Twynham Primary School

SEND Information Report 2026/27

Team TPS
Nurturing today's readers
Inspiring tomorrow's leaders

Our Approach to Supporting Pupils with SEND

At Twynham Primary School, we are committed to ensuring that every child receives the support they need to thrive. Before your child joins us, our Foundation Stage teacher (and SENCo, when necessary) will liaise with their previous setting to understand any special educational needs and the support they have received.

Once at school, our teachers closely monitor each child's progress. If a child is not making expected progress or is working below age-related expectations, we take a closer look at their work and learning behaviours. If concerns remain despite adjustments to teaching, we may consider additional support. In such cases, your child may be added to our SEND register, and we will work together with you to create a personalised SEND Support Plan, which is tracked through Provision Map (a piece of software that aids the school to map and manage support).

We have created spaces around school, including the Roberts Room (our nurture space), Snug and sensory room, to provide additional space for those who need some time with an adult, either in a small group or individually. These spaces help to support the children's wellbeing and support their learning in class. The Snug is also a calm space for nurturing conversations or counselling/play therapy.

Types of SEND Support We Offer

We provide a range of small group and individual interventions tailored to meet different needs. Below are a few of the key interventions we offer:

Small Group Interventions:

- Learn to Move, Move to Learn
- Sensory Circuits
- Lego Therapy
- Little Wandle (phonics) Catch-up
- Words First
- Targeted support in reading, writing and mathematics

Individual Interventions:

- Speech and language programmes
- Drawing and Talking
- Precision Teaching
- Little Wandle SEND Programme

- Sensory breaks
- Individual pastoral sessions

For the full list, please see our SEND Offer.

Key Staff and Expertise

We are proud of our dedicated team who bring a wealth of experience and training in supporting children with SEND. We have a range of staff who run different interventions throughout the week.

SENCo Contact Details:

Mrs Rebecca Charlton
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📞 01202 026065

Identifying and Assessing SEND

We use ongoing assessments and a robust tracking system to monitor progress. If a child is not progressing as expected, their needs are discussed with our SENCo and adjustments are made.

If concerns persist, we will meet with you to explore further support options. This may lead to your child being placed on the SEND register and receiving a tailored support plan.

We follow a **graduated response** model, in line with BCP guidance:

1. **Assess** – Gathering information from parents, teachers, and professionals.
2. **Plan** – Identifying barriers and planning targeted support.
3. **Do** – Implementing the support and strategies.
4. **Review** – Evaluating progress and adjusting the plan as needed.

Support plans include clear targets, frequency of support, and suggestions for home activities. These are reviewed termly, or more frequently if needed.

You will also have opportunities to discuss your child's progress during termly parent consultations. Teachers are available at the end of the day for informal chats or to arrange a meeting, it may be suitable for our SENCo to also attend.

If a child continues to struggle, despite early intervention and support from other professionals, parents will be consulted to consider whether an Education, Health and Care plan (EHCPs) is needed. A child with an EHCP will receive extra funding to provide additional support in the form of bespoke interventions, extra adult support or any necessary equipment they might require. More information on the EHCP process can be found on the local offer on the BCP website.

Working Together with Parents

We value our partnership with parents and encourage you to be actively involved in your child's learning journey. Parents of children with SEND are invited to attend meetings with professionals such as Educational Psychologists and outreach teachers to review progress and set new targets.

If your child has an Education, Health and Care Plan (EHCP), you will be invited to annual review meetings to discuss their support and progress. The review process follows a child-centred approach involving the pupil's perspective, parents and outside agencies involved in the child's plan. The SENCo compiles all the contributions ahead of the meeting and next steps are identified at the annual review meeting with all attendees in agreement.

We also encourage regular home learning, such as reading practice, learning spellings and practising key skills. You are welcome to speak with teachers for advice on supporting your child at home or even volunteer in school to gain insight into our teaching methods.

Listening to Pupils

Children with EHCPs are supported to share their views through child-friendly formats and pupil voice activities. We also conduct surveys and learning walks to gather feedback from children of all abilities, helping us shape our curriculum and support strategies.

Working with External Professionals

We work closely with a range of external agencies to ensure children receive the best possible support:

- Speech and Language Therapy
- School Nursing Team
- Vision and Hearing Support Services
- Educational Psychology
- Community Paediatrics
- Occupational Therapy
- Specialist Outreach (Linwood and Tregonwell)
- Physiotherapy
- CAMHS
- Play Therapist/Counsellors

Transition Support

We understand that starting a new school can be a big step for children and families, and we are here to make that transition as smooth and reassuring as possible.

Our induction programme is designed to support children moving from preschool into our school environment. In the summer term, we arrange visits to preschool settings for children with additional needs. These visits/meetings allow us to speak with staff about any pastoral, special educational, or health requirements your child may have, so we can prepare the right support in advance. If a visit isn't possible, our SENCo will contact key staff or the preschool's SENDCo by phone to gather important information.

