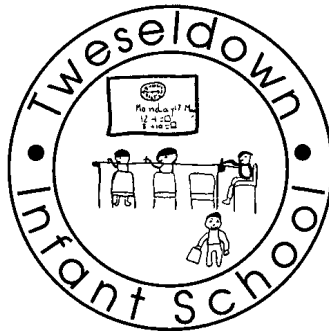




## **Tweseldown Infant School**

***Growing together, Learning together***

### **SEND Information Report September 2026**

#### **1. Introduction**

Tweseldown Infant School is a maintained mainstream infant school for children aged 4 to 7 years. We also have a specialist Resource Provision for up to nine pupils with Autism Spectrum Disorder (ASD) who have an Education, Health and Care Plan (EHCP) and are placed through Hampshire County Council.

We provide a caring, safe and stimulating environment in which every child is valued as an individual. Through high expectations and high-quality teaching, we strive to ensure that every child is supported to achieve their full potential.

At Tweseldown Infant School, we believe that children should develop as well-rounded individuals, not only academically but also socially and emotionally. Our curriculum is designed to recognise and nurture each child's unique strengths, interests, abilities and learning needs. Through a flexible and inclusive approach, we provide learning opportunities that enable all pupils to succeed and thrive.

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#### **2. How does Tweseldown Infant School identify children who may need additional support?**

Tweseldown Infant School is committed to the early identification, assessment and support of children with Special Educational Needs and Disabilities (SEND).

Information may be gathered from:

- Parents and carers
- Pre-schools and previous schools
- Class teachers
- The SENDCo
- External agencies and specialist professionals

Parents and carers are fully involved throughout the process and are encouraged to share any concerns they may have about their child's development or progress.

Children are assessed at the beginning of each academic year and progress is monitored regularly. Additional assessments, target-setting meetings and reviews may take place throughout the year where appropriate.

If a child is not making expected progress, the class teacher and SENDCo will work together to identify any barriers to learning and determine whether additional support or intervention is required.

Assessment tools used to support the identification of SEND may include:

- DEST and DEST-J (Dyslexia Early Screening Tests)
- Sandwell Mathematics Assessment
- Salford Reading Assessment
- Language Link
- Thrive
- Trafford Speech Sounds Assessment

These assessments help us to identify strengths, areas of need and the most appropriate support for each child.

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### **3. Specialist Services**

Tweseldown Infant School works closely with a range of specialist services to support pupils with additional needs.

We maintain a Service Level Agreement (SLA) with the Hampshire and Isle of Wight Educational Psychology Service (HIEPS). This agreement is reviewed regularly to ensure that we continue to meet the needs of our pupils. Through this service, we can access support from an Educational Psychologist where appropriate.

We may also refer children to Solent NHS Trust services, including:

- Speech and Language Therapy (SaLT)
- Occupational Therapy (OT)
- Physiotherapy

Where behavioural needs have been identified, referrals can be made in partnership with parents to the Primary Behaviour Service (PBS). The service provides support through consultations, observations, family support, home visits and in-school intervention.

For children with English as an Additional Language (EAL), and those from Gypsy, Roma and Traveller communities, support can be accessed through the Ethnic Minority and Traveller Achievement Service (EMTAS). This may include assessments, family support, in-school intervention and transition support.

## Henry Tyndale Outreach Service

The school can also access support from Henry Tyndale School's Outreach Service.

**Enhanced Outreach (Tier 1)** is delivered through a formal partnership between the Local Authority and Henry Tyndale School. This support may include:

- Staff training
- Specialist advice
- Regular school visits
- Support for teaching and learning strategies
- Guidance on inclusive practice

**Individual Pupil Outreach (Tier 2)** is available through a referral process for named pupils. Support may include:

- Specialist assessments
- Advice and recommendations
- Staff training and mentoring
- Review of existing provision
- Direct work with pupils
- Monitoring and reporting on progress

For pupils with hearing impairments, we work closely with the Specialist Teacher Advisory Service.

Our Assistant Teachers (ATs), class teachers and SENDCo work collaboratively with specialist services to ensure recommendations are implemented effectively.

Your child's class teacher should always be your first point of contact if you have concerns about your child's progress or wellbeing.

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## 4. How will the school and I know how my child is doing?

Tweseldown Infant School monitors all pupils' progress regularly. Targets are set and reviewed throughout the year to ensure children are making appropriate progress.

The effectiveness of interventions is monitored through assessment before, during and after an intervention programme. These assessments help us measure progress and identify future support needs.

