



Tyndale Primary School SEN Information Report 2023-2024

This report describes Tyndale Primary School's policy and 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 [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.

Approval and review:

This report is the responsibility of Head Teacher

This report was approved by the Local Governing Body in:

SEN Information Report 2023-2024

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision 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 and dyspraxia.
- Social, emotional and mental health difficulties (SEMH), for example, attention deficit hyperactivity disorder (ADHD).
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties and epilepsy.
- Moderate/severe/profound and multiple learning difficulties.

We currently have 34 children on the SEND register, of whom 7 have ECHPs. A further 2 ECHPs are in the process of being actioned and we are in the early stages of considering ECHPs for other children. SEMH, and Communication and Interaction are the main areas of need.

5.2 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 different or additional is needed.

5.3 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
- Provision beyond quality first teaching will be recorded on an ISP and the targets set will be SMART (specific, measurable, achievable, realistic and time bound)

Notes of these early discussions will be added to the pupil's record. We will formally notify parents when it is decided that a pupil will receive SEN support.

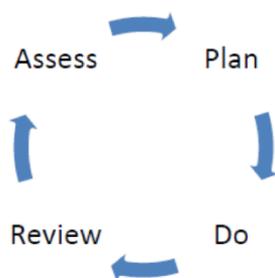
Pupils with an EHC Plan will share their views and aspirations at their annual review. Some pupils may attend reviews to share their work verbally.

Coffee mornings are also arranged a minimum of 3 times per academic year.

The SENCO also offers appointments during Academic Review Days twice per year to meet with any parent who is concerned about their child.

5.4 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 teacher will work with the SENDCo 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, 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.

5.5 Supporting pupils moving between phases and preparing for adulthood

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

The following will be put in place (if needed) for pupils who require additional support at transition points:

- Transition booklet
- Additional visits (formal or informal e.g. sending messages from teacher to new teacher)
- Questionnaires
- Meet the teacher
- Pupil Passports

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Group support (within the class)
- Play Therapy
- Nurture provision
- Reading Mileage
- 1:1 Reading
- Emotion Coaching (Anger Gremlin and Anxiety Gremlin)
- Zones of Regulation
- Speech and Language support
- Lego Therapy
- Phonics catch-up
- Colourful Semantics
- Attention Bucket
- Forest School
- Fine Motor Skills
- Smart Moves

Our interventions are regularly reviewed and if it is deemed that we need to introduce a new intervention due to emerging needs then we do so.

5.7 Adaptations to the curriculum and learning environment

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

- Providing scaffolds within our curriculum to ensure all pupils are able to access it
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Varying our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We have teaching assistants in most year groups, some of whom are trained to deliver interventions such as those listed in section 5.6.

Teaching assistants will support pupils on a 1:1 basis when they have an EHC Plan which states this is a requirement to meet outcomes on their plan or their needs require 1:1 support (this would be part of building evidence for a statutory assessment or to support a pupil whose behaviour is unsafe without this support). Other children with EHC plans can have their needs met through targeted provision carefully planned by the class teacher and SENCO.

Teaching assistants will support pupils in small groups when directed by the class teacher, to support in class or outside of the classroom on specific interventions.

5.9 Expertise and training of staff

The SENDCo is allocated 0.4 a week to manage SEN provision.

We have a team of 8 full time teaching assistants, including 1 higher level teaching assistant (HLTA), and 1 part time teaching assistant who are trained to deliver SEN provision, including Nurture Provision, Attention Bucket and Emotion Coaching.

In the last academic year, support staff have received training for Attention Bucket, Speech and Language support, Curriculum support and tailored programmes accessed through Greenshaw Learning Trust.

We use specialist staff for Play Therapy.

5.10 Securing equipment and facilities

Equipment and resources are purchased, where necessary, to support the specific needs of pupils. For example, we have slanting writing slopes, wobble cushions, ear defenders, weighted lap blankets, fidget toys, pencils grips and coloured overlays.

5.11 Evaluating the effectiveness of SEN provision

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

- Reviewing pupils' individual progress towards their targets each term
- Reviewing the impact of interventions after 6-10 weeks, dependent on the intervention cycle
- Formative assessment
- Using pupil, parent and teacher questionnaires
- Monitoring by the SENDCo
- Reviewing strategies with professionals, e.g. SALT, Educational Psychologist
- Holding annual reviews for pupils with EHC plans
- Boxall profile

5.12 Enabling pupils with SEN to engage in all 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 breakfast and after-school clubs.

All pupils are encouraged to go on trips, including the Year 5 and 6 residential trip.

All pupils are encouraged to take part in all school events, including sports days, school plays and workshops.

Pupils are not excluded from taking part in these activities because of their SEN or disability. School staff will liaise with parents and risk assessments will be completed to identify safety measures for particularly high need pupils. Where risks are too high, the Headteacher will make this decision and parents will be informed.

5.13 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 and other pupil societies (Year 2 to 6).
- Pupils who require targeted support for emotional development will have a Boxall Profile or SDQ completed and these will be ongoing tools to guide support and assess the impact of support.
- Pupils with SEN are also encouraged to be part of teams and clubs through our character program to promote teamwork/ building friendships etc.
- Pupils who are of the highest need may be offered mentoring or counselling and will be signposted to services externally.
- Nurture staff also support lunchtime supervision (on the playground) and are a point of contact for those in need that are more vulnerable at these times.
- We have a zero-tolerance approach to bullying.

5.14 Working with other agencies

Pupils who do not respond to interventions in school will have a referral to outside agencies for additional support. In some cases, a TAC meeting will be held if there are a range of needs identified. The TAC meeting will be held by the Safeguarding Officer (supported by the SENDCo if necessary). Outside agencies will come into school to observe pupils, work with them on a 1:1 and consult with parents and staff. The SENDCo or class teacher will (when planned) let parents know in advance of observations and consultations.

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

- Autistic Spectrum Service (ASS)
- Educational Psychology
- NHS e.g. CAMHs, SALT, OT, Physiotherapy, school nursing service
- Paediatricians
- Children's social care
- CAF Hub
- Behaviour and Inclusion support

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENDCo or Headteacher in the first instance. They will 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

5.16 Contact details of support services for parents or carers of pupils with SEN

The Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS) provides confidential and impartial advice and information to support parents or carers and children and young people who have, or may have, Special Educational Needs and Disabilities (SEND) in South Gloucestershire.

You can also find information about support for parents or carers of children with SEND on our school website.

5.17 The local authority local offer

Our local authority's local offer is posted here:

<https://find-information-for-adults-children-families.southglos.gov.uk/kb5/southglos/directory/localoffer.page?localofferchannel=0&channel=localoffer>

6. Monitoring Arrangements

This policy and information report will be reviewed by Heather Smyth, SENDCo, every year. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.