Twin Oaks Primary School's Information Report (SEND) 2025-6

Our commitment to Inclusion	Twin Oaks Primary School is committed to providing a high quality education to the children living in our local area. We believe that all children, including those identified as having special educational needs and/or disabilities (SEND) have an entitlement to a broad and balanced, academic and social curriculum which is accessible to them and to be fully included in all aspects of school life. Our school aims to raise the aspirations of and expectations for all pupils with SEND with a focus on outcomes for all children. Every teacher at Twin Oaks Primary School is a teacher of every child, including those with SEND. Teachers are responsible and accountable for the progress and development of pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. We work with parents and outside agencies to ensure that each child's needs are quickly identified, addressed and monitored so that they can make progress both academically and emotionally.
Name and contact details of the SENDCO	We are committed to helping our pupils overcome any barriers to learning that they may have and have a member of staff designated to organising support for pupils with learning needs, the SENDCo. Our SENDCo is Lisa Shearsby lshearsby@twinoaks.lewisham.sch.uk
Who are the people parents can talk to about SEND at Twin Oaks Primary?	**The Class Teacher who will:** • Check on the progress of all individual children and identify, plan and deliver any additional help each child may need (this could be targeted work or additional support) • Liaise closely with the SENDCo with regards to each child's progress and support

	• Ensure interventions are delivered for each child identified as requiring support in a particular area • Ensure that the school's SEND Policy is followed **The SENDCo: Lisa Shearsby will:** • Develop and review the school's SEND policy to ensure all children get a consistent, high quality response to meeting their needs in school • Co-ordinate all the support for children with special educational needs or disabilities (SEND) • Ensure that parents are; - involved in supporting their child's learning - kept informed about the support their child is getting - involved in reviewing how their child is doing • Provide specialist support for teachers and support staff within the school, so that they can support children with SEND to achieve the best possible progress • Ensure class teachers have up to date records on each child with SEND • Organise and co-ordinate annual reviews for children with EHCPs or Statements • Refer children for assessments so that additional support can be accessed • Liaise with outside agencies working in the school to support your child's learning • Update the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and make sure that records of each child's progress and needs are kept up to date • Monitor the impact of policies and the effectiveness of provision in the school • Make sure that the Governing Body is kept up to date about any issues relating to SEND **The Head Teacher: Karen Cartwright who will:** • Lead in the day to day management of all aspects of the school; this includes the support for children with SEND

	• Give responsibility to the SENCO and class teachers, but still be responsible for ensuring that each child's needs are met **The SEND Governor: Samantha Hoyer who will:** • Meet regularly with the school's SENCO • Monitor the effectiveness of SEND provision in the school • Keep the Governing Body informed about any SEND related issues or changes
What kinds of special educational needs and disabilities are provided for at Twin Oaks Primary?	There are four broad areas that give an overview of the difficulties pupils at our school may have. However, it is important to note that a pupil's needs may cross one or more of the following: • Communication and Interaction • Cognition and Learning • Social, Emotional and Mental Health difficulties • Sensory and/or Physical Needs The purpose of identification is to work out what actions the school needs to take to support a child and not to fit a pupil into a category. At Twin Oaks Primary we identify the needs of pupils by considering the needs of the whole child, not just include the Special Educational Needs of the child.
What school policies/procedures are in place for identifying children and young people	SEND policy There are a number of ways that staff at Twin Oaks Primary identify and assess children with SEND. We use a graduated response of ASSESS- PLAN –DO- REVIEW. Through data analysis (ASSESS) and pupil progress meetings, children who are underachieving and not meeting their full potential are identified. Discussions are had around ways forward and extra provision is put in place. (PLAN)

with SEND and assessing their needs?	Teachers or support staff who have concerns about a child will initially discuss this with the SENDCo and may need to complete a referral form. Concerns will be raised with parents and ways forward will be discussed. The SENDCo will organise an observation of the child, a discussion with the child about their views of learning and put in place provision to match the needs of the child. It is at this point that the SENDCo may also request additional outside agency support with the consent of parents. The outside agencies will then advice and support the school with interventions and strategies. The support is put in place (DO) and progress is monitored (REVIEW) in SEND review meetings and pupil progress meetings.
How we know if a child/young person has special educational needs?	If a child joins our school having previously been identified as having SEND in another setting, we find out as much as we can about previous assessments, support given and progress made from the previous setting. Before children start in our Reception, the SENDCo contacts the feeder nurseries to find out if the children coming to our school have any Special Educational Needs. If so, the SENDCo and class teacher carry out a home visit in the summer term and liaise with the feeder nursery in preparation. In the Autumn term, before the children actually start school, the Reception class teacher will carry out home visits to meet all the new intake and their families. We ask parents to let us know if they have concerns around their child's development or if they feel their child has any special educational needs so that we can discuss this and make sure the right support is in place. Also, both the SENDCo and class teacher discuss the new cohort with the SENDCo of our main feeder nurseries and other nursery settings. We do this to ensure we are well prepared to meet the needs of all children coming into our school and arrange additional visits if necessary. For children joining our school at times other than into Reception in September, we meet the parents as soon as possible and may contact the child's previous school to receive any relevant information. If a child has special educational needs, it is very important that they get the help they need as soon as possible. To ensure that any special educational needs not known about before starting the school are picked up early, the SENDCo and the Reception teacher will discuss the new intake as they are settling in.