Class teachers, Assistant Teachers and the SENDCo meet regularly to review progress and ensure that the support being provided remains appropriate and effective.

The Governing Body monitors pupil outcomes and the effectiveness of the curriculum. The SEND Governor receives regular updates regarding provision and outcomes for pupils with SEND.

For children who require more personalised support, an Individual Learning Plan (ILP) may be developed.

ILP targets are:

- Shared with the child
- Reviewed regularly
- Developed in partnership with parents and carers
- Focused on individual strengths and next steps

Parents and carers are supported through:

- Parents' evenings
- ILP review meetings
- Regular communication with staff
- Meetings with the SENDCo when required

Weekly homework and reading books are provided, and we encourage parents to read with their child regularly to support progress at home.

Parents and carers are welcome to arrange meetings with the class teacher or SENDCo at any time during the school year.

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## **5. How will staff support my child and ensure the curriculum meets their needs?**

Tweseldown Infant School is an inclusive school where every child is recognised as an individual.

Class teachers adapt learning activities and classroom provision to meet the needs of all pupils. Support may be provided through:

- Quality First Teaching
- Differentiated learning activities
- Assistant Teacher support
- Small-group teaching
- Individual interventions

If additional support is required, interventions will be planned and overseen by the SENDCo.

Teachers work collaboratively through regular planning meetings to ensure learning is appropriately matched to pupils' abilities and needs. In Key Stage 1, pupils may occasionally be grouped according to need where this supports learning and progress.

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## 6. How is the decision made about what type and how much support my child will receive?

At Tweseldown Infant School, we follow a graduated approach to identifying and meeting pupils' needs. High-quality teaching, known as **Quality First Teaching**, is the starting point for all children.

If a child is not making expected progress despite Quality First Teaching, the class teacher and SENDCo will work together to assess the child's needs and determine whether additional support is required. Parents and carers will be involved throughout this process and informed about any intervention programmes their child will receive.

The level and type of support provided will depend on the individual needs of the child and may include:

- Additional classroom support
- Small-group interventions
- Individual intervention programmes
- Targeted support from specialist staff
- Advice and recommendations from external agencies

For children with an **Education, Health and Care Plan (EHCP)**, provision is reviewed annually through the statutory Annual Review process. This ensures that outcomes remain appropriate and that support continues to meet the child's needs. Annual reviews can be carried out early where significant changes to provision and or setting are needed.

### Examples of Current Interventions

The interventions offered at Tweseldown Infant School are reviewed regularly and may change according to the needs of our pupils. Examples include:

#### **SIDNEY**

An intervention for children identified as being at risk through dyslexia screening assessments. The programme focuses on developing early reading and spelling skills, including consonant-vowel-consonant (CVC) words.

#### **Toe by Toe**

A structured literacy programme that supports the development of phonics, reading, and spelling skills through small, manageable steps.

#### **Phonographix**

An intervention designed to develop phonological awareness and the skills required for effective reading and spelling.

#### **Speech and Language Support (SaLT)**

Targeted activities delivered by trained staff, following programmes and recommendations provided by Speech and Language Therapists.

### **Precision Teaching**

Short, daily one-to-one sessions that focus on specific learning targets and help children develop key skills through repetition and practice.

### **Occupational Therapy Activities (OT/ABC)**

Programmes designed to improve fine motor and gross motor skills, coordination, and independence.

### **Early Literacy Support (ELS)**

A structured intervention aimed at improving early literacy skills, particularly for pupils in Key Stage 1.

### **Attention Bucket**

A highly engaging intervention designed to develop attention, listening, communication, and interaction skills, particularly for children with autism and communication needs.

### **Literacy Support Groups**

Small-group interventions that focus on developing the skills required for reading, writing, sentence construction, and communication.

### **Nurture Groups**

Led by trained Emotional Literacy Support Assistants (ELSAs), these groups help children develop emotional regulation, social skills, confidence, and positive relationships.

### **Sensory Circuits**

Short, structured activities designed to prepare children for learning by improving concentration, sensory processing, and self-regulation.

### **Identi-Play**

An intervention that supports the development of early play, interaction, and social communication skills.

### **Intensive Interaction**

A communication-based approach that improves engagement, interaction, and social communication for children with complex communication needs.

### **Additional Assessment and Specialist Support**

Where further needs are identified, the SENDCo or other trained members of staff may carry out additional assessments to gain a better understanding of a child's strengths and areas for development.

We may also seek advice from specialist services and external professionals to ensure the most appropriate support, interventions, and strategies are in place for each child.

