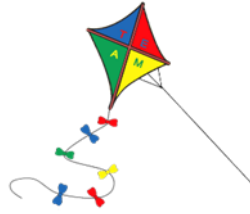


SEND Information Report 2023-2024



This page is part of the local offer for Hampshire. Under the Children and Families Act 2014 Local Authorities are required to publish and keep under review, information about services that they expect to be available for children and young children with disabilities and special educational needs aged 0-25. This is called the Local Offer. The intention of the Local Offer is to improve choice and transparency for families.

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| School name | Twyford St Mary's CofE Primary School |
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| Type of school | Mainstream Primary |
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| Accessibility | Not fully wheelchair accessible | The school playgrounds are accessible by wheelchair. The Year 1 and R classrooms and hall are accessible by wheelchair. The school field and classrooms in Year 2 and KS2 are not accessible by wheelchair. |
| | Auditory/Visual enhancements | None |
| | Other adaptations | Hand rails on stairs |
| | Specialist facilities/equipment to support SEND | 1 accessible toilet Silencing Headphones Sensory resources Wobble cushions |

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| Core offer | At Twyford St Marys Primary School, we believe in educating the whole child. This means valuing each individual by supporting and nurturing academic, personal, emotional and social development. We believe that all children flourish and thrive in a nurturing environment where school and home work in partnership. All pupils, including those with SEND, should have the support and opportunities to achieve their best as well as develop good social and emotional skills in order to become confident individuals and live fulfilling lives. |
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| Policies | The following school policies are available on the website. | SEND | Yes |
| | | Safeguarding | Yes |
| | | Behaviour | Yes |
| | | Equality Monitoring | Yes |
| | | Child Protection | Yes |
| | | Complaints | Yes |
| | | Admissions | Yes |

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| Identification of SEND | Provision for children with SEND is a matter for the school as a whole. In addition to the governing body, the school's Headteacher and the SENCO, all other members of staff have important day-to-day responsibilities. All teachers are teachers of children with special educational needs. Teaching such children is, therefore, a whole school responsibility. |
| <i>How does the school know if children need extra help?</i> | Twyford St Mary's has a clear approach to identifying and responding to SEND. We recognise that identifying need at the earliest point and then making effective provision improves long-term outcomes for the pupil. Class and subject teachers, |

supported by the senior leadership team, make regular assessments of progress for all pupils, which seek to identify pupils making less than expected progress given their age and individual circumstances.

This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the pupil's previous rate of progress
- Fails to close the attainment gap between the pupil and their peers
- Widens the attainment gap

| Range of provision | School Provision for 4 Areas of SEND | School Expertise | Specialist Services |
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| <p><i>What specialist services and expertise are available at or accessed by the school to promote progress and well-being?</i></p> <p><i>All school staff have access to the Inclusion Development Programme under the four areas of need.</i></p> | <p><u>Communication and Interaction</u></p> <p>Cued articulation</p> <p>Narrative Therapy programme</p> <p>Socially Speaking programme</p> <p>Individual speech therapy programme from referral</p> | <p>Cued articulation teaching assistant</p> <p>Narrative therapy teaching staff</p> <p>ASD training undertaken by SENCo</p> <p>Teaching assistants trained by Outreach staff</p> | <p>Educational Psychology service</p> <p>Speech and Language Therapist NHS referrals</p> <p>Communication and Interaction team through NHS</p> <p>Outreach support (Shepherds Down School)</p> |
| | <p><u>Cognition and learning</u></p> <p>Nessy Spellings Reading Computer programme</p> <p>Bug Club reading and phonics programme</p> <p>Precision teaching</p> <p>Stride ahead reading programme</p> <p>Power of 1 (Maths)</p> <p>Power of 2 (Maths)</p> | <p>Specialist training to support children with Specific Learning Difficulties (SENCo)</p> | <p>Educational Psychology service</p> <p>Outreach support (Shepherd Down School)</p> |
| | <p><u>Social, Mental and Emotional health</u></p> <p>CBA</p> <p>ELSA</p> <p>6 Strand Intervention Group</p> <p>Time to Talk programme</p> <p>Socially Speaking programme</p> <p>Individual Behaviour Management Plans</p> <p>Lego Therapy</p> | <p>One fully trained ELSA member of staff</p> <p>One fully trained Friends for Life member of staff</p> <p>One fully trained Lego therapy member of staff</p> <p>SENCO trained in CBA</p> | <p>Educational Psychology service</p> <p>Paediatrician</p> <p>Primary Behaviour Support Service</p> <p>Speech and Language Service</p> <p>Young Carers</p> |

