



Tweeddale Primary School

SEN Information Report

Tweeddale Primary School is part of the Greenshaw Learning Trust.
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Tweeddale Primary School

SEN Information Report

This report describes Tweeddale Primary School's provision for pupils with SEND. This report has been produced in accordance with and pursuant to the Equalities Policy of the Greenshaw Learning Trust, the SEND Policy of the Greenshaw Learning Trust, the Special Educational Needs and Disability (SEND) Code of Practice and relevant legislation, and the Funding Agreement and Articles of Association of the Greenshaw Learning Trust.

This report is the responsibility of: SENCO

This report was reviewed and updated on: 17.01.24

This report was approved by the School Governing Body on: 31.01.24

**This report will be kept under review throughout the academic year. Where amendment is necessary due to operational or staffing changes that do not materially affect the nature of the report, the report will be updated by the: SENCO*

SENCO:

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Headteacher:

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SEN link governor:

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SEN Information Report

1. The kinds of SEN that are provided for

Our school currently provides support for a range of needs, including:

Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties

Cognition and learning, for example, dyslexia, dyspraxia,

Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),

Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

Moderate/severe/profound and multiple learning difficulties

2. Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something additional is needed.

3. Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

4. Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant
- The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5. Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

If possible, all children to have at least one induction session at their new school

Children spend time with their new teachers, especially if they are staying in the same school and moving to the next key stage

Children on the SEND register will have transition documents to inform them of their next class and teachers to take home over the holiday period

Children on the SEND register will meet their next class teacher, several times before the end of the current academic year.

6. Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

At Tweeddale Primary School we support all children, including those with SEND by using High Quality Teaching Strategies which include modeling, breaking information up into smaller 'chunks', repeating instructions, checking for understanding and allowing time to respond.

We will also provide the following interventions:

Talking Partners

Target Readers

Precision Teaching

Bricks Group

ELSA

Nurture Group

Music Nurture Group

Young Carers Group

Talk Boost

Motor Skills Group

7. Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.

Adapting our resources and staffing

Using recommended aids, such as laptops,, visual timetables, larger font, etc.

Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

8. Additional support for learning

We have teaching assistants who are trained to deliver interventions which support the curriculum

Teaching assistants will support pupils on a 1:1 basis when a child's EHCP states this.

Teaching assistants will support pupils in small groups when a child's needs can be met in a small group.

We work with the following agencies to provide support for pupils with SEN:

Speech and Language service

Educational Psychology Service

Occupational Therapy Service

Autism Service

CAMHS

9. Expertise and training of staff

Our SENCO/Deputy Headteacher has nine year's experience in this role.

They are allocated 5 days a week to manage SEN provision.

There is a Early Years SENCO who has 3 days a week for this role.

We have a team of 20 teaching assistants who are trained to deliver SEN provision.

Staff have been trained in Precision Teaching, Speech and language provisions, autism, ADHD and how to support children with Special Educational Needs. Training remains ongoing.

We use specialist professionals to support our staff in supporting pupils with complex needs.

10. Securing equipment and facilities

We have handrails on the stairs, changing facilities for all ages, slanting writing desk and foot rests, wobble cushions, gym balls, weighted body wraps, fidget toys, pencils grips and coloured overlays. All staff are experienced to use and promote these teaching aids.

11. Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks/ half a term
- Pupil voice
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans

12. Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs. All pupils are encouraged to go on our year 6 residential trip. All pupils are encouraged to take part in sports day/school plays/special workshops, No pupil is ever excluded from taking part in these activities because of their SEN or disability.

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13. Support for improving emotional and social development

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

Pupils with SEN are encouraged to be part of the school council

Pupils with SEN are also encouraged to be part of a variety of clubs to promote teamwork/building friendships etc.

We have a zero tolerance approach to bullying.

14. Working with other agencies

Tweeddale Primary School staff work closely with professionals in order to provide the highest level of support for pupils with SEND. The following list shows the services we link with but there are many agencies who can help children with SEND and we will always try to match the best support to each child:

- LBS Special Educational Needs Team
- Speech and Language Service
- Educational Psychology
- ASD Service
- Sensory Impairment Service
- Occupational Therapy
- Medical Practitioners e.g. School Nurse
- CAMHS

15. Complaints about SEN provision

Complaints about SEN provision in our school should be made to the class teacher or SENCO in the first instance. They may then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

16. The local authority local offer

The London Borough of Sutton Local offer can be seen at:

[Sutton's Local Offer](#)

Our contribution to the local offer is:

<https://suttoninformationhub.org.uk/services/tweeddale-primary-school-62bc447bc697f>

17. Contact details of support services for parents of pupils with SEN

Sutton Information, Advice and Support Service (SIASS): SIASS@cognus.org.uk

ADHD: <https://www.nhs.uk/conditions/attention-deficit-hyperactivity-disorder-adhd/>

Autism: <https://www.nassutton.org.uk/>

Dyslexia: <http://www.suttondyslexia.org.uk/about-dyslexia/>

18. Contact details for raising concerns

If there are concerns in regards to a pupil's SEND needs, then please do the contact the class teacher in the first instance