	Our regular assessment and monitoring procedures continue throughout the children's time at the school to identify any special needs that become apparent later. Our graduated response of ASSESS-PLAN-DO-REVIEW ensures children are supported appropriately. We hold SEN review meetings each term for all classes, as well as pupil progress meetings to discuss pupils' progress and decide on appropriate provision for all pupils including those with SEN or English as an additional language. We work hard to maintain good home/school links and parents are always welcome to speak to class teachers and the SENDCo if they have any concerns. Our Learning Mentor works closely with the SENDCo to offer children support.
What is our approach to teaching children and young people with SEND?	Children with special educational needs are taught alongside other children but lessons are designed so that all the children in the class learn and make progress. Every class teacher is involved in planning, monitoring and providing support for pupils with in their class including children with special educational needs. All children receive class teacher input through High Quality Teaching. This is demonstrated by: • The teacher having high expectations of all the children in their class • The teaching will be based on your child's prior knowledge and what they can do and understand • Using different approaches to teaching and learning so that each child is fully engaged in all of their lessons – this may include a more practical approach to teaching and learning where children will use concrete manipulatives and resources to support them • Lessons being modified to meet the needs of each child • Grouping by mastery, mixed ability and independent learning is used to support all pupils • Putting in place specific strategies (usually suggested by the SENDCo or external agencies) to enable each child to access the learning task

	• Intervention groups may be run in or outside the classroom. These may be run by a teacher, specialist teacher or a teaching assistant and will have a particular focus.
How is the learning environment and curriculum adapted for children with SEND?	At Twin Oaks Primary, we endeavour to make all of our classrooms SEND friendly. • Every classroom is inclusive and supports a wide range of needs. • Every classroom is dyslexia friendly and supports children with literacy difficulties. • A wide range of visuals and working walls are displayed to support children's learning. • Visual timetables are used for whole class and some children have their own individual visual timetable and work schedule. • Children are positioned strategically in the classroom e.g. if they have a hearing or visual impairment they will be placed at the front of the class. • The learning environment is also adapted to the needs of particular children e.g. a child with autism may need their own personalised work station and visuals to support them in class. • Teachers plan lessons according to the needs of the children in their class and will ensure that each child's needs are met. • Support staff, under the direction of the class teachers, support children to meet their needs. • Alternative recording methods can be used e.g. scribes, computers, voice recording, video recording, photographs etc • The curriculum is scaffolded and modified to meet the needs of ALL the children in the class. This could also include additional support such as 1:1 support, peer or group work.
How do we decide what resources we can give to a child/young person	Part of the school's budget is to support pupils with special educational needs and disabilities. This is a fixed amount and so we have to use the money as cost-effectively as possible and make sure we can give help to all the children who need it. Decisions about which support is best for a child are made by the SENDCo in consultation with a child's class teacher and parents /carers.

with special educational needs?	In exceptional circumstances, where we feel we are not able to meet a child's needs from our own funds, we will apply to the local authority for additional support for a child. Parents can do this too. We are happy to discuss all of this in more detail with parents
What arrangements for consulting parents of children with SEND and involving them in their child's education do we have?	We work hard to maintain good home-school links with all parents and carers. We have a regular newsletter with general news about the school. We have a parents'/carers' evening three times a year and we send all parents/carers a report about their child's progress once a year. We acknowledge the importance of both parent and pupil voice. We know that parents are well placed to inform teachers about the needs of their child and we value this input. At Twin Oaks Primary we ensure that: • Regular parent meetings take place with the SENDCo and class teacher to review progress and well being • We hold home-school consultations with outside agencies to discuss strengths, areas of difficulty and progress of child • Coffee mornings with a SEND focus happen at various points across the year to share information about support in school and beyond the school gates • The SENDCO is available to meet with parents to discuss their child – she is also available via phone, email and virtually. We hold pupil progress meetings and SEND review meetings each term for all classes to discuss pupils' progress and evaluate the provision for all pupils including those with SEND or English as an additional language. For children with EHC plans we also have an Annual review. We always invite parents to this review at a time that will allow them to attend. Where appropriate pupils will also attend own annual reviews and are given opportunities to share their views about their learning .