Children are invited to visit Twynham Primary School several times before starting in the autumn term. These visits help build confidence and allow us to get to know your child better. For children who may benefit from extra support, we can arrange additional visits and one-to-one sessions with teaching assistants to help them feel comfortable and familiar with the school environment.

At the end of each academic year, current and new teachers meet to share key information about each child, including academic progress, pastoral needs, and medical requirements. Children also visit their new classrooms and meet their new teachers during our annual open evening. Additional visits and transition booklets with photos of new staff and classrooms are provided for children who need extra support.

We liaise closely with other schools to ensure a smooth transition for all our children. We understand that children with SEND can need additional support for transition to a new school setting. This may include additional visits at key times of the day, photographs of key places in the school and members of staff. In addition to this, meetings are arranged between teaching assistants and teachers. The SENCos from schools meet to pass on vital information about pupils with SEND to ensure that strategies are shared and appropriate support continues to be received after transition.

Teaching Approach

At Twynham Primary School, we believe every child deserves access to a rich and engaging curriculum that meets their individual needs. Our teachers carefully adapt lessons to ensure all children can participate fully, regardless of ability or background.

We use a range of strategies to support learning, including:

- Differentiated and/or scaffolded tasks, tailored to individual needs
- Flexible groupings
- Use of ICT and assistive technology
- Additional adult support
- Specialist equipment such as pencil grips, seat wedges, writing slopes, and independence trays

Inclusivity in Activities

We are proud to offer a wide range of activities and trips that are inclusive and accessible to all pupils. Risk assessments are carried out for children with behavioural or health needs to ensure their safety and wellbeing. In some cases, we may invite you to accompany your child on a trip if it is felt to be beneficial.

For children who may find certain activities challenging due to their SEND needs (e.g., Autism), we offer alternative activities and personalised support. These arrangements are always discussed with you in advance so you know how your child will be included and how best to prepare them.

Where needed, one-to-one support is provided during trips to ensure every child can participate safely and confidently.

Supporting Emotional and Social Development

At Twynham Primary School, we place great importance on supporting the emotional wellbeing and social development of every child.

- All children are encouraged to take part in assemblies and personal, social, health and emotional (PSHE) education. If your child finds these activities challenging, we can offer alternative arrangements to help them feel comfortable and included.
- Daily pastoral support is provided by class teachers and teaching assistants. Staff are available as trusted adults for children to talk to if they are feeling upset or affected by events at home or school.
- We always have a member of staff in our Roberts Room, who can support with social and emotional needs.
- Through our PSHE curriculum (*Jigsaw*) and themed assemblies, children explore feelings, emotions, and relationships. We encourage children to build positive relationships, take turns, share, listen, and work collaboratively. These skills are often included as targets in individual support plans.

Supporting Medical Needs

If your child has a high-level medical need, we encourage you to speak with the SENCo and class teacher. For long-term or life-threatening conditions, a **Health Care Plan** may be required. These are initiated by your child's hospital and may include conditions such as epilepsy, or severe allergies requiring an adrenaline auto-injector.

In these cases, we will arrange a meeting with you and relevant staff to ensure everyone understands your child's medical needs and the procedures to follow. With your consent, a photo and key medical information may be displayed in the staff room and first aid area to alert staff.

Staff receive annual training in administering adrenaline auto-injectors (e.g., Epipens) and epilepsy-related medication, and additional medical training is arranged as needed. Qualified first aiders are always on duty, including during break and lunch times. For lower-level health needs (e.g., mild allergies), information may also, with your permission, be shared with staff.

Health needs are carefully considered during school trips, and risk assessments are carried out to ensure your child's safety. The school nurse can also carry out hearing tests upon request, and referrals to the school nursing team can be made by Mrs Charlton.

Evaluating Effectiveness of SEND Provision

We regularly review our SEND provision to ensure it meets the needs of our pupils:

- **Support plans** are reviewed at least once per term.
- **SEND Surgeries** are held in the first half of each term, where each child with additional needs in the class is discussed with the SENCo, with adjustments being made as required.
- **Pupil Progress meetings** are held in the second half of each term, to assess the impact of interventions and make adjustments where needed.
- **SEND learning walks** take place termly to observe provision in action and gather pupil feedback.
- **Book scrutinies** are carried out to evaluate how well strategies are supporting learning and whether they align with individual support plans.

This ongoing evaluation helps us ensure that every child receives the right support at the right time.

Handling Complaints

We encourage open communication and welcome feedback from parents. If you have any concerns about your child's SEND provision, please speak with their class teacher or the SENCo.

Our full complaints policy is available on the school website under Twynham Learning - Governance.

Local Offer

You can find more information about SEND services and support available in the local area by visiting the **Bournemouth, Christchurch and Poole (BCP) SEND Local Offer**.