



Tyndale Primary School

SEN Information Report

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

SEN Information Report

This report describes our 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: Headteacher

This report was reviewed and updated on: Friday 9th January 2026

This report was approved by the School Governing Body on: Monday 19th January 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*

SENDCo:

Ms Heather Smyth

Headteacher:

Mr Luke Crouch

SEND link governor:

Ms Aimee Lett

If you would like to discuss any concerns regarding your child(ren) and possible special educational needs, please speak with the class teacher or Ms Smyth (SENDCo) in the first instance. Please contact them by emailing the admin email: admin@tyndaleprimary.co.uk

Local Authority offer:

<https://life.southglos.gov.uk/kb5/southglos/directory/localoffer.page?localofferchannel=0>

SEN Information Report

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1. School Context

Our school provides additional and/or different provision to meet the needs of pupils with Special Educational Needs and Disabilities (SEND). We are committed to ensuring that all pupils are supported to achieve their potential and to access the full curriculum, in line with our Graduated Approach.

School Designation and Provision

- Mainstream Primary School
- The school does not have a separate unit; however, we operate targeted interventions and small-group support to meet the needs of pupils requiring additional help in literacy, numeracy, social communication, and emotional regulation.
- Where specialist provision is offered, this is documented in an Individual Support Plan, which outlines the interventions, resources, and staffing involved for individual pupils.

The school currently supports pupils across all four broad areas of SEND:

- **Communication and Interaction (C&I)**
 - Pupils with Autism Spectrum Disorder (ASD), speech and language difficulties and social communication challenges.

- Support may include speech and language interventions, social skills groups, visual supports and personalised communication strategies.
- **Cognition and Learning (C&L)**
 - Pupils with specific learning difficulties such as dyslexia or dyscalculia, as well as moderate and severe learning difficulties.
 - Support may include differentiated teaching, 1:1 or small-group interventions, pre-teaching of key vocabulary and adapted resources.
- **Social, Emotional and Mental Health (SEMH)**
 - Pupils with attention deficit hyperactivity disorder (ADHD), anxiety, or other social/emotional needs.
 - Support may include nurture provision, mentoring, Zones of Regulation, play therapy and targeted pastoral interventions.
- **Sensory and/or Physical Needs (S&P)**
 - Pupils with visual or hearing impairments, epilepsy, sensory processing difficulties or physical disabilities.
 - Support may include access to specialist equipment, environmental adaptations, physiotherapy or occupational therapy programmes, and additional adult support.

SEND Statistics

- Currently, 50 pupils are on the SEND register.
- 15 pupils have Education, Health and Care Plans (EHCPs).
- 2 pupils have EHC Needs Assessments (EHCNA) submitted.
- The main areas of need are SEMH and C&L.

The school's provision is designed to meet the full range of SEND needs in line with the Graduated Approach:

- Quality First Teaching ensures that universal provision is adapted for all learners.
- Targeted support addresses specific gaps or barriers to learning, through small-group or individual interventions.
- Specialist support is commissioned or delivered in school where pupils require more intensive provision, including external agency input.
- Our approach is responsive and personalised, with interventions regularly reviewed for impact, and adjusted to reflect pupil progress and evolving needs.

2. Whole-school approach to inclusive mainstream offer

The school's generally available provision is underpinned by a strong commitment to inclusive, evidence-informed practice that meets the needs of all learners within the mainstream classroom. Universal provision is rooted in high-quality teaching, with consistent use of adaptive teaching strategies such as clear modelling, scaffolding, chunking of learning, explicit vocabulary instruction, visual supports, flexible grouping and regular checks for understanding. These approaches form the first stage of the graduated approach and are prioritised to remove barriers to learning for all pupils, including those with emerging or identified SEND. Whole-school strategies, such as trauma-informed and relational

approaches, structured behaviour and emotional regulation frameworks and consistent classroom routines, are embedded across the school to support engagement, wellbeing and readiness to learn. For focus pupils, these high-impact strategies are deliberately prioritised, monitored and refined through the Assess, Plan, Do, Review cycle, ensuring that adaptations to the universal offer are implemented consistently before additional or specialist provision is considered. This approach enables the school to build a strong, inclusive mainstream offer while ensuring that pupils who require further support are identified early and supported effectively.

