

# Special educational needs (SEN) information report

Twydall Primary School



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| <b>Approved by:</b>        | Nikita Roscoe | <b>Date:</b> 18.12.23 |
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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website [here](#).

**Note:** If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

## 1. What types of SEND does the school provide for?

Our school provides for pupils with the following needs:

| AREA OF NEED                               | CONDITION  |
|--|--|
| <b>Communication and interaction</b>       | Autism spectrum disorder   |
|  | Speech and language difficulties   |
| <b>Cognition and learning</b>              | Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia |
| <b>Social, emotional and mental health</b> | Attention deficit hyperactive disorder (ADHD)                              |
|  | Attention deficit disorder (ADD)   |
| <b>Sensory and/or physical</b>             | Hearing impairments  |
|  | Visual impairment  |
|  | Multi-sensory impairment   |
|  | Physical impairment  |

## 2. Which staff will support my child, and what training have they had?

### Our special educational needs co-ordinator, or SENCO

Our SENCO is Nikita Roscoe. She has 7 years experience in this role and has worked as an Assistant Head Teacher and Inclusion Manager and is also a qualified teacher. She achieved the National Award in Special Educational Needs Co-ordination in 2016 and also completed her Postgraduate Certificate in Specialist Teaching and Assessment for Dyslexia in 2023.

The SENCO works full-time to manage SEND provision, alongside her Assistant Head Teacher duties.

### Class teachers

All of our teachers receive in-house SEND training, and are supported by the SENCO to meet the needs of pupils who have SEN.

Staff also receive training, as needed, from external agencies which can include Educational Psychologists, Occupational Therapists, Speech and Language Therapists, Outreach Services, Specialist Advisory Teachers for Hearing and Visual Impairments etc.

### Teaching assistants (TAs)

We have a team of TAs, including higher-level teaching assistants (HLTAs) who are trained to deliver SEND provision.

We have a number of teaching assistants who are trained to deliver specific interventions such as Precision Teaching, Fresh Start, Read Write Inc interventions, LEGO Therapy, Sensory Circuits and Toe-by-Toe. A

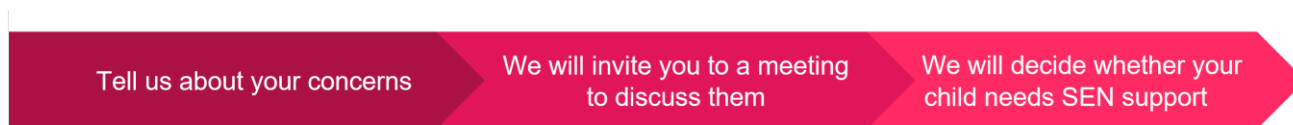
number of staff have also received bespoke training and support from specialists in more specialised areas such as Speech and Language Therapy, Physiotherapy and Occupational Therapy.

### External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These include:

- › Speech and language therapists
- › Educational psychologists
- › Physiotherapists
- › Occupational therapists
- › GPs or paediatricians
- › School nurses
- › Child and adolescent mental health services (CAMHS)
- › Place2Be
- › Social services and other LA-provided support services
- › Voluntary sector organisations

### 3. What should I do if I think my child has SEN?



If you think your child might have SEN, the first person you should tell is your child’s teacher. Who can be contacted via Class Dojo to arrange a time to discuss your concerns.

They will pass the message on to our SENCO, Nikita Roscoe, who will be in touch to discuss your concerns.

You can also contact the SENCO directly via Class Dojo.

We will meet with you to discuss your concerns and try to get a better understanding of what your child’s strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what’s been discussed and add this to your child’s record. You can request a copy of this.

If we decide that your child needs SEND support, we will formally notify you in writing and your child will be added to the school’s SEND register.

### 4. How will the school know if my child needs SEND support?

All our class teachers are aware of SEND and are on the lookout for any pupils who aren’t making the expected level of progress in their schoolwork or socially. This might include areas such as reading, writing, mathematics, play skills, speaking and listening skills.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don’t have SEND usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO may observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENCO will decide whether your child needs SEND support. You will be told the outcome of the decision in writing.

