



Green Wrythe Primary School

SEN Information Report

Green Wrythe Primary School is part of the Greenshaw Learning Trust.
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Green Wrythe Primary School

SEN Information Report

This report describes Green Wrythe 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: Mrs. Anoushka De Sampayo

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This report was approved by the School Governing Body on: 21/01/2026

**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: SENDCO/SLT*

SENCO:

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Headteacher:

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If you would like to discuss any concerns regarding your child(ren) and possible special educational needs, please speak with your child's class teacher in the first instance. Please contact them on office@greenwps.org

The SEND Local Offer is a place to find information and support for families with children and young people with learning needs and disabilities.

The London Borough of Sutton's Local Offer is now being hosted on the Sutton Information Hub website:

<https://suttoninformationhub.org.uk/pages/send-local-offer>

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1. School Context

Green Wrythe Primary is an Inclusive school made up of two departments, Ark (Mainstream) and Rainbow (Highly Specialist Base). We do not aim for 'integration' where a child sits in a room; we aim for **belonging**, where every child contributes, succeeds, and feels valued for exactly who they are. We aim to eliminate barriers to learning and participation by embedding a culture of high expectations for all students, regardless of their starting points.

Ark is our Mainstream Department which currently works collaboratively to provide support for a range of needs, in line with our Graduated Approach, including:

Communication and interaction, for example, autistic spectrum disorder, or speech and language difficulties

Cognition and learning, for example, mild to moderate learning difficulties, working memory difficulties

Social, emotional and mental health difficulties, for example, where children and young people have difficulty managing their relationships with others.

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

Green Wrythe Primary School also has Rainbow, a resource provision for pupils with a diagnosis of Autistic Spectrum Disorder. This resource provision is commissioned by the local authority. Admissions

to the resource provision is separate from the main school. The resource provision is for pupils with an Education Health Care Plan whose primary area of need is identified as moderate learning difficulties. For more information about the resource provision, please read the provision statement which can be found here [Rainbow Provision Statement 2025/26](#).

2. Whole-school approach to inclusive mainstream offer (ARK)

At Green Wrythe Primary School, our approach to inclusion is rooted in the belief that every child is entitled to a full, vibrant education that meets their individual needs without compromise. All children are entitled to access a broad and exciting curriculum. We deliver this through a robust foundation of **Quality First Teaching**, where our staff take primary responsibility for the progress of all learners by skillfully adapting the curriculum. We recognise that inclusion is not a "one size fits all" model; instead, we utilise a **Graduated Response** to identify and remove barriers to learning at the earliest possible stage. By embedding evidence-based strategies—such as scaffolding, multisensory resources, and retrieval practice—into the fabric of our daily lessons, we ensure that students with SEND are not just present in our classrooms but are actively engaged and making meaningful progress alongside their peers.

Our mainstream offer extends beyond academic instruction to prioritise the holistic well-being of every student. We foster an environment of belonging through "reasonable adjustments" to our physical spaces and social structures, ensuring that our school culture is as accessible as our curriculum. We work in close, transparent partnership with families and external specialists to co-produce support plans that celebrate a student's strengths while targeting their specific challenges. Ultimately, our commitment is to provide a nurturing yet ambitious mainstream setting where diversity is viewed as an asset, and every student is empowered to achieve their potential and prepare for a successful future.

All pupils on the SEN register have an Individual Support Plan (ISP) detailing the strategies to prioritise for particular pupils with special educational needs. All staff are required to know which pupils in their class(es) have a pupil passport and to actively engage in the information so that all staff know which pupils to prioritise for support.

3. Identifying pupils with SEN and assessing their needs (ARK)

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. (SEN Code of Practice, 2015)

A learning difficulty is a significantly greater difficulty in learning than the majority of others of the same age.

A disability that requires special educational provision is a disability that prevents or hinders the pupil from accessing the educational provision generally provided for others of the same age.

Not all pupils with a disability will be identified as requiring special educational provision. Appropriate reasonable adjustments will be made to ensure we remove or prevent barriers experienced by all pupils with a disability.

Parents/carers are informed when pupils are added to or removed from the SEN register. 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 aspirations of the pupil and their parents/carers. We will use this to determine the support that is needed and whether this can be provided by adapting our core offer, or whether something additional is needed.