	Parents are always welcome to speak to their child's class teacher, SENDCo or any other member of the Senior Leadership Team if they have any concerns.
What are the arrangements at Twin Oaks Primary for consulting children with SEND?	Children are involved in their own learning from Reception class up to Year 6. Children are encouraged to reflect on their learning and do so both independently and with peers. Children are encouraged to discuss their learning in pairs and groups and are given targets to help move their learning on based on their individual progress. Our priority is to help children become independent learners. Outside agencies will work with school staff, parents and children. They will share reports and recommendations and pupil's views will be obtained during these sessions. Children with an EHC plan will be invited to share may reflect on their progress using a Visual Annual Review.
What arrangements are there for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review?	**We follow a 4 part cycle, the graduated response.** **Assess:** where a pupil is identified as having SEND, **Plan:** appropriate support **Do:** schools should take action to remove barriers to learning & put effective SEN provision in place. **Review:** progress Twin Oaks Primary has developed a wide range of ways in which we support children with different special educational needs or disabilities. This is how we **plan** support: **ASSESS -** First we (class teacher, teaching assistant and SENDCo) identify what the particular difficulty is.

	PLAN - Then we discuss on which intervention(s) we need to put in place in order to address the child's need. **DO -** We agree a programme of support that is carefully targeted on the particular area or difficulty. This describes what we will do to support a child and what we hope the support will achieve. **REVIEW -** To see whether the support is helping we set a time-frame and we review how things are going. We inform parents that their child is receiving additional support in a particular area at Parents' Evenings. We may decide to have the child assessed in a particular area e.g. Speech & Language. This would require the parent's permission. If the child needs an assessment by a professional from outside agency, the SENDCo meets with parents to discuss their child's needs and seek consent for an appropriate assessment. We set termly targets within a SEND Support plan for all pupils identified as having a special educational need and this is regularly reviewed as part of the assess, plan, do, review cycle.
How do we prepare for children joining our school and leaving our school?	Transitions can be difficult for children in general but can be even more difficult with children with SEND. At Twin Oaks we take steps to ensure that any transition phase is as smooth as possible. For children with SEND, home visits and meetings with SENDCos take place before children start in Reception. We arrange for children joining our school from different nurseries to visit their new classroom before the start of the new school year. Reception class teachers introduce the children to the school once they start to ensure they are confident in their new surroundings. We have close working relationships with our pre-school providers and services in the local area and we encourage them also to visit to help prepare children who will be joining Twin Oaks Primary School. Our SENDCo will contact the nursery SENDCos to share information and to discuss each child's support needs so

What arrangements for supporting children and young people in moving between phases of education do we have?	that transition can be as smooth as possible. Our SENDCO will request reports from the school and outside agencies involved and will ask for targets and support plans to be shared so that staff at Twin Oaks Primary School can continue working on recommended targets. Our Reception class teacher arranges for each child to come to visit our school with a parent or familiar adult from their nursery to familiarise themselves with their new setting. Children with additional needs may have more than one visit. We invite all the parents & carers of children joining the school to attend a meeting with their child's class teacher before their children start at the school. We also ask parents to let us know if there have been any concerns around their child's development so that we can make sure the right support is in place for their child. To support children moving from one year to the next, we have transition meetings at the end of the academic year in which class teachers pass on relevant information about the children and the SENDCo passes on information about additional needs and support which benefits each child. All information is shared with the new teacher. For children who require a high level of support, additional meetings may take place with the class teachers and support staff to ensure a smooth handover. If a child requires a transition book with photographs and information about their new class, one will be provided. Year 6 – Secondary School • We support parents and carers to make informed decisions about the secondary school they choose for their children and work with them to ensure the transition from KS2 to KS3 is smooth • The SENDCo will support parents of children with an EHC plan to liaise with transitioning schools to ensure a positive transition.