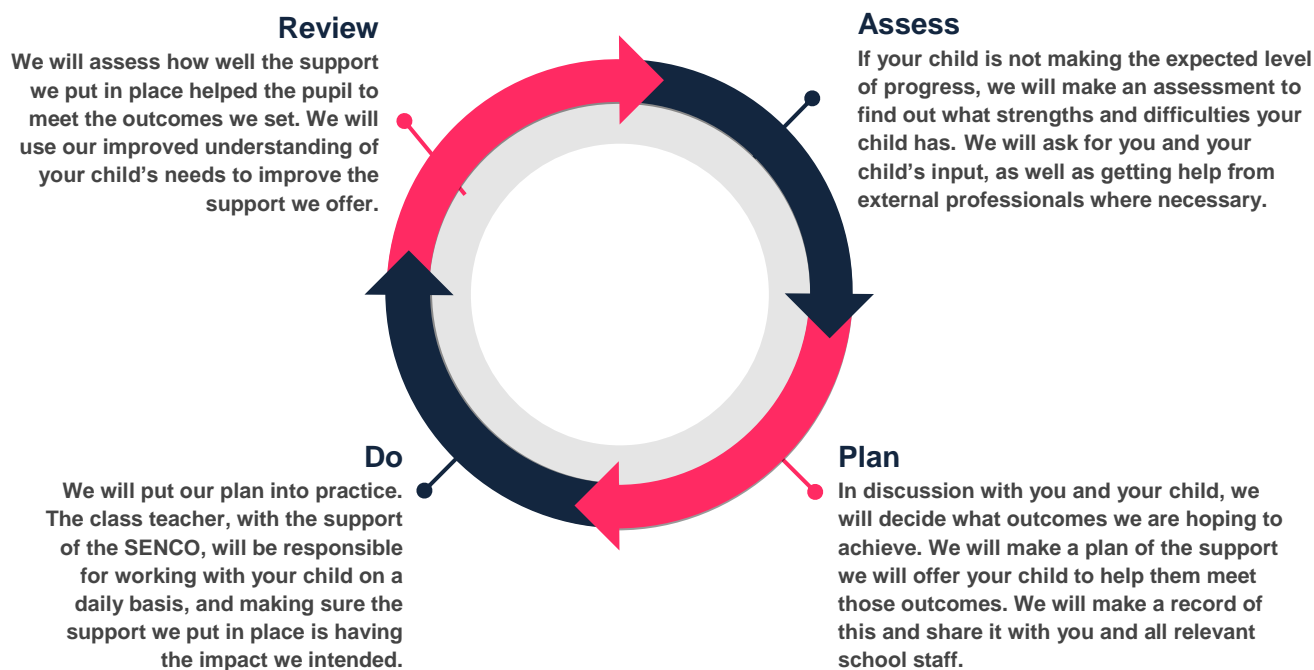
If your child does need SEND support, their name will be added to the school's SEND register, and the SENCO will work with you to create a SEND support plan for them.

## 5. How will the school measure my child's progress?

At Twydall Primary School, a range of assessments are used to measure children's progress. Some examples of assessments we use are from PiXL, Read, Write, Inc, (phonics), Boxall Profiles, Strength and Difficulties Questionnaires, personalised targets and end of Key Stage tests/assessments.

We will follow the 'graduated approach' to meeting your child's SEND needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEND support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

## **6. How will I be involved in decisions made about my child's education?**

We will provide updates on your child's progress through our termly parent/carer consultation evenings and end of year report.

Your child's class/form teacher will meet with you to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you can request a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher either in person or via Class Dojo.

## **7. How will my child be involved in decisions made about their education?**

The level of involvement will depend on your child's age, and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

## **8. How will the school adapt its teaching for my child?**

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These may include:

- Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis when required and deemed an efficient use of the resources available. We do not as a rule provide 1:1 support, but recognise that this may necessary for some individuals on a short-term basis or for part of the day.
- Teaching assistants will support pupils in small groups when children are able to access learning at a similar level or through the same teaching style

