



Tweeddale Primary School

SEN Information Report

Tweeddale Primary School is part of the Greenshaw Learning Trust.

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SEND Information Report

2026

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: 13/01/2026

This report was approved by the School Governing Body on: 21/01/26

**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:

Mrs Ashton: sen@tweeddale.org

Headteacher:

Mr Walters: headteacher@tweeddale.org

SEN link governor:

Mr. Brown: kabrown@greenshawlearningtrust.co.uk

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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, and

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, personal, social and emotional development.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. Other barriers to learning will also be considered.

A referral system is also in place for teachers to raise concerns with the SENCO if they feel that a pupil may require support which is different from or additional to that which is delivered as part of the core offer. As part of the graduated approach, any referral includes strategies that the teacher has already implemented and their impact.

Parents/carers can also raise concerns either with the class teacher or by contacting 0208 644 5665 or sen@tweeddale.org

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.

During the summer term, children from Nursery to Year 5 will spend time with their new teachers in their new classes.

We encourage all Year 6 pupils to have at least one induction session at their new school to ensure they spend time with their new teachers to support the transition. We recognise that this is an anxious time for some of our pupils and will work with the new setting to ensure a successful transition.

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

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:

Phonics
Talking Partners
Target Readers
Precision Teaching
Bricks Group
ELSA
Nurture UK
Talk Boost
Motor Skills Interventions
Speech and Language Interventions

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 work in partnership with teachers to deliver targeted in-class support. All teaching assistants are strategically deployed across the school. In accordance with the SEN Code of Practice, the school uses a graduated approach when meeting the needs of children with SEND.

Teaching assistants are also trained to deliver interventions such as Phonics Catch-up, Speech and Language, Handwriting, and Attention Bucket.

Teaching assistants will support pupils on a 1:1 basis when working on targets typically, when a pupil has an Education Health Care Plan.

Teaching assistants will support pupils in small groups when working with pupils on specific targets directed by the Class Teacher.

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
Paving The Way (Behaviour Support)

9. Expertise and training of staff

We prioritise professional development for all staff so that they have the necessary skills and strategies to be able to meet the needs of all children.

Where more specific professional development requirements are identified additional training will be delivered either to all or key members of staff.

Our SENCO has eleven years experience in this role.

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

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

Staff have been trained in Precision Teaching, Mental Health First Aid, Trauma, Zones of Regulation, Phonics, maths and literacy difficulties, autism, ADHD, supporting challenging behaviour and how to support children with Special Educational Needs.

We use specialist professionals to support 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 tools, 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 half termly.
- Using pupil questionnaires
- 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 residential trip(s).

All pupils are encouraged to take part in sports day, school plays, special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

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 SEND are encouraged to be part of the school council Pupils with SEND are also encouraged to be part of sports 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
- Paving The Way

15. Complaints about SEN provision

If you have a concern regarding the educational provision for your child(ren) or any special education need, then please contact the class teacher in the first instance.

If you have a complaint regarding the provision for your child(ren)'s special educational needs, please raise this through the School Complaints procedure. This can be found on the school website or by contacting the school to request a copy.

16. The local authority local offer

The London Borough of Sutton SEND local offer can be seen here:

<https://www.sutton.gov.uk/sutton-s-local-offer>

Our contribution to the local offer can be seen here:

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

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

<https://suttoninformationhub.org.uk/results?category=6d24e94a-4835-4de8-b6b6-a8b9ec0a7a0e>