3. Identifying pupils with SEN and assessing their needs

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 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 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.

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

All teachers are responsible and accountable for the progress and development of every pupil in their class, including those with SEND.

We support pupils with SEND through high-quality, inclusive teaching. This may include:

- Modelling tasks and expectations clearly
- Breaking learning into smaller, manageable steps ('chunking')
- Repeating or rephrasing instructions when needed

- Checking understanding frequently
- Providing thinking and response time
- Using visual aids and other supportive resources

4.1 Pupil Passports and Individual Support Plans (ISPs)

To help teachers understand each child's strengths and needs, every pupil with SEND has a Pupil Passport and an ISP. These documents outline the outcomes, strategies, adaptations and adjustments that enable the pupil to access learning successfully. Teachers use the Pupil Passport and ISPs to plan and prioritise support in lessons. These documents can be found on a pupil's Provision Map profile - all staff have access to Provision Map, however Pupil Passports and ISPs can also be found in each class folder.

Pupil Passports and ISPs are reviewed termly by class teachers in partnership with the pupil. Parents and carers are also invited to take part in the review process so that everyone involved can share views and update the strategies when needed. Updated Pupil Passports and ISPs are shared with parents/carers after each review.

5. Adaptations to the curriculum for pupils with SEN

We are committed to ensuring that all pupils, including those with SEND, can access a broad, balanced and ambitious curriculum. Adaptations are made so that pupils can make progress and experience success.

We make a range of adjustments, which may include:

Curriculum and Teaching Adaptations

- Careful grouping of pupils (e.g., small group, paired or 1:1 support)
- Teaching content broken into smaller, manageable steps
- Differentiated tasks and learning outcomes
- Pre-teaching or overlearning key vocabulary and concepts
- Visual supports such as word banks, task steps, checklists and graphic organisers
- Additional processing and response time
- Alternative ways to record learning (e.g., voice notes, typing, scribing)

Adapted Resources and Accessibility Tools

- Use of recommended aids and technology, such as:
 - Laptops/tablets and assistive software
 - Larger print or coloured overlays
 - Visual timetables and now/next boards
 - Task management tools (e.g., timers, chunked worksheets)
- Adapted classroom environment, including a sensory-friendly environment and access to calm spaces in all classrooms

Staffing and Support

- Additional adult support when needed, including 1:1 or small-group intervention
- Regular check-ins to support emotional regulation and readiness to learn

- Close collaboration with external professionals when appropriate

Adaptations are identified through ongoing assessment, discussions with pupils, families and staff, and advice from specialist professionals. Needs and recommended strategies are recorded and shared through:

- Pupil Passports or Individual Support Plans
- Termly review meetings with pupils, teachers, the SENDCo and parents/carers
- Professional reports when relevant (e.g., Educational Psychologist, Speech and Language Therapy)

All staff working with the pupil are made aware of the agreed adaptations so that support is consistent across lessons and throughout the school day.

6. Targeted interventions

Targeted interventions are structured programmes delivered by trained school staff to support pupils who require additional help to make progress. These interventions may be recommended as part of a pupil's Individual Support Plan or may contribute towards provision detailed in a pupil's EHCP.

