

# Annual SEND Information Report

## 2025-2026



### 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.

This report also explains how Twyford's Governing body has 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.

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

Our SEND team is led by our SENDCo, Miss Gemma Anderson, who works closely with the Headteacher, the staff and the SEND Governor (Mr Kristopher Craven) to monitor the progress of children's learning and manage the provision for those with additional needs.

SENDCo: Miss Gemma Anderson  
[sendco@twyford.bucks.sch.uk](mailto:sendco@twyford.bucks.sch.uk)  
01269 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.

Our [Admissions policy](#) and [Accessibility policy and Plan](#) are available on the school website.

### 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 the 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 all stakeholders (parents, class teacher, teaching assistants, Headteacher) and a plan is developed. This may involve 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
- mental well-being

If the way forward is still not clear, the SENDCo may seek advice or input from external specialists.

All this information is then drawn together on to a 'Concern' document or an 'SEND Support Plan' which includes some initial steps/targets and provision and is agreed upon 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
- 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
- Movement/brain breaks
- Supervised time out of class

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

We continuously strive to ensure our provision positively impacts 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 child's provision at the reviews (see timetable below). Decisions are then made on whether to continue, amend or end the 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         | autumn, spring, and summer term, then again at Annual Review |
| • SEND support | autumn, spring, and summer term                              |
| • SEND concern | termly   |

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 our school staff 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 completed, if relevant. 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 school that provides 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. Additionally, during 2024- 2025, one of our teaching assistants is training to become an Emotional Learning Support Assistant (ELSA).

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

- Small group activities to develop 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. We are also lucky enough to have a wooden pavilion that provides an outdoor learning space. 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 school complies with the Disability Discrimination Act (DDA). Relevant resources include:

- a toilet adapted for disabled users
- 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.
- Our SENDCo, who holds the NASENCO (National Award for SEN Co-ordination), has many years of experience working in Special Education. She uses this knowledge to disseminate advice/ideas/strategies to all staff through INSET days, staff meetings and regular meetings with the staff members (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 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 soon as possible and this will be carried out 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, call the school office or SENDCo, at any time, to discuss concerns.

Meetings to review the provision we set in place takes 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.
- Concern level children have a termly 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 manner 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](#)
- [Specialist Teaching service](#) - 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 \(CAMHS\)](#)
- [Children's Services](#)
- [Pupil referral Unit](#)
- [Educational Psychologists](#)
- [SENDIAS](#) (Special Educational Needs and Disability Information, Advice and Support Service)
- [SEND support line](#)
- [Community Paediatricians](#) - <https://www.buckshealthcare.nhs.uk/cyp/community-paediatrics/>
- [School Nursing Team](#) - <https://www.buckshealthcare.nhs.uk/cyp/school-nursing/>

- [Speech & Language Therapy](https://www.buckshealthcare.nhs.uk/cyp/speech-and-language-therapy/) - <https://www.buckshealthcare.nhs.uk/cyp/speech-and-language-therapy/>
- [Occupational Therapy](https://www.buckshealthcare.nhs.uk/cyp/occupational-therapy/) - <https://www.buckshealthcare.nhs.uk/cyp/occupational-therapy/>
- [Physiotherapy](https://www.buckshealthcare.nhs.uk/our-services/physiotherapy/) - <https://www.buckshealthcare.nhs.uk/our-services/physiotherapy/>

#### **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:

Headteacher: Mr Sam Thompson

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

01296 730305

The school's [Complaints and Resolutions 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](#))