



Annual Special Educational Needs and Disabilities Information Report 2021-2022

1. Type of SEND provision

At Twyford C of E School we strive to support ALL children in order to enable them to achieve their full potential. Quality First Teaching is the initial 'provision' that every child at Twyford receives. However, for some children, at some point during their school life, additional support may be required to help them achieve their personal targets.

- A copy of our [SEND Policy](#) can be found on our website.
- Our [Accessibility Policy](#) can also be found on our website

Currently we have 104 children on role

- N1 = 6
- N2 = 7
- Main school 91

12 of whom on the Special Needs Register at Support Plan Level.

2. Outline of the School's policy

Identifying pupils with SEND

Pupils may be flagged up as a concern by a number of means.

- Concerns raised by parents/carers or the child/young person
- Termly analysis of Statutory and teacher assessments.
- Information from feeder schools on transfer.
- Class teacher's observations
- External agencies' input
- Information from medical professionals

N.B. Although the school can identify special educational needs, and make provision to meet those needs, it does not offer diagnoses. These can be sought by the school (with parental consent) or by the parent via external agencies.

Evaluating the effectiveness of provision for Pupils with SEND

We continuously strive to ensure our provision has a positive impact on the outcomes for all of our children. The progress of children with SEND is monitored by class teacher, Head and SENCo through a combination of a number of the following

- summative assessments

- day to day observations
- feedback from the child and parents/carers
- advice/assessments from other agencies/professionals
- standardised tests (starting 2022)
- Statutory Test results

This information regarding progress is then used to evaluate the effectiveness of the provision.

Other methods of evaluation include:

- Book scrutiny
- Provision mapping
- SENCO/SLT/Governor monitoring
- Learning walks
- Performance management targets
- Feedback from the child and/or their parents/carers

Reviewing the progress of pupils with SEND

Progress towards identified targets is reviewed with child, Parent, CT and SENDCo on a regular basis

- EHCP – Support plan half-termly and again at Annual Review
- SEN support – half-termly
- SEN concern – termly

However, a review can be initiated at any time if concerns are raised about a child's progress.

This review not only evaluates the child's progress towards desired outcomes, but also the appropriateness and effectiveness of the provision. Adjustments will be made in light of this reflective process.

3. Twyford School's Approach to teaching pupils with SEND

Twyford employs a graduated approach to addressing Special Educational Needs.

Initially, we aim to provide Quality First teaching for all children in the school. According to the Ordinarily Available Provision document provided by Bucks County this can and should include some extra support or interventions.

Our level of provision increases as the child moves through the Graduated stages.

- Concern
- Support Plan
- High Needs Block Funding
- Educational Health and Care Plan

Possible adaptations to the curriculum and learning environment

- Curriculum will be adapted as, when, and how required
- Curriculum delivery will be planned to suit various learning styles
- Language used in the classroom will be appropriate to the learners' levels of understanding
- Visual prompts and support resources will be prevalent
- IT resources utilised
- Additional staffing may be provided
- In class support from TA or CT
- Extra/specialist physical equipment provided as required

- Seating arrangements considered carefully
- 1:1 support in exceptional cases
- Time limited interventions towards identified SMART targets

Provision of activities in addition to those available through the curriculum

We have clubs, some run by teachers and some by our Sport Specialist providers and we ensure that, as far as possible, all extra-curricular activities are open to all children.

For school trips and residential (e.g., Annual Year 5/6 activity week), Risk Assessments will be carried out, if relevant, for the individual child. Parents and the child will be consulted and involved at every stage of planning for a School Trip.

If possible, additional support such as an extra adult, specialist equipment or extra resources, will be provided as required.

Improving the Emotional and Social development of pupils with SEND

The children's emotional and social development is supported throughout the school by all members of staff. It is also addressed through a differentiated PSHE curriculum. Children are encouraged to identify and discuss their feelings with peers and their class teacher/assistant. Some pupils may require more targeted support which is offered through social skills groups. In addition, a key adult may be allocated for extra support and specific interventions.

School can also refer to

- CAMHS (Child and Adolescent Mental Health Service)
- Family Support Service
- School Nurse

All of this takes place in close consultation with the child and parents/carers.

4.The School's facilities

The whole school site is accessible, available, and relevant to all children.

The setting is rural, made up of decorated playgrounds, gardens, grass, climbing frames and surfaced play areas. Many of these elements are used during our support of SEND children for time out, movement breaks and physical activity. The environment is quiet (the school is sited on a no-through road) with a variety of natural flora and fauna - access to which is widely recognised as promoting well-being in adults and children alike.

With the exception of the rear access to and from the hall, the school largely complies with the Disability Discrimination Act (DDA).

- The school has a toilet adapted for disabled users.
- A disabled parking bay is available in the school car park offering easier access for pupils and parents/carers.
- Personal Emergency Evacuation Plans (PEEPS) are in place for every child with a physical disability to identify exit routes from every classroom they access, in the event of a fire.
- Individual Risk Assessments are completed for children with Physical disabilities.

