are discussed with parents and professionals. In addition, class teams continuously monitor pupils' progress, behaviour and wellbeing. Due to high staffing ratios, any emerging needs are identified quickly and discussed with senior leaders and parents. The class teacher is the first point of contact if you have concerns about your child. We encourage ongoing communication so that support can be adapted promptly.

How will both you and I know how my child is doing and how will you help me to support my child's learning?	Your child's progress is monitored on a daily, weekly and termly basis. This ensures that staff have a clear understanding of what your child has achieved and what they need to learn next. You will receive: • Termly updates on your child's individual targets • Opportunities to discuss progress at termly parent meetings • Information through the Home–School Communication Book • Updates via Tapestry, including photos and learning experiences • An annual written report Teachers also meet regularly with senior leaders to review progress and ensure appropriate support is in place. We will support you to help your child at home by sharing strategies, ideas and, where appropriate, simple activities to reinforce learning.

How will Springwell staff support my child?	Each class typically has one teacher and three to four support staff, enabling high levels of personalised support. The class teacher is responsible for planning, assessment and overall progress. Teaching takes place through a combination of whole-class, small group and one-to-one approaches, delivered by both teachers and support staff. We do not allocate individual staff to specific pupils. Instead, all staff work with all children to promote strong relationships and consistency. Senior leaders and governors monitor the quality of provision and ensure all pupils are supported to make progress.

How will the curriculum at Springwell be matched to my child's needs?	Our curriculum is based on the Early Years Foundation Stage and National Curriculum but has been carefully adapted to meet the needs of pupils with complex learning difficulties. Each child has an Individual Education Plan (IEP), outlining personalised targets across learning, communication, social development and behaviour. We focus on a broad range of outcomes, including: • Communication and interaction • Independence and life skills • Social understanding • Engagement and learning behaviours Communication is a key priority. Pupils may access personalised communication systems (e.g. Makaton, PECS), which can also be supported at home. PSHE and independence are central to our curriculum, ensuring pupils develop skills for life as well as learning.

How is the decision made about what type and how much support my child will receive?	Support is responsive and based on ongoing assessment. The class teacher makes daily decisions about how best to deploy support within the class team. Where additional support is needed, this is discussed with senior leaders and planned carefully. Most additional support is provided within existing staffing due to high adult-to-pupil ratios. In more complex situations, input from external professionals or additional resources may be considered. Parents are involved in discussions about support, and planned interventions include clear outcomes so that impact can be regularly reviewed.
How will my child be included in activities including school trips at Springwell?	Springwell is a fully inclusive school and all pupils are supported to take part in school activities, including trips and visits. Activities are adapted to meet individual needs, ensuring all pupils can participate safely and meaningfully. Local visits may take place regularly as part of the curriculum. For more complex or extended trips, detailed risk assessments are completed and shared with parents.

What support will there be for my child's overall wellbeing?	Supporting pupils' emotional wellbeing is a key priority. We provide: • A nurturing and supportive environment • Individualised behaviour support plans where needed • Use of motivating and meaningful rewards • Support from the Behaviour Team • Teaching of emotional regulation through approaches such as Zones of Regulation Staff are trained to support co-regulation and to respond to pupils' needs in a calm and consistent way. The school also has a welfare and medical team to support health needs, and staff are trained in administering medication where required.
What training is provided for staff supporting children with SEND?	All staff receive ongoing training to ensure they can effectively support pupils with complex needs. This includes: • A structured induction and mentoring programme • Training in behaviour support and positive handling • Communication approaches such as Makaton • Manual handling training • Ongoing professional development through INSET and in-school training Specialist professionals, such as speech and language therapists and occupational therapists, also provide training and guidance to staff.

How accessible is the school environment?	Springwell is a purpose-built, fully accessible school. Classrooms are spacious, well-resourced and designed to support pupils' needs. All sites, including off-site provision, are safe, secure and accessible. Support is available for families where English is an additional language, including interpreters where needed.
How are parents currently involved in Springwell? How can I get involved and who should I contact for further information?	We value strong partnerships with parents. We offer: • Initial meetings and transition support before admission • Daily communication through home–school systems • Termly parent meetings • Opportunities to meet with professionals • Open communication with staff at any time Additional opportunities include: • Coffee mornings and parent events • Informal opportunities to connect with other families For further information, please contact the school office or your child's class teacher.

What steps should I take if I have concerns about Springwell's SEND provision?	If you have concerns, please speak to your child's class teacher first. Many issues can be resolved quickly through discussion. If needed, you can arrange to speak with a member of the senior leadership team. If concerns remain unresolved, you may follow the school's formal complaints procedure, available on the website or from the school office.

What specialist services and expertise are available at or accessed by Springwell?	Springwell works closely with a range of external professionals, including: • Educational Psychologists • Speech and Language Therapists • Occupational Therapists • Physiotherapists • Health and social care professionals The school also employs additional therapeutic support, including speech and language and music therapy. These professionals work alongside staff to support pupils' individual needs.

How will Springwell prepare and support my child to join the school and then transfer to a new school?	Transitions are carefully planned and supported. Before joining: • Staff visit the child's current setting • Parents meet key staff • Transition visits are arranged where appropriate Pupils receive transition books with photos and information to help them prepare. When moving on: • We work closely with new schools • Arrange visits and information sharing • Provide transition materials to support continuity
Where can I get further information about services for my child?	We understand that choosing a school can feel overwhelming. We can: • Provide support and guidance to families • Signpost to relevant services • Connect you with other parents if appropriate Further information can be found through the Southampton SEND Local Offer: Welcome to the SEND Local Offer website (southampton.gov.uk)

What should you do if you feel that the Local Offer is not being delivered or is not meeting your child's needs?	If you feel your child's needs are not being met, please contact the Headteachers to discuss your concerns. Where appropriate, an early Annual Review may be arranged involving relevant professionals and the local authority. This report has been developed in consultation with staff and parents and is reviewed annually by governors to ensure it remains accurate and reflects current practice.

Springwell School | Ofsted Parent View