

SEN Information Report

2018-2019

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.

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 school field and classrooms in KS2 are not accessible by wheelchair.
	Auditory/Visual enhancements	None
	Other adaptations	Hand rails on stairs
	Specialist facilities/equipment to support SEN/D	2 disabled toilets

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
		Single Equality	Yes
		Child Protection	Yes
		Complaints	Yes
		Admissions	Yes

Identification of SEN <i>How does the school know if children need extra help ?</i>	A child may be identified as having SEND when he/she is not performing as expected and/or is experiencing emotional or behavioural difficulties. The school has adopted the 4 stage model of support for children with SEND as described in the Code of Practice 2015. The school will use observations and information gathered from parents/carers, class teacher, teaching assistants, SENCo and external agencies to build up a holistic profile of pupil needs which may result in identification of SEND. SEND support is implemented and regularly reviewed using the 'graduated response' – Assess, Plan, Do, Review. This will be supported by a variety of assessments and tracking procedures in line with the SEND Code of Practice 2014 and will show those children who may require additional support. Parent/carer and pupil concerns will be taken into consideration at all times.
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Range of provision	School Provision for 4 Areas of SEN	School Expertise	Specialist Services
<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><i>School is a member of nasen and has access to all its training materials</i></p>	<p><u>Communication and Interaction</u> A range of provisions are available which include Individual speech therapy programme Cued articulation Narrative Therapy programme TEACCH resources and strategies.</p>	<p>Cued articulation teaching assistant Narrative therapy teaching staff ASD training undertaken by SENCo Teaching assistants trained by Outreach staff</p>	<p>Educational Psychology service Speech and Language Therapist Outreach support (Shepherds Down Special school)</p>
	<p><u>Cognition and learning</u> A range of provisions are available which include SIDNEY phonics programme Lexia Reading Computer programme Phonographix Precision teaching Stareway to Spelling Toe by Toe (spelling) Springboard maths programme Power of 1 (Maths) Power of 2 (Maths)</p>	<p>Specialist training to support children with Specific Learning Difficulties (SENCo) All teaching assistants trained in Lexia programme, phonics, reading spelling and maths interventions</p>	<p>Educational Psychology service Outreach support (Shepherd Down Special school)</p>
	<p><u>Social, Mental and Emotional health</u> A range of provisions are available which include ELSA / Key worker support Time to Talk programme Socially Speaking programme Individual Behaviour Management Plans Individual Support Plans</p>	<p>One fully trained ELSA staff One fully trained Friends for Life staff</p>	<p>Educational Psychology service Paediatrician Primary Behaviour Support Service Speech and Language Service Young Carers</p>

	Alert programme Thrive programme Friends for Life programme Circle time		Child and Adolescent Mental Health Service
	<u>Sensory and/or physical</u> A range of provisions are available which include Clever hands / Bodies Occupational Health Programme Speed Up handwriting programme Write Dance handwriting programme Write from the Start handwriting Alert programme for sensory needs		Occupational Therapist (OT) Specialist Teacher Advisor (STA) for Physical Disability (PD) Visual Impairment (VI) Hearing Impairment (HI) School nurse Educational Psychology Service

Processes for evaluating effectiveness of provision	Intervention and support is discussed with parents/carers, pupil, class teacher and SENCo and is implemented according to individual pupil need. 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 SENCo liaises with the SEND governor regularly to evaluate the effectiveness of provision. The school is committed to ensuring that staff training is monitored and kept up to date. The school is monitored by HIAS SEN team and Ofsted.
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Inclusion <i>How will children with SEND be included in activities ?</i> <i>How will the curriculum be matched to each child's needs?</i>	Pupils with SEND are included on all school trips including residential, playtimes and lunchtimes, after school clubs and all extra curricular activities. Risk assessments are carried out with parents and carers. Lessons are inclusive and adaptations to the curriculum and environment are tailored to meet individual pupil need. 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.
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Parental support and involvement <i>How are parents/carers involved in the school ?</i> <i>How do parents/carers know how their child is doing ?</i>	Twyford St. Mary's school communicates progress and involves parents by: Sharing IEPs/ISPs/IBMPs with home Regular meetings with SENCo Home / school communication books Parents evenings Annual school reports Half termly/termly targets shared Individual Support Plans for SEN pupils with complex needs Common Assessments (CAF) where more than one agency is involved offered
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<p><i>Who can parents/carers contact for further information</i></p>	<p>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</p>
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<p>Transition: <i>How will Twyford St Mary's school prepare pupils with a SEN 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. 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 . Year 6 staff and SENCo meet with secondary staff, and outside agencies if necessary, to plan transition arrangements for pupils who need additional support. TPAs are written for pupils with complex needs.</p>
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<p>Pupil Voice <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 contribute to TPA / Statement/EHC Plan reviews ELSA Pupil conference School council</p>
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<p>Medical Needs</p>	<p>Manage the administration of medicines and personal care. Health care plans written for all pupils with significant care needs in line with Hampshire Health and Safety Guidelines</p>
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<p>Completed by</p>	<p>SENCo:</p>	<p>Annie Holman B. Ed Hons, CAES, Diploma in SpLD, SENCo Diplomas/certificates.</p>
	<p>SEN Governor:</p>	<p>Tim Barker</p>
	<p>Headteacher</p>	<p>Hannah Beckett</p>

