

Twyford C of E School

Special Educational Needs Regulation Annual Report

All mainstream schools and maintained nursery schools are required by law to produce a Special Educational Needs Report on an annual basis, [Special Educational Needs \(Information\) Regulations Clause 65](#)

All mainstream schools and maintained nursery schools are required by law to make their Special Educational Needs Report available on their website.

To avoid duplication of information the Special Educational Needs Report will form part of the school's Local Offer and can be linked to or uploaded to their record by [signing in here to the Buckinghamshire Family Information Service website](#).

This template documents has been co-produced by Bucks parents of children and young people with SEND.

1. The type of SEND provision that Twyford C of E school caters for is that every child is entitled to inclusive and high quality first teaching. Teaching is differentiated for individual needs with additional intervention and support when necessary.

The school's Accessibility policy can be found here on the schools website under policies. www.twyfordschool.org.uk

The School's Policy

2. The school's policy (including pupils who do and do not have an EHC Plan) for:
 - identifying and assessing pupils with SEND is:

Termly pupil progress meetings with class teachers and the head identify children who are not making expected progress. Children not making expected progress are identified, monitored and reviewed within half term, and if necessary after discussion with parent/ carer and child, an SEN support plan will be put in place.

When a child joins our school we also receive and consider information from the previous school or setting.

When parents or carers have concerns about the progress or attainment of their child they should in the first instance make an appointment to speak to the class teacher to discuss their concerns who, if necessary, will liaise with the SEN co-ordinator as appropriate.

- evaluating the effectiveness of its provision for pupils with SEND is:

Children receiving additional support are closely monitored by the class teacher, the SEN co-ordinator and the head. If children are not making expected progress, the provision is reviewed and altered immediately to improve the impact on the child.

- assessing & reviewing the progress of pupils with SEND is:

The progress of SEND pupils is monitored termly by the class teacher and the SENCO. Progress made towards the outcomes is shared with the child and the parents in termly meetings.

The SEND Governor will monitor provision termly and report to the governing body annually on progress of SEND children.

The School's approach to teaching

3. The school's approach for teaching pupils with SEND (including pupils who do and do not have an EHC Plan)
 - by adapting the curriculum & learning environment is:

All teachers are well informed of the needs of all children through transition meetings in the summer term. Teachers plan daily differentiated lessons to accommodate differing needs, levels and learning styles. Individual needs are planned for e.g. Visual prompts, pencil grips, word banks and equipment.

- with additional support for learning is:

We are an inclusive school and ensure that all children can access a quality curriculum adapting plans and expectations according to need.

We acknowledge and draw on parents' knowledge and expertise in relation to their children.

Children who need individual support are given one to one adult support in their areas of need. A school based support plan is written for each child and relevant staff all trained in the delivery. Outcomes are monitored closely.

- through activities that are available to pupils with SEND in addition to those available through the curriculum is:

Intervention groups are set up for children who have specific needs as recommended by outside agencies e.g. Gross motor and fine motor programmes, numeracy and literacy support, social, emotional and mental health groups.

Assess- this involves taking into consideration all the information from discussions with parents or carers, the child, the class teacher and assessments.

Plan – this stage identifies the barriers to learning, intended outcomes, and details what additional support will be provided to help the pupil overcome the barriers. Decisions will be recorded on a Provision Map and will form the basis of termly review meetings with parents and pupils.

Do – providing the support as set out in the plan

Review – measuring the impact of the support provided and considering whether changes to the support need to be made. All those involved contribute to this review. This stage informs the next cycle, if necessary.

We are aware that there may be many reasons why a learner at times seems to be underperforming. These may include absences, attending lots of previous schools, difficulties with speaking English, or worries that distract them from learning. As a school we understand that pupils who experience these 'barriers to learning' are vulnerable. This does not automatically mean that all vulnerable learners have SEN. Only those with a learning difficulty that requires special educational provision will be defined as having SEN.

For a small number of learners their needs may require access to technology e.g. modified ICT equipment, recording devices.

- through improving the emotional and social development of pupils with SEND is:

Children with medical needs have a detailed medical care plan drawn up by the staff and school nurse in consultation with parents and carers. These are discussed with all school staff where appropriate.

Where necessary, and in signed agreement with parents and carers, medicines are administered in school but only when a signed medical consent form is in place to ensure the safety of the child and staff member.

All staff are trained in first aid, asthma inhaler and epipen administration.

The school has a School Council which expresses pupil voice. They review the behaviour policy annually and agree to its content. Pupils agree class rules about behaviour.

Expectations, rewards and sanctions are fully understood by children and staff. A positive approach to behaviour management is core to our school ethos.

Attendance is monitored and any pattern of absence is followed up.