Examples of targeted interventions we offer include:

- In-class or small group support
- 1:1 Reading support
- Little Wandle Keep Up and Rapid Catch Up phonics programmes
- Reading, Writing and Maths catch up
- Transition support groups after break times and lunch times
- Emotion Coaching (including Anger Gremlin and Anxiety Gremlin resources)
- Zones of Regulation
- Lego Therapy
- Colourful Semantics
- Forest School
- Fine Motor Skills
- Smart Moves
- Mentoring in partnership with external agencies
- Speech and Language Therapy

Pupils are identified for targeted interventions through:

- Teacher assessments and classroom observations
- Leadership Team analysis of progress data
- Pupil Passport/Individual Support Plan reviews
- Information shared by parents/carers and/or external professionals

Targets for interventions are specific, measurable and time-bound. They are written by the staff member delivering the intervention, in collaboration with the SENDCo and class teacher.

The impact of targeted interventions is reviewed every 6 to 12 weeks, depending on the intervention. Reviews may include:

- Before and after assessments
- Observed changes in classroom engagement or independence
- Pupil voice and self-reflection
- Parent/carer and teacher feedback

Decisions are then made to continue, adapt or end the intervention as appropriate.

Targets and progress from targeted interventions are shared with teachers through:

- Briefings/staff handover notes
- Termly review meetings

This enables teachers to support pupils in generalising new skills in the classroom.

7. Specialist interventions

Specialist interventions are delivered by qualified professionals when a pupil needs more specialist, personalised support. These interventions may be required as part of an EHCP or may be requested as part of ongoing SEN Support.

Examples of specialist interventions may include:

- Speech and Language Therapy
- Play Therapy
- Specialist teacher advisory support (e.g., ASD, EYFS hearing or vision impairment)
- Educational Psychology involvement
- Mentoring or therapeutic services

Some of these may be provided directly by school staff trained in a specialist approach, or by external professionals working on site.

Pupils are identified for specialist interventions through:

- Recommendations within an EHCP
- Specialist assessment reports
- SENDCo referrals following consultation with professionals and families

Targets are usually set by the specialist professional and may be incorporated into the pupil's EHCP outcomes, Pupil Passport or Individual Support Plan.

Reviews take place in line with:

- EHCP annual review cycles
- Professional visit schedules and reports
- Multi-agency meetings with parents/carers

Progress is monitored and recorded, and next steps are agreed collaboratively.

Specialist recommendations and targets are shared with staff through:

- Written professional reports
- Pupil Passports/Individual Support Plans

- Staff training or strategy briefings
- Team Around the Child meetings

This ensures teachers can reinforce strategies and encourage pupils to use new skills consistently across the school day.

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

As part of our whole-school graduated approach to SEND, we work closely with a range of external and specialist agencies to ensure pupils receive the support they need to access the core educational offer and make progress.

We work with (but are not limited to) the following agencies:

- Inclusion Support Services (ISS)
- Educational Psychology Service
- NHS Services, including:
 - Child and Adolescent Mental Health Services (CAMHS)
 - Speech and Language Therapy (SALT)
 - Occupational Therapy (OT)
 - Physiotherapy
 - School Nursing Service
- Paediatricians
- Social Care and safeguarding services
- Early Help / CAF / Family Support Hub
- Behaviour and Inclusion Support Teams
- Other specialist advisory teachers (e.g., ASD, Hearing/Visual Impairment) where required

Referrals to external and specialist agencies take place when:

- A pupil does not make expected progress despite targeted school interventions
- There is evidence of ongoing or complex needs that require specialist assessment
- Additional professional advice is needed to support an EHCP request or review
- Parents/carers or professionals raise concerns that indicate a need for further support

Referral decisions are made collaboratively by:

- The SENDCo
- The class teacher
- Parents/carers
- Relevant pastoral/safeguarding staff

In some cases, a Team Around the Child (TAC) or multi-agency meeting may be arranged, led by the Safeguarding Officer and supported by the SENDCo where appropriate.

Parents/carers are kept informed throughout and are invited to contribute to the referral process. They are notified in advance when external agency staff plan to observe or work with their child.