## **7. How will my child be included in activities outside the classroom, including school trips?**

At Tweseldown Infant School, we are committed to ensuring that all children are fully included in all aspects of school life, including educational visits, enrichment activities and trips.

Risk assessments are carried out for all off-site activities, and where appropriate, parents and carers of children with SEND will be invited to contribute to the planning process. This helps us ensure that suitable adjustments and support arrangements are in place.

Where necessary, children may receive additional support from an Assistant Teacher (AT) or another appropriate member of staff. Individual risk assessments may also be completed to ensure that children can participate safely and successfully.

Staff carry first aid equipment and any required medication during off-site activities to ensure pupils' health and wellbeing needs are met.

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## **8. What support is available for my child's overall wellbeing?**

At Tweseldown Infant School, we recognise that children learn best when they feel safe, supported and valued. We therefore place a strong emphasis on emotional wellbeing and mental health.

We currently have four trained Emotional Literacy Support Assistants (ELSAs) who provide targeted support for children requiring additional emotional or social support. We also have an Assistant Teacher trained to deliver TALA, a child-led intervention designed to promote emotional development and resilience.

Additional wellbeing support includes:

- A Forces Club for children from military families.
- A teddy bear scheme for children whose family members are deployed.
- Regular Relationships and Health Education (RHE) lessons.
- Opportunities for children to develop leadership and responsibility through roles such as playtime friends, register monitors and fruit monitors.
- A School Council that enables pupils to share their views and help shape school life.

The school can also access support from the Primary Behaviour Service (PBS), which provides specialist advice and strategies for children with behavioural or emotional needs.

### **Medical Needs**

We work closely with parents, carers and healthcare professionals to support children with medical needs.

Where necessary:

- Individual Healthcare Plans are developed.
- Staff receive appropriate training.
- Prescribed medication can be administered in school following completion of the required paperwork.
- Information is shared with relevant staff to ensure children are supported safely and effectively.
- In line with Benedict's Law and current allergy-safety guidance, the school maintains robust procedures for supporting children with allergies. Staff receive appropriate training to recognise and respond to allergic reactions and anaphylaxis, emergency medication is readily accessible, and individual healthcare plans are implemented and reviewed regularly to ensure pupils' medical needs are met safely and effectively

All support staff hold current First Aid qualifications.

### **SENDCo Contact Details**

**Mrs Laura Russell**

SENDCo

Email: l.russell@tweseldown.hants.sch.uk

Telephone: 01252 628843

Mrs Russell is responsible for coordinating SEND provision and is available to discuss any concerns regarding your child's needs.

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## **9. What training is provided for staff supporting children with SEND?**

We are committed to ensuring that all staff have the knowledge and skills required to support children with SEND effectively.

Training is planned in response to the needs of our pupils and priorities identified within the School Development Plan.

Recent training has included:

- Autism Spectrum Disorder (ASD)
- Precision Teaching
- Speech, language and communication needs
- Behaviour support strategies
- Dyslexia awareness and intervention
- Thrive
- Positive handling

The school also accesses specialist training and support through a range of Service Level Agreements and external agencies.

### **Emotional Literacy Support Assistants (ELSAs)**

Our ELSAs provide support for children experiencing:

- Low self-esteem
- Friendship difficulties
- Emotional regulation challenges
- Bereavement and loss
- Family separation or change
- Anxiety and worry

Parents may discuss ELSA support with either the class teacher or SENDCo.

### **Assistant Teachers (ATs)**

Our Assistant Teachers deliver a range of structured interventions and receive ongoing training and support. They work closely with class teachers and the SENDCo to ensure provision is tailored to individual needs.

### **External Training and Support**

The school can access support and training from:

- Hampshire and Isle of Wight Educational Psychology Service (HIEPS)
- Solent NHS Speech and Language Therapy (SaLT)
- Occupational Therapy (OT)
- School Nursing Service
- Primary Behaviour Service (PBS)
- Children and Adolescent Mental Health Services (CAMHS)
- Ethnic Minority and Traveller Achievement Service (EMTAS)
- Specialist Teacher Advisory Services

Where a child joins the school with needs that staff have limited experience of supporting, we will work closely with parents, previous settings and specialist professionals to secure appropriate training and advice.

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## **10. How accessible is Tweseldown Infant School?**

Tweseldown Infant School is committed to providing an accessible environment for all pupils, staff and visitors.

The school site includes a range of accessible facilities, including:

- Wheelchair access throughout the school.
- Three accessible toilet facilities.
- Designated disabled parking bays.
- A hearing loop system in the school hall.
- An accessible medical room designed to accommodate a range of additional needs.
- Facilities that can accommodate specialist equipment, including the potential installation of a hoist.
- Accessible food preparation facilities.
- Carefully chosen colour contrasts throughout the building to support individuals with visual impairments.