We identify needs early through a robust "Assess, Plan, Do, Review" cycle. This ensures that our mainstream provision is constantly adjusted to meet the evolving needs of the cohort.

- **Universal Screening:** Termly tracking of progress for all students; this includes termly pupil progress meetings and InclusionTeam triage meetings.
- **Teacher Referrals to the Inclusion Team/SENDCO:** A clear internal process for staff to raise concerns regarding a student's learning or well-being.
- **Parental Consultation:** We value the "expert voice" of parents and involve them the moment a potential need is identified. [SEND SUPPORT IN SCHOOL PARENTS/CARERS GUIDE](#)

Class teachers 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
- demonstrates high levels of dysregulation

This may include progress in areas other than attainment, for example, social needs. Attendance and behaviour data might also be used to identify which pupils require additional support.

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

Where a parent/carer has a concern about their child, parents are asked to speak with the class teacher(s) so that appropriate observations and assessments can be undertaken.

4. Our approach to teaching pupils with SEN within the classroom

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

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

The majority of students' needs are met through high-quality, inclusive classroom teaching. This includes:

- **Dual-Coding:** Using visuals alongside verbal instructions to reduce cognitive load.
- **Checklists and Scaffolding:** Providing "writing frames" or "task maps" to support independent work.
- **Sensory Awareness:** Dimmed lighting, "fidget" tools, or wobble cushions used as standard classroom equipment.

Universal Interventions are put in place to support children in their day - to -day learning within the classroom. It may include, but is not limited to such interventions as adapted work to meet the next steps of your child's learning, reading rulers, writing frames, visuals, calm areas within the classroom, fidget tools, pencil grips, wobble cushion

Children within the Rainbow ASD base generally have an adult to child ratio of 2:1. The children are grouped according to how the school feels we can best meet their needs. Teachers within Rainbow work closely with therapists to incorporate all areas of the child's EHCP into daily learning.

All pupils across both departments who have an EHCP will have a Personalised Learning Intention Map (PLIM) created by the class team and therapists to plan the intended steps of progress against each EHCP outcome for the year.

5. Adaptations to the curriculum for pupils with SEN

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 fonts, etc.

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

Flexible grouping is used for the majority of the school day.

6. Targeted interventions

Targeted Interventions may be needed to further support individual pupils. At Green Wrythe this may include interventions such as - catch up phonics, additional reading, colourful semantics to support writing, social skills groups, OT programmes

For students requiring additional support to bridge gaps, we offer time-limited, evidence-based interventions such as:

- **Literacy/Numeracy Catch-up:** Precision teaching or small-group phonics.
- **Social & Emotional Support:** ELSA (Emotional Literacy Support Assistant) sessions or Nurture provision.
- **Communication and Interaction:** Chatterbugs (for pupils whose foundational speech, language and communication skills are not yet secure which makes it difficult for the pupil to pay attention, play, take turns etc)

Where appropriate, teachers ensure that pupils are supported to generalise the skills learnt in any intervention back in the classroom.

Interventions are reviewed every half-term to check the impact against the intended outcome. Where the intervention is not having impact as expected, changes will be made to the intervention.

7. Specialist interventions

Specialist Interventions are put in place for a minority of children where it is necessary to provide highly adapted interventions to accelerate progress or enable children to achieve their full potential. This may include such interventions as ELSA or Nurture, all dependent on suitability and availability.

For students with complex needs or an Education, Health and Care Plan (EHCP), we provide:

- Bespoke timetables or modified curricula.
- Liaison with external professionals (Speech and Language Therapists, Educational Psychologists, Occupational Therapists).

Where appropriate, teachers ensure that pupils are supported to generalise the skills learnt in any intervention back in the classroom.

Interventions are reviewed every half-term to check the impact against the intended outcome. Where the intervention is not having impact as expected, changes will be made to the intervention.