Specialist professionals may:

- Observe a pupil in class or during structured activities
- Work individually with the pupil
- Meet with teachers and/or parents/carers

Following involvement, reports and recommendations are shared with the SENDCo and class teacher. Relevant strategies are then incorporated into:

- Pupil Passports / Individual Support Plans
- EHCP outcomes, where appropriate
- Staff guidance and training sessions

Teachers receive clear information so that recommended strategies can be implemented consistently and pupils are supported to generalise skills back into classroom learning.

Progress is reviewed through:

- Termly SEN reviews
- Multi-agency/TAC meetings when appropriate
- Annual EHCP reviews for pupils with an Education, Health and Care Plan
- Ongoing dialogue with parents, teachers and professionals

Recommendations are always considered in relation to the graduated approach:

8. Adaptations to the learning environment

We recognise that pupils with SEND may require changes to the physical or sensory environment to feel safe, regulated and ready to learn. Our school aims to provide calm, structured and accessible learning spaces for all pupils. Adaptations may include:

Classroom Environment Adaptations

- Reduced visual and auditory distractions
- Clear visual organisation (e.g., labelled areas, visual timetables, task management boards)
- Flexible seating options, such as:
 - Wobble cushions
 - Standing desks
 - Wobble stools
- Access to noise-reducing equipment (e.g., ear defenders)
- Calm lighting or use of natural light where possible

Access to Additional Spaces

Pupils may have access to additional learning environments, when appropriate, such as:

Space	Purpose	How it is accessed
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Sensory Room/Nurture Nest	To support emotional regulation, sensory needs and self-calming	Timetabled sessions or agreed between SENDCo and class teachers
Calm Corners in each classroom	A low-stimulation environment for pupils who may become overwhelmed or dysregulated	Supported access through class staff pastoral/SEND team
The Hive	To support social/emotional development small-group interventions and relational work	Directed as part of provision or identified pastoral need
Outdoor/Forest School area	To support sensory and practical learning and regulation	Identified time within a pupil's plan
The Quads (KS1 and KS2)	To support with sensory circuits and movement breaks for children to support their emotional regulation.	Directed as part of provision or identified pastoral need

Access to these spaces is guided by a pupil's Pupil Passport/Individual Support Plan/EHCP and is designed to support regulation without reducing access to the core curriculum longer than necessary.

9. Adapted curriculum pathways

For some pupils, particularly those with more complex or persistent needs, an adapted curriculum pathway may be required to ensure meaningful progress and engagement.

Our adapted curriculum pathways may include:

- Pre-teaching or overlearning key knowledge and skills
- Adjusted curriculum content, focusing on core skills
- Life skills, independence and communication-focused pathways, where appropriate
- Alternative recording methods (e.g., assistive technology, voice notes, scribing)
- Blended curriculum combining class-based learning and small-group intervention

Pupils may be considered for an adapted curriculum pathway when:

- They are not making expected progress despite high-quality, differentiated teaching and targeted interventions
- There is evidence from external professionals suggesting a need for curriculum modification
- Adaptations form part of support recommended in their EHCP
- Parents/carers and the pupil (where appropriate) are involved in decision-making

Decision-making follows the graduated approach (Assess–Plan–Do–Review), ensuring that adapted pathways build on access to the core educational offer wherever possible.

Progress within an adapted pathway is reviewed:

- At least termly as part of SEN Support Reviews
- In EHCP Annual Reviews, where relevant
- Through ongoing assessment and feedback from teachers, support staff, parents/carers and the pupil

Adjustments are made to ensure pupils continue to achieve ambitious but realistic outcomes and develop skills for independence, future learning and preparation for adulthood.

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.

In addition to whole-school assessment processes, the school uses a range of bespoke assessment tools for pupils with SEN whose learning and development cannot be accurately captured through age-related expectations alone. Pupils in Key Stage 1 and Key Stage 2 who are working at pre–Key Stage standards or at an Early Years Foundation Stage (EYFS) developmental level are assessed using ARC Pathways. These pathways provide a clear developmental framework, enabling staff to identify small, measurable steps in learning and to set precise targets that directly inform teaching strategies and targeted interventions. Progress is reviewed regularly to ensure provision remains closely matched to need and supports sustained progress over time.

