

# Annual SEND Information Report

## 2023-2024



### Introduction

Since 2014 schools have been required to publish an annual 'SEND Information Report' to set out the support they provide for children with Special Educational Needs with Disabilities (SEND). Not only does this keep current parents informed about what support is available for their children at the school, but it also forms Twyford School's contribution to Buckinghamshire Council's 'Local Offer'. The purpose of the Local Offer is to ensure that all parents in the county are aware of all the options available to them, when they are seeking a school, or additional support, for their child with SEND.

Buckinghamshire's Local offer is published on their website – <https://familyinfo.buckinghamshire.gov.uk/send/>

This report also aims to explain how Twyford's Governing body have implemented their [Policy for supporting pupils with SEND](#). The policy and this Annual SEND information report are published on the SEND page of the school website <https://www.twyfordschool.org.uk/about-our-school/special-educational-needs/>

### Who is the key contact for SEND at school?

Our SEND team is led by our SENDCo Mrs Wendy Kerr who works closely with the Headteacher, the staff and the SEND Governor (Mrs Laura Charles) 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](mailto:senco@twyford.bucks.sch.uk)  
01296 730305

### What kinds of SEND do we support?

At Twyford C of E School we strive to support all children, with or without SEND, to enable them to achieve their full potential. Initially, we aim to provide every child with Quality First Teaching, which may include some small group work or interventions. However, for some children, at some point during their school life, additional support may be required to help.

Please feel free to read our [Admissions policy](#) and [Accessibility plan and policy](#).

### How do we identify children with SEND?

Children may be highlighted, as being of a concern, by several methods:

- concerns raised by parents/carers
- concerns raised by the child/young person
- concerns raised by the class teacher
- during termly analysis of school's assessment system – at pupil progress meetings – this may show
  - slow or decreasing rate of progress
  - significant and increasing gap between the child's level of achievement and that expected level
- analysis of national statutory assessment results
- significant changes in behaviour/attitude
- information from feeder schools on transfer
- external agencies' input
- information from medical professionals

These concerns are shared with the class teacher, Headteacher and the SENDCo who then develop an overview and plan a way forward. This may lead to a more detailed assessment of the child's needs (see below).

*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.*

## How do we assess a child's needs?

Once a concern has been raised about a child, a series of information gathering meetings take place with

- the child
- the parents/carers
- the class teacher and teaching assistant
- and any external/health agency involved with that child

If required, the SENDCo may complete a full 'overview' assessment with the child looking at areas such as

- reading
- writing
- comprehension
- language – receptive and expressive
- numeracy
- handwriting
- phonological awareness
- memory
- social skills

If the way forward is still not clear, the SENDCo may invite in external specialists to complete more detailed assessments with the child on specific areas.

All this information is then drawn together on to a 'Concern' or 'Support Plan' document which includes some initial steps/targets and provision which is agreed by all those involved, including the child.

## What is the school's approach to teaching children with SEND?

At Twyford, we employ a graduated approach to addressing Special Educational Needs which follows the statutory requirements laid out in the SEND Code of Practice (2014).

As standard practice we aim to provide Quality First Teaching (QFT) for all children in the school. According to the Bucks County document '[Ordinarily Available Provision](#),' this may include some extra support or interventions.

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

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

Examples of provision offered

- Curriculum adapted as, when, and how required
- Curriculum delivery will be adapted or varied 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 teaching assistants or class teacher
- Extra/specialist physical equipment provided as required
- Seating arrangements considered carefully
- 1:1 support in exceptional cases
- Time limited interventions towards identified SMART targets set out on an Individual Provision Map

## How do we evaluate the effectiveness of the provision we make for SEND children?

We continuously strive to ensure our provision has a positive impact on the outcomes for all our children. The progress of children with SEND is continually monitored by the class teacher, the Headteacher and SENDCo through the following methods:

- feedback from the child
- feedback from parents/carers
- class teacher and teaching assistant observations

- progress towards specific targets
- advice/assessments from other agencies/professionals
- statutory test results
- book checks
- SENDCo/SLT/Governor data monitoring
- learning walks
- summative and formative assessments

This information is then collated by the SENDCo and shared with all those involved in the provision at the reviews (see timetable below). Decisions are then made, considering this information, whether to continue, amend or end a specific provision for that child.

### **How do we review the progress of pupils with SEND?**

Progress towards identified targets is reviewed with child, parent, class teacher and SENDCo on a regular basis. The standard review timetable for each level of provision is

- EHCP – Support plan termly and again at Annual Review
- SEND support – termly
- SEND concern – bi-annually

However, a review can be initiated at any time if concerns are expressed 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 considering this reflective process.

### **How do we ensure that SEND children can engage with activities available to all the children in the school?**

We offer after school clubs either run by teachers or our sport specialist providers, and we strive to ensure that, as far as possible, all extra-curricular activities are open to all children.

For school trips and residentials (e.g., Year 5/6 residential week) individual risk assessments will be carried out, if relevant, for a child. Parents and the child will be consulted and involved at every stage of planning for a school trip. If deemed necessary by the Risk Assessment, additional support such as an extra adult, specialist equipment or extra resources, will be provided.