	• We help our Year 6 pupils prepare for secondary school through a transition programme run by our Learning Mentor along with the Year 6 teacher. This helps the children understand the difference between Secondary and Primary school. It covers topics such as how a typical day works in a secondary school, what their timetable may look like, how to find out who to go to for help if they need it. • The SENDCo and Learning Mentor will meet with the SENDCos and Learning Mentors from the Secondary schools at a Secondary Transfer meetings and highlight any children who have SEN or who will need additional support to transition. Transition meetings are held with the SENDCo and the SENDCo from the Secondary schools where children with an EHC plan are going and the parents. Additional meetings are arranged for a child with additional needs to visit the secondary school and/or the SENDCo comes to visit the child at our school. The SENDCo at Twin Oaks Primary will contact the child's new school's SENDCo to hand over all of the transition information. The children are supported by external agencies where appropriate. The children may have specific support and interventions focusing on independence and transition, as needed. If a child with SEND is moving to another school: • We will contact the new school SENDCo and ensure that they know about any special arrangements or support which will have to be put in place for the child • We will ensure that all records about the child are passed on as soon as possible If a child with SEND is joining us from another school: • If the child requires a transition book with photographs and information about our school, one will be made for them. • The SENDCo will contact the child's previous SENDCo to discuss the child's needs.

	• The child will be able to come for a visit if this is appropriate. • If needed the child can be offered a staggered start which means they will start or finish the school day at different times to their peers until they are settled. This would be reviewed regularly with staff and parents.
Further help, information and support.	Click here for the Lewisham Local offer
How are adaptations made to the curriculum and the learning environment of children and young people with SEN?	Our school environment All of our classrooms are fully accessible for children with mobility issues. There is a lift and disabled toilets. In school we have a range of equipment designed to support the development of children's coordination and motor skills in class such as pencil grips or a writing slope. If any child needs specialist equipment or a specific programme such as a sensory circuit we seek advice from specialist services, eg Occupational Therapy and Physiotherapy
How do we ensure the expertise and training of staff to support children and young people with SEN, including specialist expertise, will be secured?	Staff training Throughout the year we have staff training sessions. In these training sessions we incorporate special educational needs to ensure that every teacher/teaching assistant: • understands the different special educational needs • knows how to plan/ teach or support lessons in a way that is appropriate for children with special educational needs • knows how to support the emotional needs of children with special educational needs • understands how important it is to work closely with parents/carers (where appropriate) All staff are required to attend training.
How do we evaluate the effectiveness of	Teachers are continually assessing the progress children have made in their class. The SENDCo oversees the provision and interventions and monitors their success through observations and data analysis.

the provision made for children and young people with SEND?	This assessment informs future planning and ensures children are reaching their full potential. A child's progress will be formally monitored by the Senior Leadership team every term in Reading, Writing and Maths in pupil progress meetings every year and SEND reviews every term. In the Early Years the children's progress is monitored using the Early Learning goals. Pupils are formally assessed at the end of Reception and Year 6. Year 1 pupils will do the Phonics Screening Check and in Year 4 pupils will do the Multiplication check. This is something the government requires all schools to do and the results are published nationally. Where necessary children will have targets set by outside agencies specific to their needs. Targets will be designed to accelerate learning and diminish the difference so that children are working towards meeting their age-related expectation where possible. Progress against these targets will be reviewed regularly, evidence for judgements will be looked at and future targets will be set. The progress of children with an EHCP is formally reviewed (in addition to the above) at an Annual Review with parents, the child for some of the meeting and all the adults involved with the child's education invited. Progress is reviewed through regular meetings and reviews with outside agencies, the parent and the teaching and support staff in home school consultations. Additional access arrangements are made for children with SEND, where needed. Extra time, scribes, enlarged prints and using different media to assess children that need additional support are available Where necessary we use a range of further assessments to assess reading/spelling age, mathematical difficulties, speech and language and social and emotional difficulties.
How can a child with SEND be supported	All SEND children will have their assessment needs met by determining which access arrangements best suit the needs of the child.

during assessments?	This may include: • Different assessments • Using a different space • Additional time • Having a scribe or a reader • The use of a computer • A break in the test • 1:1 adult support
How are children and young people with SEN enabled to engage in activities outside the school classroom (including trips) with children and young people in the school who do not have SEND?	At Twin Oaks Primary, provision is made for pupils with SEND so that they can be included in all the activities (where possible) offered to those children without SEND. Any trips or outings we plan always include children with special educational needs and/or disabilities. We use part of our budget to make sure that any support needed can be provided. Risk assessments are written for all trips and trips are agreed by the Headteacher. If required adaptations and strategies are put in place so that engagement can be had by ALL children. We always consult with parents/carers before arrangements are finalised. Parents and carers are invited to accompany their child on a school trip if this ensures access. Where appropriate, we try to prepare children in advance for any new environment or situation. We run many after school clubs across the whole school and all children are encouraged to attend. Provision can be put in place to support the child's access to these clubs should they need it.
What support for improving emotional	Children need to be happy and be able to behave appropriately to learn well. Class teachers deliver the Jigsaw programme to all children in their classes. This focuses on social skills, behaviour and wellbeing. If a child has