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| | Thrive programme from PBS referral Friends for Life programme Circle time | | Child and Adolescent Mental Health Service |
| | <u>Sensory and/or physical</u> Sensory Circuits Clever hands / Bodies Occupational Health Programme Write Dance handwriting programme Sensory Diet OT programme from referral Write from the Start fine and gross motor skills | | Occupational Therapist (OT) Specialist Teacher Advisor (STA) for Physical Disability (PD) Visual Impairment (VI) Hearing Impairment (HI) School nurse Educational Psychology Service |

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| Processes for evaluating effectiveness of provision | <p>Intervention and support is discussed with parents/carers, pupil, class teacher and SENCo and is implemented according to individual pupil need.</p> <p>Regular review of IEPs with parents/carers, pupil, class teacher, SENCo take place to evaluate effectiveness of provision. Impact is monitored by tracking pupil progress against individual targets. This is reported to parents, senior leadership team and Governors. The school is committed to ensuring that staff training is monitored and kept up to date.</p> <p>School Monitoring activities include:</p> <ul style="list-style-type: none"> • The Headteacher meets monthly with the SENCO for a SEND review • The Inclusion team conducts half termly monitoring of classroom practice and interventions • The Inclusion Team forms a termly impact report that is shared with the teaching team, governors and external monitoring visits • The SENCo liaises with the SEND governor termly to evaluate the effectiveness of provision. • The school is externally monitored annually by the HIAS team and 4-yearly by Ofsted. |
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| <p>Inclusion</p> <p><i>How will children with SEND be included in activities?</i></p> <p><i>How will the curriculum be matched to each child's needs?</i></p> | <p>Pupils with SEND are included on all school trips including residential, playtimes and lunchtimes, after school clubs and some extra-curricular activities. Risk assessments are carried out with parents and carers.</p> <p>Lessons are inclusive and adaptations to the curriculum and environment are tailored to meet individual pupil need.</p> <p>The class teacher along with the pupil, SENCo / Senior Leadership Team and parents/carers discuss the pupil needs and plan appropriate support. This is reviewed regularly and support will be allocated flexibly to meet pupil need.</p> |
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| <p>Parental support and involvement</p> <p><i>How are parents/carers involved in the school?</i></p> <p><i>How do parents/carers know how their child is doing?</i></p> <p><i>Who can parents/carers contact for further information</i></p> | <p>Twyford St. Mary's school communicates progress and involves parents by:</p> <p>Sharing IEPs/IBMPs with home Regular meetings with SENCo Home / school communication books Parents evenings Annual school reports Half termly/termly targets shared Individual Support Plans/EHCPs for SEND pupils with complex needs Team Around the Child meetings Multidisciplinary meetings with professionals, staff and parents Annual Review meetings School website</p> <p><i>Should you wish to discuss the provision for your child, please contact the class teacher in the first instance. If further information or advice is required, please contact the SENCo or Head teacher via the school office.</i></p> <p>Family Support (contact the SENCo for more details) Links with charitable organisations which support families; Support4SEND CAMHS support helpline Educational Psychologist helpline Educational Psychologist bookable session School nurse Primary Behaviour Service Mental Health Support Team</p> |
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| <p>Transition:</p> <p><i>How will Twyford St Mary's school prepare pupils with SEND needs to join their next setting?</i></p> | <p>We have carefully planned and structured transition programmes in place for pupils with SEND at Foundation Stage, end of Key Stages and all other times where support with transitions might be needed.</p> <p>Foundation Stage staff and SENCo meet with playgroups and TPAs are written for pupils with complex needs. All class teachers and LSAs meet with SENCo to ensure that pupils are well prepared for transition from class to class within school .</p> <p>Year 6 staff and SENCo meet with secondary staff, and outside agencies if necessary, to plan transition arrangements for pupils who need additional support. Specific meetings are held for pupils with IBMPs or EHCPs.</p> |
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| <p>Pupil Voice</p> <p><i>How will children be able to contribute their views and be involved in their provision?</i></p> | <p>Pupils involved in IEP / My Plan target setting Pupils voice contribute to TPA/EHC Planning and annual reviews ELSA time to talks Pupil conferencing carried out annually with SEND pupils School council has SEND representation</p> |
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| <p>Medical Needs</p> | <p>Manage the administration of medicines and personal care. EHCP care plans are written for all pupils with significant care needs in line with Hampshire Health and Safety Guidelines and the pupils EHCP.</p> |
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| <p>Completed by</p> | <p>SENCo:</p> | <p>Nikki Lawrence</p> |
| | <p>SEND Governor:</p> | <p>Jo Robb</p> |
| | <p>Headteacher</p> | <p>Sophie Davies</p> |