For pupils with identified social, emotional and mental health (SEMH) needs, the Boxall Profile is used where appropriate to assess emotional wellbeing, social development and readiness to learn. Outcomes from the Boxall Profile inform pastoral planning, targeted emotional support and therapeutic interventions, and are reviewed to measure progress beyond academic attainment.

For pupils in Key Stage 2 who are working below pre–Key Stage standards but are not functioning at an EYFS developmental level, assessment is aligned to the relevant year group's curriculum objectives, with a particular focus on identifying gaps in core knowledge and skills. These pupils follow a core mathematics curriculum designed to promote consolidation and catch-up, while maintaining ambition and access to age-appropriate learning wherever possible. Progress is tracked against personalised targets and curriculum milestones rather than age-related expectations alone.

These bespoke assessment approaches ensure that pupils' progress is recognised meaningfully from their individual starting points and supports the graduated approach by informing adaptive teaching, targeted interventions and, where necessary, specialist provision. Outcomes from these assessments are shared with teachers, parents/carers and relevant professionals through termly reviews, Pupil Passports, Individual Support Plans and EHCP reviews, ensuring that assessment directly drives provision and next steps.

11. Consulting and involving pupils and parents

We are committed to working in genuine partnership with pupils and their families. When we identify that a child may require Special Educational Provision, we will hold an early discussion with parents/carers and, where appropriate, with the pupil. These conversations ensure that:

- Everyone has a shared understanding of the pupil's strengths and areas of difficulty
- Parents' and carers' knowledge and concerns are listened to and valued
- We agree the outcomes we are working towards for the pupil

- We are clear about the next steps and how support will be put in place
- Any provision beyond Quality First Teaching is recorded on an ISP with SMART targets (Specific, Measurable, Achievable, Realistic and Time-bound)

A written record of these discussions will be added to the pupil's file and reviewed regularly. Parents/carers will be formally notified when SEN Support is put in place.

Pupil voice is central to our approach. Pupils with an Education, Health and Care Plan (EHCP) share their views, aspirations and progress during their Annual Review. They may attend all or part of the meeting, contribute through written or recorded work, or share their thoughts with a trusted adult beforehand. We want our pupils to feel heard and to play an active part in planning their next steps.

We recognise that needs can change over time. To support continued dialogue, we offer:

- SENDCo appointments twice a year during Academic Review Days for any parent or carer who wishes to discuss concerns
- SENDCo appointments at any point of the year booked in by the main office
- Enhanced transition support for identified pupils, which includes an additional opportunity for parents to meet their child's new class teacher and the SENDCo
- Termly Coffee Mornings for all families, where parents/carers of pupils with SEND are warmly encouraged to attend, share experiences and ask questions

We value the expertise and perspective of parents and carers, and we aim to build strong, trusting relationships so that every pupil is supported to thrive.

12. Supporting pupils moving between phases / transition

The school recognises that transitions, including admission to our school, movement between year groups, and transfer to another setting, can present additional challenges for pupils with SEN. Transition processes are planned to ensure continuity, reduce anxiety and maintain progress.

Induction for New Starters (including In-Year Admissions)

For pupils joining the school, information is gathered in advance wherever possible from:

- Parents/carers
- Previous educational settings
- Relevant external professionals
- The pupil, where appropriate

To support induction, the following may be arranged according to need:

- A meeting with parents/carers and, where appropriate, the SENDCo
- A tour of the school and introduction to key staff
- A transition/induction booklet containing photographs and key information
- Short settling sessions or a phased entry plan where this is deemed beneficial

This enables appropriate support, adjustments and provision to be implemented from the point of entry.