The school's [Accessibility plan and Policy](#) can be found on our website.

5. Training for staff to help them support children/young people with SEND

Arrangements for training staff in relation to Pupils with SEND

- Staff Training will be arranged as and when it is requested or deemed appropriate. This may be for the individuals, whole staff, or just relevant groups.
- This training can be delivered by:
 - SENDCo
 - External Specialists/Agencies
 - Other members of staff
- This training can be delivered
 - At staff meetings
 - At liaison meetings
 - On INSET days

Access to Specialist Expertise

- SENDCO is in close contact with External agencies (listed in Section 7) and can, and does, draw on their expertise and advice when required.
- Some External Agencies are regularly involved with EHCP children as a result of specifications on their EHCP. This provides a close network of support and ideas for all those involved with working with those children.
- SENDCO, who has many years experience of working in Special Education, disseminates advice/ideas/strategies to all staff by INSET training and liaison meetings.

6. Arrangements for consultation and involvement of parents/carers about the education of their young person

- If parents have a specific concern, they are encouraged contact the Class Teacher or Nursery Lead in the first instance, who will liaise with the SENDCO/Head as appropriate.
- Class Teacher will inform Parents/carers of any concerns about a child's progress
- Assessment data is shared on a termly basis and will inform parents/carers of their child's/ young person's progress.
- Parent evenings are held twice a year when parents/carers can meet with class teachers.
- Parents of Support Plan level children are invited to contribute to a half-termly review meeting with CT and SENCO
- Parents of pupils on a concern level are invited to contribute to a termly review meeting.
- Any child with an EHC Plan will have an Annual Review, in addition to the termly Support Plan review meetings.

7. The School's Partnerships

The school's governing body involves the following 'other' bodies (incl. health, social care, Buckinghamshire Council support services, voluntary and community groups) to meet the needs of pupils with SEND and their families.

[Local family Centres](#)

[Family Support Service](#)

[School Nursing Team](#)

[Speech & Language Therapy Services](#)

[Specialist Teaching Services](#) including teams for:

- Autism Spectrum Disorder
- Language Disorder
- Cognition and Learning
- Hearing Impairment
- Vision Impairment
- Physical Disability
- Down Syndrome
- Multi-Sensory Impairment

[Child and Adolescent Mental Health Service \(CAMHS\)](#)

[County SEND Team](#)

[Child Protection Services](#)

[Pupil referral Unit](#)

[Community Paediatrics](#)

[Occupational Therapists](#)

[SENDIAS](#) (Special Educational Needs and Disability Information, Advice and Support Service)

8. Arrangements for SEND pupils transferring between other education providers

The process

- Each SEND child's transition arrangements will be planned and implemented on an individual basis.
- The arrangements will be planned in close liaison with parents/carers, the child, and the staff of the new and current setting.
- Plenty of opportunities to familiarise the child with the new staff, site and daily routine will be arranged, such as
 - Additional visits to the new setting.
 - Additional visits from new support staff.
 - Additional support from current staff to address emotional needs.
 - Additional supportive resources (such as social stories) will be provided if deemed appropriate.
- Transfer and dissemination of vital information/paperwork will be managed in a timely manner.

Our link settings

- [The Buckingham School](#)
- [The Royal Latin School](#)
- Any other school a child may move to, or arrive from, including
 - Special Schools
 - Other local Primary schools
 - Local Nurseries/Pre-schools

9. Communication of contact details for the support agencies (Section 7) to pupils with SEND and their families.

We communicate information about support services that might be useful to parents/carers in various ways relating to support services

- Our [SEND policy](#) is on our school website and is reviewed annually
- Our [Annual Information Report](#) is on our website.
- Our weekly [Newsletter](#) is on the school website
- Contact information that is pertinent to an individual child will be shared with parents/carers via:
 - email/telephone call
 - Parent consultation meetings (twice a year)
 - Termly SEND Support Plan review meetings
 - Annual Review meetings

8.The School's Key contacts

Our SEND team is led by our SENDCo Mrs Wendy Kerr who works closely with the Headteacher, the staff and the SEND Governor (Mr M Burrige) to monitor the progress of children's learning and manage the provision for those with additional needs.

SENDCo: Mrs Wendy Kerr
senco@twyford.bucks.sch.uk
 01296 730305

For compliments, concerns, or complaints about a child with SEND please contact:

Head Teacher: Mrs Judith Bloomfield
Headteacher@twyford.bucks.sch.uk
 01296 730305

The school's [Complaint's policy](#) can be found on the school website.

Impartial advice is available from the Special Educational Needs and Disability Information, Advice and Support Service ([SENDIAS](#))

9. Bucks Local Offer

The Bucks Local Offer provides information and advice on Special Education Needs & Disability provision, both inside and outside the Local Authority.

- Twyford School's contribution to Bucks Local Offer can be found [here](#)
- General Information for the Local Offer for Buckinghamshire is available at www.bucksfamilyinfo.org/localoffer