We continually review our accessibility arrangements and make reasonable adjustments where required to ensure all pupils can access learning and school life successfully.

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## **11. How are parents and carers involved at Tweseldown Infant School?**

We place great value on the contribution parents and carers make to their child's education and wellbeing.

Parents are encouraged to work closely with school staff and are offered a variety of opportunities to become involved in school life, including:

- Parents' evenings.
- SEND review meetings.
- Coffee mornings and information sessions.
- Parent workshops and training opportunities.
- Meetings with class teachers, the SENDCo or the Headteacher.

For children joining Reception, transition events are organised during the summer term. These provide opportunities for children and families to meet staff, explore the learning environment and become familiar with school routines.

Parents and carers are welcome to contact the school at any time if they have concerns, questions or information they wish to share.

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## **12. How are children involved in decisions about their education?**

We believe that children should have opportunities to contribute to decisions about their learning and school experience.

Children can share their views through:

- The School Council.
- Pupil voice conducted by senior leaders and subject leaders
- Individual Learning Plan (ILP) review meetings.
- Education, Health and Care Plan (EHCP) Annual Reviews.
- Person-Centred Planning (PCP) meetings where appropriate.

These opportunities help children develop confidence, independence and self-advocacy skills while ensuring their views are considered when decisions are made about their support and learning.

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## **13. What should I do if I have concerns about the school's SEND provision?**

If you have concerns regarding your child's progress, wellbeing or SEND provision, we encourage you to discuss these with us as soon as possible.

### **Step 1**

Speak to your child's class teacher.

### **Step 2**

Arrange a meeting with the SENDCo if further discussion is required.

### **Step 3**

Contact the Headteacher if concerns remain unresolved.

### **Step 4**

Follow the school's complaints procedure, available from the school office and on the school website.

If your concern relates to the Headteacher, you may contact the Chair of Governors directly.

We are committed to working collaboratively with families and resolving concerns positively and promptly.

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## **14. What specialist services and expertise are available through the school?**

The school works with a wide range of external professionals and specialist services to support pupils with SEND.

These include:

- Educational Psychology Service
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Primary Behaviour Service
- Children and Adolescent Mental Health Services (CAMHS)
- Specialist Teacher Advisory Services
- EMTAS
- Henry Tyndale Outreach Service
- School Nursing Service

Further information is available through Hampshire's SEND Local Offer.

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## **15. How will the school prepare and support my child during transitions?**

We understand that transitions can be challenging for some children and are committed to making these as smooth and successful as possible.

### **Starting School**

We support transition into Reception through:

- Open days and school visits.
- Parent information meetings.
- Stay-and-play sessions.
- Close liaison with pre-schools and nurseries.
- Home visits are carried out.
- Additional transition meetings for children with SEND.

### **Moving Between Year Groups**

Children participate in transition sessions during the summer term, which allow them to:

- Meet their new teacher.
- Visit their new classroom.
- Become familiar with new routines.

Parents also have opportunities to meet teaching staff before the new academic year begins.

### **Transfer to Junior School**

We work closely with receiving schools to ensure that information about children's strengths, needs and support arrangements is shared appropriately.

Additional visits and transition arrangements may be organised for children who require extra support.

### **Mid-Year Admissions**

When children join the school during the academic year, we:

- Arrange visits where possible.
  - Gather information from previous settings.
  - Assess reading, writing and mathematics skills.
  - Put any required support arrangements in place promptly.
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## **16. Where can I get further information about services for my child?**

Additional information about SEND services is available through Hampshire's SEND Local Offer.

The Local Offer provides information about:

- Education services
- Health services
- Social care support
- Leisure and community activities
- Preparing for adulthood
- Information, advice and guidance for families

Hampshire's Local Offer has been developed in partnership with parents, carers and young people and aims to help families access appropriate support and services.

Website: <https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>

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## **17. Review and Contact Information**

This SEND Information Report is reviewed annually to ensure it reflects current practice, legislation and the needs of our school community.

If you would like further information about SEND provision at Tweseldown Infant School, please contact:

**Mrs Laura Russell**  
**SENDCo**

Email: [l.russell@tweseldown.hants.sch.uk](mailto:l.russell@tweseldown.hants.sch.uk)

Telephone: 01252 628843

We welcome questions, feedback and suggestions from parents and carers and are committed to working in partnership to ensure every child is supported to achieve their full potential.