and social development do we offer? This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying?	a particular difficulty, their class teacher will have help from colleagues e.g. teaching assistants, the Learning Mentor or specialist teachers to help support the child. The Learning Mentor provides support for children 1:1 but also in small groups. Children can be referred by adults in school or the children can self-refer. Twin Oaks has clear anti-bullying and equality policies. If a pupil is struggling with managing his/her behaviour, he/she may have a Target Chart designed to identify specific targets and support the child to avoid the pupil disrupting his/her own or others' learning and promote positive behaviour. 1:1 support can also be provided through the Outreach Inclusion Support Team Our School Council has class representatives from each year group. Council representatives meet with the Learning Mentor regularly to discuss issues that pupils wish to raise about any aspect of school life. We conduct regular pupil surveys and surveys around Bullying in school and beyond the school gates. The results are analysed and acted upon.
What support is available for improving the emotional and social wellbeing of pupils with SEND?	We recognise that some children have additional social and emotional needs that need to be developed and nurtured. These needs can manifest themselves in many ways i.e. behavioural issues, anxiousness, withdrawal, isolation etc. It is important that we work with these children and support them in developing their social, emotional and mental wellbeing. Staff at Twin Oaks Primary School are caring and have the wellbeing of all the children as their top priority. Every member of staff has responsibility for the pastoral care of every child. All children have opportunities throughout the day to share any concerns with their teacher/teaching assistant. The views of the children with an EHC plan are recorded at review meetings

	• PSHE is taught through the Jigsaw programme by class teachers across the school and the same themes are also covered during assemblies • We work with Lewisham Early Help to support the emotional well-being of children in some of our families • We run social skills groups where appropriate • Staff are in the playground during playtimes to support relationships and the Learning Mentor and senior leadership at the school gates offer an open-door policy for all children, especially in cases of suspected bullying • Lunchtime and playtime staff support through planned playground activities and groups • We will seek external professional help when needed from CAMHS and our link Educational Psychologist
How does the school involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families.	Sometimes a child will have needs that will benefit from additional help from specialists outside the school. Depending on a child's needs we may draw on support from: • Educational Psychologist • Speech and Language Service • Occupational therapy • Attendance & Welfare • Sensory Impaired Service • Outreach Inclusion Service • Social Care • Physiotherapist • Police Community Support • Drumbeat Outreach Team for Autism • Local Authority Children with Complex Needs • CAMHS

	We always communicate with parents if we think additional support is required and permission is always sought before we contact other specialists. When a specialist has worked with a child, a home school consultation is arranged for feedback of findings and to develop an action plan to meet the needs of the child.
How do we support children and young people looked after by the local authority who have SEN and how the curriculum has been made accessible?	If a child is looked after by the local authority they will have a Care plan including a Personal Education Plan (PEP) and a health plan if appropriate. The SENDCo coordinates these plans and will involve parents and carers as well as foster carers and social workers in discussions. Lewisham Virtual School
What do parents do at Twin Oaks if they have a complaint about the provision for their child?	We welcome feedback from parents. If a parent is unhappy about their child's provision they should speak with the class teacher first. If the issue is not resolved they can speak to Miss Shearsby (SENDCo) and/or Miss Cartwright (Headteacher). It is hoped that a solution will be reached between the parents and the school but if the parent is still concerned he/she may also contact the SEND governor (Samantha Hoyer) via our clerk Marcela Leite mleite@twinoaks.lewisham.sch.uk to the governing body or through the school's complaints procedure.
What skills do the staff have to meet the needs of my child with SEND?	The school provides training and support to enable all staff to improve the teaching and learning for all children, including those with SEND. Outside agencies provide specific training to staff to support pupils with social communication difficulties, speech and language needs, specific learning difficulties and social and emotional wellbeing .

	Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their classes e.g. Speech and language
How accessible is your school?	• We are wheelchair accessible. • Edges of steps are demarcated for those who are visually impaired. • Our classrooms are Dyslexia friendly. • We have electronic equipment readily available for those children who may need them to aid their learning e.g. iPads etc • Writing slopes, pencil grips, alternative scissors etc can all be accessed should a child need it.

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