Transition Within School (Year-to-Year)

Information relating to pupils with SEN is formally shared between current and receiving teachers prior to the new academic year, including:

- Updated Pupil Passports or SEN Support documentation
- Relevant reports and recommended strategies from external professionals

Where required, pupils may receive additional transition support such as:

- Opportunities to visit their new classroom and staff team
- A transition booklet or visual support materials
- Advance preparation through planned discussions and/or structured question opportunities

Transition to the Next Phase of Education

For pupils transferring to another school or educational provision, in addition to statutory file transfer, the school will share relevant information to support continuity of provision. This may include:

- Current Pupil Passports, ISPs or EHCP documentation
- Information on effective provision, adaptations and support strategies
- Professional reports and multi-agency recommendations

Where appropriate, the receiving setting may be invited to visit the pupil in school. Additional transition arrangements may include:

- Enhanced or supported visits to the new setting
- Multi-agency transition meetings involving parents/carers
- Travel or independence preparation, where relevant

Parents/carers are consulted regarding the information to be shared and are invited to participate in the transition planning process.

Examples of Additional Transition Supports (as required)

- Transition/induction booklet or pupil profile
- Additional visits (formal or informal)
- Meetings with new class teacher or key staff
- Pupil, parent and teacher questionnaires

- Updated Pupil Passport reflecting transition needs

13. Training for staff

The school is committed to ensuring that all staff are equipped with the knowledge and skills required to meet the needs of pupils with Special Educational Needs (SEN). Professional development is aligned with whole-school priorities so that staff understand how universal, targeted and specialist approaches work together to support pupils with SEN.

Training priorities are informed by:

- Analysis of the school's SEN profile and identification data
- Outcomes of provision and intervention reviews
- Recommendations from external specialists
- National and local guidance relating to effective SEN practice

This process ensures that professional development responds to emerging needs within the school and maintains a consistent, evidence-informed approach to supporting pupils.

Recent professional development has included training in:

- Trauma-informed and relational approaches
- Speech and Language support
- Curriculum adaptation and intervention delivery
- Specialist input accessed through the Trust and external providers

In addition, the school commissions or accesses specialist expertise, including Play Therapy and mentoring support, to enhance the provision available for pupils with more complex needs.

The impact of professional development is monitored through:

- Observation of classroom practice and intervention delivery
- Review of pupil progress and outcomes
- Feedback from staff, pupils and parents/carers

Relevant recommendations and strategies arising from training are shared with teachers so that they can be reflected in classroom practice, ensuring a consistent approach across the school.

14. Evaluating the effectiveness of SEN provision

The school evaluates the effectiveness of provision for pupils with SEN through a systematic cycle of review that aligns with the Graduated Approach and the School Improvement Plan. Evaluation activities ensure that provision remains responsive to pupil need and reflects evidence-informed practice.

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

- Reviewing pupils' individual progress towards their agreed targets each term

- Reviewing the impact of interventions within a 6–12 week cycle, depending on the intervention programme
- Using formative and summative assessment to monitor progress over time
- Gathering the views of pupils, parents and staff through structured questionnaires and feedback discussions
- SENDCo-led monitoring, including learning walks, work sampling and analysis of assessment data
- Reviewing strategies with external professionals, such as Speech and Language Therapists or Educational Psychologists, where relevant
- Holding annual reviews for pupils with Education, Health and Care (EHC) plans
- Using diagnostic tools, such as the Boxall Profile, where appropriate to monitor social, emotional and behavioural development

Evaluating SEN provision also contributes to whole-school development and is explicitly linked to the School Improvement Plan through:

- Termly analysis of outcomes for pupils with SEN, including attainment, progress, attendance and exclusion data, which informs strategic improvement priorities
- Inclusion-focused priorities within teaching and learning development, ensuring adaptive teaching and universal provision are embedded across the curriculum
- Staff professional development planning, guided by evaluation findings to target training in areas such as speech and language, social communication, or emotional regulation
- Provision mapping reviews, which inform the deployment of resources and ensure equitable access to support
- Regular reporting to governors, enabling oversight of SEN outcomes and alignment with statutory duties and improvement priorities
- Evaluation of transition processes, to ensure pupils with SEN are well-prepared for the next phase of education and supported to maintain progress

This combined approach ensures that SEN provision is continuously refined and that improvements support both individual pupil outcomes and wider school priorities.