We may also provide the following interventions (please note, this list is not exhaustive):

| AREA OF NEED                         | CONDITION   | HOW WE SUPPORT THESE PUPILS   |
|--------------------------------------|---|---|
| <b>Communication and interaction</b> | Autism spectrum disorder  | Visual timetables<br>Social stories<br>LEGO Therapy<br>First and Then boards<br>Task management boards<br>Individual work stations<br>Attention Autism<br>Intensive Interaction<br>Sensory aids   |
|                                      | Speech and language difficulties  | Speech and language therapy<br>PECS and other communication cards<br>Colourful semantics  |
| <b>Cognition and learning</b>        | Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia | Writing slope<br>Fine and Gross motor skills interventions<br>Precision teaching<br>Multi-sensory approaches to learning<br>Learning in small chunks<br>Spelling interventions<br>Reading, Writing and Maths interventions/PiXL Therapies |

|  |   |   |
|--|---|---|
| <b>Social, emotional and mental health</b> | ADHD, ADD   | <ul style="list-style-type: none"> <li>Quiet workstation</li> <li>Sensory circuits</li> <li>Movement/rest breaks</li> <li>Social skills groups</li> <li>Circle of Friends</li> <li>Sensory aids</li> </ul>  |
|  | Adverse childhood experiences and/or mental health issues | <ul style="list-style-type: none"> <li>Nurture Group</li> <li>Counselling</li> <li>Drawing and Talking</li> </ul>   |
| <b>Sensory and/or physical</b>             | Hearing impairment  | <ul style="list-style-type: none"> <li>Positioning in classroom</li> <li>Induction loops</li> <li>IT to support communication</li> </ul>  |
|  | Visual impairment   | <ul style="list-style-type: none"> <li>Limiting class displays</li> <li>Magnifying tools</li> <li>Enlarged print</li> <li>RNIB books and resources</li> <li>Adapted recording methods e.g. adapted writing tools, books, use of technology</li> </ul>   |
|  | Multi-sensory impairment                                  | <ul style="list-style-type: none"> <li>Positioning in classroom</li> <li>Induction loops</li> <li>IT to support communication</li> <li>Limiting class displays</li> <li>Magnifying tools</li> <li>Enlarged print</li> <li>RNIB books and resources</li> <li>Adapted recording methods e.g. adapted writing tools, books, use of technology</li> </ul> |



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|--|---------------------|---|
|  | Physical impairment | Use of the Sunshine Room (physiotherapy space)<br>Hoists and slings<br>Adapted seating<br>Standing frames<br>Walkers<br>Height adjustable tables and surfaces<br>Plinths<br>Adapted toilet seats<br>Adapted resources such as scissors, pencil grips etc.<br>BEAM<br>Dough disco<br>Write Dance |
|--|---------------------|---|

## 9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals/targets each term
- Reviewing the impact of interventions after an appropriate amount of time
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)
- Reviewing care plan targets from specialists such as Speech and Language Therapists, Physiotherapists and Occupational Therapists

## 10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra/specialist equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

If an EHC plan application needs to be considered then it will be and submitted to the Local Authority. Some children with EHC plans can then receive additional funding to support their needs, provision and resources.

## 11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trip in Year 6.

All pupils are encouraged to take part in all special events such as Sports Day, class performances, assemblies and school trips.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

## 12. How does the school make sure the admissions process is fair for pupils with SEND?

Our admission arrangements for Twydall Primary School can be found on our school [website](#). Details of our application process for Nursery, Reception and in casual admissions, as well as appeals processes can all be found [here](#).

### **Twydall Primary School's Physical Disability Specialist Resource Provision**

Admissions for children to our inclusive specialist provisions is coordinated with Medway Local Authority. An EHCP identifies that the child requires support for their physical disability and/or medical condition that cannot reasonably be provided within the resources normally available to mainstream schools.

Admission Criteria for our Physical Disability Specialist Resource Provision:

- Referrals are made by the Local Authority's SEND Panel.
- All pupils will have an Education, Health and Care Plan.
- There must be a clear diagnosis of a Physical Disability and/or a Medical Condition and this must be the primary need.
- Pupils' cognitive ability may range from below average to above average, and they may be underachieving due to their physical disability and associated needs. They should be able to access the National Curriculum at a stage within approximately 2 years of their chronological age.
- Pupils will have the potential to cope in an environment that is fully integrated within the mainstream classroom, with appropriate support.
- Pupils will be able to verbally communicate effectively, especially those entering into Key Stage 1 or 2, although they may still need support and programmes devised by a Speech and Language Therapist (SALT).