8. Partnership working and pupils' access to external (incl. specialist) agencies

Green Wrythe Primary School works closely with professionals in order to support pupils after following the Graduated Response cycle without progress being seen, or it is felt that specialist support is needed. The following list shows some of the services we link with:

- LBS Special Educational Needs Team
- Speech and Language
- Educational Psychology
- Hearing and Vision Education Services (HaVES)
- Occupational Therapy
- CAMHS
- Paving the Way
- Playwise

Referrals will be made to specialist agencies when it is clear that additional advice from experts in other fields would be beneficial to inform the support that is in place in school. Our focus when seeking specialist advice is to build opportunities to tailor the pupils' support so that they are then able to access as much of the curriculum as possible alongside their peers. Recommendations from other professionals might, for example, inform strategies that are prioritised within a pupil passport or the focus of a specific intervention. Recommendations from other professionals enhance the offer provided within the school's graduated approach.

8. Adaptations to the learning environment

We allow children to access learning outside of the classroom if appropriate.

We maximise the use of additional workspaces for children that need to work in a room that is quieter or distraction free.

Classroom layout is carefully considered to provide a welcoming environment suitable for all.

To ensure our offer is truly accessible, we make the following reasonable adjustments:

- **Physical Access:** Ensuring all areas of the school are accessible wherever possible and adapt to ensure all children can access specialist resources/learning areas.
- **Assistive Technology:** Providing laptops with predictive text, overlays for reading, and personal systems for hearing impairment.
- **Alternative Recording:** Allowing students to demonstrate knowledge through verbal presentations, mind maps, or video, rather than just extended writing.

An Environment of Belonging

We recognize that the physical and emotional environment is key to inclusion. Our school provides:

- **Safe/Regulation Spaces:** Dedicated "quiet zones" or sensory spaces for students who may experience overstimulation.
- **Adaptive Technology:** Use of iPads, speech-to-text software, and oversized keyboards where necessary.
- **Representation:** A curriculum that reflects the diversity of our community, ensuring every child sees themselves in what they learn.

9. Adapted curriculum pathways

All children in Ark access an appropriately adapted and differentiated curriculum and access the full broad, balanced curriculum.

10. Assessing and reviewing pupils' progress

All leaders are responsible for the progress of all pupils. All assessment points across the school include pupils with special educational needs and all leaders are responsible for analysing the engagement and outcomes of all pupils, including pupils with special educational needs, and making adjustments to systems and practices to positively impact all pupils, including pupils with special educational needs. Where more targeted or specialist support is required, leaders will work in partnership with the SENCO to review pupils' progress. Assessment and review is therefore built into whole-school processes.

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

The class 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.

All mainstream interventions are the class teacher's responsibility to plan, monitor and review each of the interventions. By doing so they will create a clear assess, plan, do, review cycle as evidence of success and possible further support required further in the child's education.

All parents are invited to parents' evenings during Autumn and Spring terms where they are able to discuss their child's progress with the class teacher, discuss next steps, and any interventions.

Those children across both Mainstream and Rainbow with an Educational, Health and Care Plan will have a Personalised Learning Intention Map (PLIM) with small steps to work towards the outcomes within their EHCP. Parents will be invited to an Annual Review where written reports will be provided and sent out in advance and a meeting held to discuss achievements, strengths and areas of development.

Where pupils are accessing targeted or specialist support, their progress against identified targets will be reviewed.

11. Consulting and involving pupils and parents

At Green Wrythe Primary, we have created a document to support parents through the process carried out within the school, what steps will take place, by whom and how they will be recorded.

[SEND SUPPORT IN SCHOOL PARENTS/CARERS GUIDE](#)

After a period of monitoring and carrying out universal provision reviews we will have an early discussion with the pupil (if appropriate) 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.

12a. Supporting pupils moving between phases / transition

Early Years Transition

- SENDCO/Head of Base/Early Years Lead and/or class teacher attend transition meetings for pupils with SEND making the transition from pre-school to Nursery or Reception.
- A member of staff will aim to visit the child within their current setting.
- Parents are invited to take part in school tours/pre-visits meetings.
- Children and parents are invited to stay and play sessions in their new class.

Moving Classes in the mainstream.

- Handover meetings take place with the current and new class teacher to ensure continued support.
- Parent Information Meetings are held at the beginning of Autumn Term.
- Transition visits to new classes are planned towards the end of the summer term.
- Transition Books/Social stories may be created for some individuals.