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

The school is committed to ensuring that pupils with SEN have full access to the same curriculum enrichment and wider opportunities as their peers. We actively identify and remove potential barriers so that all pupils can participate meaningfully in school life.

All extra-curricular activities, extended school provision (including breakfast and after-school clubs), educational visits, and whole-school events are offered to all pupils, including those with SEN. This includes participation in trips and residential visits in Years 5 and 6, as well as sports events, performances, themed days and workshops.

Pupils are not excluded from these activities on the basis of their SEN or disability. To ensure inclusive access:

- Staff liaise with parents and relevant professionals in advance of activities to understand individual needs and plan appropriate adjustments.

- Risk assessments are completed where necessary, identifying strategies to ensure participation and safety.
- Additional support (including staffing, adapted resources, accessibility aids or alternative travel arrangements) may be provided when required.
- Where a risk assessment indicates that participation would present significant safety concerns that cannot be reasonably mitigated, the Headteacher will make a final decision and parents/carers will be fully informed.

To ensure equity and inclusion, the school monitors and evaluates the participation of pupils with SEN in wider school activities. This includes:

- Tracking engagement in extra-curricular clubs
- Monitoring attendance at educational visits and residential
- Reviewing involvement in leadership and pupil voice opportunities, such as school council roles
- Evaluating participation in enrichment events, including performances, sporting activities and curriculum enrichment workshops

Analysis of this information helps the school to identify patterns, remove barriers, and plan future provision so that pupils with SEN continue to access a broad and rich range of opportunities.

16. Support for improving emotional and social development

The school is committed to enabling and enriching access to emotional and social support for pupils with SEN, recognising the strong link between wellbeing, engagement and learning. Provision is aligned with our whole-school approach to Personal, Social, Health and Economic Education (PSHE) and pastoral support.

We provide a range of measures to support pupils' emotional and social development, which may include:

- Targeted assessment and support, including the use of tools such as the Boxall Profile or Strengths and Difficulties Questionnaire (SDQ) to identify areas of need, inform intervention planning, and evaluate progress over time.
- Targeted pastoral interventions, such as nurture provision, social skills groups, mentoring, play therapy and emotional literacy programmes where appropriate.
- Supported access to wider school life, including encouragement and facilitation for pupils with SEN to participate in enrichment, clubs, pupil leadership roles and team activities, thereby promoting positive relationships, self-esteem and a sense of belonging.
- Access to external or specialist services where needed, including mentoring, mental health support and other therapeutic services, following discussion with parents/carers and, where appropriate, the pupil.

The school maintains a zero-tolerance approach to bullying and recognises that pupils with SEN can be disproportionately impacted by bullying or social exclusion. Measures to ensure pupils with SEN are protected include:

- Implementation of the school's Anti-Bullying Policy, with clear procedures for reporting, recording and responding to concerns.

- Proactive teaching within PSHE and Relationships Education that includes respect for difference, inclusive friendships, and strategies to seek help.
- Staff vigilance and regular monitoring of social interactions, including in less structured areas such as the playground and clubs.
- Additional support and supervision, where needed, to ensure pupils with SEN are safe, included and supported in social spaces.
- Restorative approaches and targeted emotional support for pupils affected by bullying, ensuring their views are understood and their needs addressed.

Monitoring of behaviour and wellbeing data helps the school evaluate the impact of these measures and ensure that pupils with SEN are not disproportionately affected.