A place may not be offered if:

- The agreed number of funded places by the authority is fully subscribed and admitting children over this number would be incompatible with the provision of efficient education or the efficient use of resources.
- There is evidence of severe or complex learning difficulties in addition to physical disability.
- The admission of a pupil would compromise the health and safety of the pupils and/or staff within the school or would compromise or disrupt the education of pupils already in attendance.
- Siblings are not automatically admitted.
- The needs of the child are such that it would be expected that their local mainstream school should be able to meet need, or make necessary adaptations e.g. training staff to enable needs to be met.

### 13. How does the school support pupils with disabilities?

Twydall Primary School is an inclusive school which takes into consideration the child's and parents' voices. We work alongside school staff, external agencies and specialists, families and our children to ensure that the provision we provide for our children with disabilities is meaningful, fair and effective in supporting their education and progress, whilst working to build their independence.

Through monitoring, assessment and capturing pupil voice, we work to ensure that our pupils with disabilities are not treated unfairly or discriminated against; we do this by developing an inclusive culture within our school community and beyond, so that everyone, regardless of their SEN or disabilities, is respected and has a meaningful job to play in making our school the best that it can be.

The school's accessibility plan sets out what the school is doing to increase disabled pupil's access to the curriculum and can be found on our school website It sets out how we will:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide
- Improve the availability of accessible information to disabled pupils

### 14. How will the school support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- › Pupils with SEND are encouraged to be part of the school council
- › Pupils with SEND are also encouraged to be part of our lunchtime wellbeing club to promote teamwork/building friendships
- › We provide extra pastoral support for listening to the views of pupils with SEND through Place2Be, our Wellbeing Coach and our Home School Support Worker
- › We work closely with external agencies such as Place2Be, the Medway Emotional Support Team and CAMHS, to support children with their mental health and emotional and social development
- › We run a Nurture Group for pupils who need extra support with social or emotional development
- › We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by educating children about friendships and bullying and through our PSHE curriculum

### 15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

#### Between years

To help pupils with SEND be prepared for a new school year we:

- › Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEND is discussed and transition information for individual children is implemented
- › Schedule lessons with the incoming teacher towards the end of the summer term
- › Some children may have transition books, social stories, extra transition activities or additional visits to their new class/with their new staff

#### Between schools

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When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting. We will ensure that information relating to your child's SEND, including care plans and formal assessments are also passed on to their new school.

## **Between phases**

The SENCO of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEND support.

Pupils will be prepared for the transition by:

- Practising with a secondary school timetable
- Learning how to get organised independently
- Plugging any gaps in knowledge

## **16. What support is in place for looked-after and previously looked-after children with SEN?**

The Designated Teacher for look-after children and previously looked-after children is Vicky Symons.

She will work with Nikita Roscoe, our SENCO, to make sure that all teachers understand a looked-after or previously looked-after pupil's circumstances and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

## **17. What should I do if I have a complaint about my child's SEND support?**

We would encourage all parents to contact us as soon as possible if they have any concerns about the support being provided for their child. The first port of call should always be the class teacher. We will endeavor to rectify any problems and work with you to reach a mutually acceptable solution.

However, if the parents of a child with SEND wish to make a formal complaint about the provision made at the school, the Complaints Policy for the Trust is available on our [website](#) with details the further stages of action to be taken. If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

## 18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look Medway's Local Offer. Medway publishes information about the local offer on their website:

<https://www.medway.gov.uk/localoffer>

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

<https://www.family-action.org.uk/what-we-do/children-families/send/medway-sendias/>

National charities that offer information and support to families of children with SEND are:

- › [IPSEA](#)
- › [SEND family support](#)
- › [NSPCC](#)
- › [Family Action](#)
- › [Special Needs Jungle](#)

## 19. Glossary

- › **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- › **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- › **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- › **CAMHS** – child and adolescent mental health services
- › **Differentiation** – When teachers adapt how they teach in response to a pupil's needs
- › **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- › **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- › **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- › **Graduated approach** – an approach to providing SEND support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- › **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- › **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEND in the local area
- › **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- › **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability

- › **SENCO** – the special educational needs co-ordinator
- › **SEND** – special educational needs and disabilities
- › **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- › **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- › **SEN support** – special educational provision which meets the needs of pupils with SEN
- › **Transition** – when a pupil moves between years, phases, schools or institutions or life stages