Moving Classes in Rainbow

- Preparation is individual to each child

Moving on at Year 6

- Key Staff from Sutton Borough schools and often Year 7 pupils from secondary schools visit Green Wrythe to speak to the Year 6 pupils transferring to their school.
- All pupils in Year 6 are invited to a familiarisation day at their secondary school.
- SENDCO attends Year 6 to Year 7 SEND transfer meeting to share information
- SENDCO from Green Wrythe may suggest individuals are offered additional visits to support the transition to secondary school
- Year 6 class teachers complete transition work prior to the children moving on.
- Information is transferred to the secondary school
- Transition books may be used to support

Moving Schools

If your child is moving to another school we will:

- Transfer documents through EDukey (Provision Map) where applicable if moving to a Sutton school

- Make sure that all paper records are passed on as soon as possible
- Be available to discuss with the school's SENDCo any special arrangements or support that was in place with us and recommendations.

If your child joins us from another school we will:

- Contact the previous school SENDCo to find out any special arrangements or support that needs to be made for your child.
- Headteacher/SENDCO/Head of Base may arrange for a pre - admission meeting

If your child joins us from another school and has an EHCP in place we will:

- Read the consultation paperwork sent by the EHCP coordinator
- Arrange to visit the child in their current setting if possible
- Arrange to meet parents to understand the SEN needs fully and discuss the best transition

13. Training for staff

The SENCO and Head of Base have many years experience in their roles and have worked across all three key stages within mainstream - Early Years, Key Stage One and Key Stage Two and with many children with a variety of additional needs.

We have a team of 19 support staff within Ark and 31 within Rainbow who are trained to deliver SEN provision.

Staff have been trained in Attention Autism, Speech and Language, Occupational Therapy, Zones of Regulation, intensive Interaction, curiosity program, Teacch and Team Teach to name a few.

We use trained staff for delivering our ELSA and Nurture interventions and supporting pupils with complex needs.

14. Evaluating the effectiveness of SEN provision

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

- Class Teachers and SLT have pupil progress meetings (at least termly) to discuss all pupils including those with SEND.
- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6-12 weeks
- Using pupil questionnaires
- Monitoring by the SENCO/Head of Base/SLT
- Using provision maps to measure progress
- Using PLIMs to monitor progress towards EHCP outcomes
- Holding annual reviews for pupils with EHC plans
- Trust and Local Authority SEND review

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

A range of sports clubs and other extracurricular activities and school visits are available to pupils. All Ark pupils are encouraged to go on our Year 6 residential trip. All pupils are encouraged to take part in sports day, school plays, or special days/workshops. If you feel your child would benefit from a social story or individual timetable for that day please contact your child's class teacher prior to the event.

Rainbow pupils are offered a range of suitable enrichment activities throughout the week and are advised of holidays clubs and are supported with applications for short breaks.

Any after school clubs are advertised via letters to parents through Bromcom - My Child at School App.

16. 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 Pupil Parliament election process.
- Pupils are encouraged to be part of clubs to promote teamwork/building friendships etc.
- We have a zero tolerance approach to bullying.
- ELSA support (when spaces are available and appropriate)
- The Family Support Worker is heavily involved with many pupils and families to support their SEMH.
- PSHE schemes of work are in place throughout mainstream school.
- Zones of Regulation are used to support the understanding of emotions and anxiety.
- Nurture Group is available for those children identified and when spaces are available.

17. Pupils with disabilities

We have handrails on each of the staircases, changing facilities, accessible toilets, lifts and stairlifts. There is access to slanted writing desks, foot rests, wobble cushion fidget tools, pencil grips, trampettes and more. These are allocated as and when required, all staff are aware of how to request, use and promote these teaching aids.

Rainbow has a separate playground with locked entrances, soft play, sensory rooms and therapy rooms within the department. All classrooms have access to high handles, if needed to keep the children safe.

18. Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCO or Headteacher 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

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

Leisure and Social Activities for Children and Young People with SEND links can be found through the Sutton Information Hub. <https://suttoninformationhub.org.uk/results?category=412647f0-631e-4ffd-8f4c-eba648c457f4>

Below is a link to services, activities and groups that are available to residents with a range of Learning Disabilities with Sutton. <https://suttoninformationhub.org.uk/results?category=fde47aa7-a3ba-4753-952f-1e4963aa1d03>

Sutton Information, Advice and Support Service (SIASS) offer free, impartial, confidential support for 0-25 year olds with SEND in Sutton. <https://www.siass.co.uk/>