17. Pupils with disabilities

Admission arrangements for disabled pupils:

Tyndale Primary School welcomes applications from pupils with disabilities and is committed to ensuring that no child is treated less favourably as a result of a disability. Admission arrangements for disabled pupils follow the same criteria as for all pupils, in line with the school's Admissions Policy and the Equality Act 2010. Where a pupil is known to have a disability, the school works proactively with parents/carers, previous settings and, where appropriate, external professionals to gather information in advance of admission. This enables reasonable adjustments and support to be planned and implemented from the point of entry, ensuring a smooth and positive transition into school.

Ensuring equitable access to learning opportunities:

Disabled pupils are supported through a combination of high-quality inclusive teaching, reasonable adjustments and, where required, additional or specialist provision. Adjustments are tailored to individual need and may include curriculum adaptations, assistive technology, alternative recording methods, additional processing time, adapted resources, and access to calm or sensory-friendly spaces. Teachers are guided by Pupil Passports, Individual Support Plans or EHCPs (where applicable) to ensure that adaptations are implemented consistently across lessons and the wider school day. Disabled pupils are fully included in all aspects of school life, including trips, clubs, enrichment activities and leadership opportunities, with appropriate risk assessments and support arrangements put in place to enable safe and meaningful participation.

Facilities and physical accessibility:

Tyndale Primary School is a one-form entry primary school across two single-storey buildings, both of which are fully accessible. The school environment includes:

- Step-free or ramp access throughout both buildings
- Designated accessible toilets in both EYFS/Key Stage 1 and Key Stage 2 buildings
- Wide corridors and classrooms to support safe movement
- Adapted classroom layouts to accommodate physical or sensory needs
- Access to specialist equipment where required

The school also provides visual supports, clear signage and structured learning environments to support pupils with sensory, communication or cognitive needs. Outdoor spaces and pathways are maintained to ensure safe and level access across the site.

Accessibility planning:

The school's commitment to accessibility is set out in its Accessibility Plan, which outlines how access to the curriculum, physical environment and information is reviewed and improved over time. The plan is implemented, monitored and reviewed regularly in line with statutory duties and the Greenshaw Learning Trust Equalities Policy.

The school's Accessibility Plan can be found [here](#).

18. Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENDCo 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

SEND and You (SENDIAS)

- Impartial information, advice and support for parents, children and young people with SEND (0–25), including support with EHCPs and meetings.
- Phone: 0117 989 7725
- Email: support@sendandyou.org.uk
- Website: www.sendandyou.org.uk

South Glos Parent Carers (SGPC)

- Local parent–carer forum providing workshops, drop-ins, training and representation of parent voice in SEND service development.
- Email: team@sglospc.org.uk
- Website: www.sglospc.org.uk

South Gloucestershire Portage Service (Early Years)

- Home-visiting early education support for pre-school children with developmental delay or SEND.
- Access & Response Team (referrals): 01454 866000
- Email (0-25 EHCP duty): 0-25ServiceEducationDuty@southglos.gov.uk

Dingley's Promise – South Gloucestershire Family Support Service

- SEND early years family support including in-setting support, home visiting and stay-and-play sessions for ages 0–5.
- Email: southglos@dingley.org.uk
- Website: www.dingley.org.uk

Brandon Trust

- Support for children and adults with learning disabilities, including community activities and supported living/independence development.
- Website: www.brandontrust.org

National Autistic Society – South Gloucestershire Branch

- Parent support, family activities, autistic children and young people social groups.
- Email: southgloucestershire.branch@nas.org.uk

NAS Out-of-School Club (South Gloucestershire)

- Social and leisure activities for autistic children and young people.
- Email: oosc@nas.org.uk

Bristol Autism Support (covers South Gloucestershire)

- Parent/carer support line, peer support groups, training and signposting.
- Helpline (call/text/WhatsApp): 07835 727394
- Email: helpline@bristolautismsupport.org
- Website: www.bristolautismsupport.org