The School's/Nursery school's facilities

4. The school's/nursery school's facilities to include pupils with SEND and how you obtain new or specialist equipment & facilities is:

As a school we are happy to discuss individual requirements.

We have an accessibility plan in place and where feasible make adjustments to improve the accessibility of our environment to meet individual needs.

Facilities we have at the moment include: double doors in some parts of the building and one toilet adapted for disabled users.

The SEN budget is allocated each financial year, Where appropriate, the money is provided for additional support equipment or resources dependent on individual needs.

The School's/Nursery school's training

5. The school's/nursery school's arrangement for training staff in relation to pupils with SEND is:

We invest time and money in training our staff to improve provision for all students, to develop enhanced skills and knowledge to deliver short term group support interventions and individual support and interventions.

Our SENCO is very experienced in the role and receives training in specific areas.

All our teachers hold qualified teacher status and all staff members, including TA and HLTAs receive regular training to best support pupils with SEND.

Specialist expertise is obtained by the school/nursery school by:

We involve educational outside agencies including the specialist teaching service, educational psychologist service, occupational therapists and speech and language therapists
Specialist health services we draw on include the school nurse, disability nurse and CAMHs.

All external partners we work with are vetted in terms of safeguarding.

The School's/Nursery school's consultation

6. The school's/nursery school's arrangements to consult with and involve:
- parents/carers of pupils with SEND about the education of their child/ young person is:

We work in partnership with parents to support each child's wellbeing, learning needs, progress and aspirations.

Parents are encouraged to contact their child's class teacher to discuss any concerns at any time.

Termly Parents' Evenings and annual reports give all parents and carers regular feedback on their child's up to date attainment and progress, their future targets and any behavioural, emotional or social difficulties.

Annual review meetings are held for children with an Education Health Care Plan.

Children receiving SEN support will have a termly plan put in place which will take the form of a provision map. This support and how they can help their child at home is discussed and reviewed with parents each term. This usually takes the form of a meeting at school but if this is not possible, by phone.

Parents are invited to become involved in school life through a number of means for example through the weekly newsletter, the PTA, hearing children read, volunteering in school or on outside visits and ongoing invitations to school events throughout the year.

Our Governing Body includes Parent Governors.

- children/ young people about their education is:

Individual targets are discussed and reviewed with the children. They have input in deciding what they would like to focus on so that their learning is centred around them. They help to decide if they have achieved them.

The School's/Nursery school's partnerships

7. The school's/nursery school's governing body/ proprietor involve other bodies (incl health, social care, BCC support services, voluntary & community groups) to meet the needs of pupils with SEND and their families including:

Specialist Teaching service to support students with Autism, Visual impairment, Hearing impairment and Physical Disabilities, Speech and Language needs.

Child Protection Services

Educational Psychology

CAMHs (Child and Adolescent Mental Health Service)

School Nurse

Community Paediatrics

Social Care

Family resilience

Occupational Therapy

Physiotherapy

Speech and Language Therapy

Education and Welfare Officers

Counsellors

Pathways Pupil Referral Unit

County SEN Team

Appropriate referral forms are completed by parents and the school to involve the above bodies.

8. The school's/nursery school's arrangements for pupils with SEND transferring between other education providers or preparing for adulthood & independent living is:

Most nursery children remain in our school into Reception. Discussions between Early Years and on into school are detailed and support the children and families.

We have good relationships with the settings that pupils have moved onto and we are developing relationships with local secondary schools. Teachers from all settings are welcome to visit our school to meet teachers and pupils and to gather information about pupil's attainment, strengths and additional needs. We pass on records to these schools and liaise with SENCOs. Pupils visit their new settings in the Summer term.

When children join our school in other year groups we gather information from their previous schools and ensure that support is put in place as soon as they arrive in school. We pass on relevant information to receiving schools when pupils leave.

9. The school/nursery school communicates the contact details for the support listed above to pupils with SEND and their families by:

Letters, fliers, meetings.

The School's/Nursery school's key contacts

10. The name and contact details of the school's/nursery school's SEN co-ordinator?

Name: Miss Dominique White

Email: office@twyford.bucks.sch.uk

Tel: 01296 730305

11. The contact for compliments, concerns or complaints from parents of pupils with SEND?

Name: **Mrs Judith Bloomfield**

Email: office@twyford.bucks.sch.uk

Tel: 01296 730305

The school's/nursery school's Complaints policy can be found here:

www.twyfordschool.org.uk

The School's/Nursery school's link to the Bucks Local Offer

Information for the Local Offer for Buckinghamshire is available at www.bucksfamilyinfo.org/localoffer

The Bucks Local Offer provides information and advice on Special Education Needs & Disability provision, both inside and outside the Local Authority. If you wish to contact Buckinghamshire County Council about the Local Offer please call 0845 688 4944 or email familyinfo@buckscc.gov.uk