### **How do we improve the emotional and social development of pupils with SEND?**

We are fortunate to be a small, compact school which allows us to provide an incredibly supportive community around each child. Children are actively encouraged to identify and discuss their feelings with peers and their class teacher/assistant. Some pupils may require more targeted support to be able to do this, and this is offered through tailored social skills activities. In addition, a key adult may be allocated to a child if they require extra support and specific interventions.

We have a zero-tolerance policy for bullying which we aim to be consistently implemented by all the school staff. Please see our [anti bullying policy](#).

Social, Emotional and Mental health is also addressed through

- our PSHE curriculum
- Visits from the school dog, Hobbes
- Small group activities to promote emotional intelligence.

In addition, we have access to advice or assessments from

- 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.

### **What are the school's facilities?**

The whole school site is accessible and available to all the children. The setting is rural, made up of playgrounds, gardens, a playing field, climbing frames and surfaced play areas. Many of these elements are used during our support of children with SEND children, for time out, movement breaks, and focusing or stimulating 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.

The school complies with the Disability Discrimination Act (DDA). Relevant resources include

- a toilet adapted for disabled users
- handrails for stepping out to the playground
- a disabled parking bay
- Personal Emergency Evacuation Plans (PEEP) are put place for any child with a physical disability
- Individual Risk Assessments are completed for children with physical disabilities

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

### **How do we train our staff to help them support children/young people 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.
- The SENDCo, who has many years of experience of working in Special Education, disseminates advice/ideas/strategies to all staff through INSET days, staff meetings and regular meetings with the class teachers (formal and informal).
- Our associated advisory agencies can be purchased to provide training.
- We also use online training sessions. These are now widely available and easily accessible.
- Staff training requests and needs are highlighted at their annual individual performance review.
- Specific training may be set up if a child's particular needs require it.

### **How do we consult and involve parents in the education of their child?**

At Twyford, we recognise that a parent or carer knows their child better than anyone and therefore their input into any assessment or provision is vital. We actively seek this input at every stage of the provision process. Parent's evenings are held twice a year as well as the following:

- Parents are encouraged to contact the class teacher or Nursery Lead at any point during the year. If necessary, the class teacher will then liaise with the SENDCo/Headteacher as appropriate and feedback to the parent.
- The class teacher will inform parents/carers of any concerns about a child's progress. As far as possible this will be done in person.
- Parents are consulted and informed at every step of their child's assessment.
- Parents are encouraged to be involved with, and contribute to the planning, implementation and reviewing of any provision set in place for their child.
- Parents can email or call the school office or SENDCo at any time to discuss concerns.

Meetings to review the provision we set in place then take place regularly and parents are encouraged to attend and/or contribute. All documentation is shared with parents for them to comment on.

- Any child with an EHC Plan will have a formal Annual Review, in addition to the termly Support Plan review meetings.
- Support Plan level children have a termly review meeting with the class teacher and SENDCo.
- Concern level children have a bi-annual review meeting with the class teacher.

### **How do we consult and involve the child in their SEND provision?**

The child is involved at every step of the process.

- **Assessment:** SENDCo/class teacher/teaching assistant facilitates a discussion with the child around the subject of their specific challenges in school. They are encouraged to contribute in a way, and in a setting, that allows them to express their opinion and feelings confidently.
- **Implementation:** Individual targets and suggested activities are discussed and shared with the pupil before they are finalised.
- **Review:** The children are encouraged to review their progress and provision in a way, and in a setting, that allows them to express their opinion and feelings confidently. This may be at, or prior to, a review meeting.

## Does the school involve external agencies?

The school's governing body and/or SENDCo can involve external agencies (incl. health, social care, Buckinghamshire Council support services, voluntary and community groups) to help them meet the needs of pupils with SEND and their families. The school can contact these agencies for general advice or refer children to them for more individual support. Parents will always be consulted before contact is made with an outside agency (unless there are significant Safeguarding concerns).

- The SENDCo is in close contact with many external agencies and specialists (listed in Section 7). These are funded and managed by the Local Authority. The SENDCo can, and does, draw on their expertise and advice when required. These are accessible via
  - Email or phone
  - Requested Specialist Advice Consultations (SAC) usually online
  - Purchased assessments/input
- Some External Agencies are more 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.

Many of these agencies can also be contacted directly by parents without the school's involvement. Their websites are a source of much information.

[Local family Centres](#)

[Family Support Service](#)

[School Nursing Team](#)

[Speech & Language Therapy Services](#)

[Occupational Therapy](#)

[Physiotherapy](#)

Specialist Teaching service - support teachers and SENDCos. These include teams for

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

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

[Child Protection Services](#)

[Pupil referral Unit](#)

[Community Paediatrics](#)

Educational Psychologists- advise teachers and SENDCos and school can purchase individual assessments

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

[Integrated SEND \(iSEND\) service](#)

## What are the arrangements for SEND pupils transferring to or from other education providers?

- 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 unfamiliar 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 paperwork will be managed in a timely manner once the child has formally transferred.

## What are the arrangements for handling complaints or compliments from parents of children with SEND?

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

Head Teacher: Mrs Judith Bloomfield

[Headteacher@twyford.bucks.sch.uk](mailto: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](#))

Report compiled by Wendy Kerr (SENDCo)

October 2023