

Twynham School

2026/2027

SEND Information Report



Our school's approach to supporting pupils with SEND

At Twynham School, our vision is to unlock potential through world-class educational experiences. Every child, regardless of ability, background, or need, is entitled to make the greatest possible progress in their learning while enjoying a broad and balanced curriculum alongside their peers.

We believe that all teachers are teachers of SEND and that what is good for students with SEND is good for all. By combining high expectations with high levels of support, we ensure that every pupil can succeed. We recognise that every child is special, that all children have needs, and that many may face barriers to learning or behaviour at different points in their school journey. Our role is to respond with care, ambition and the right support so that every pupil can thrive.

Our approach is rooted in inclusive teaching, where adaptive teaching and scaffolding allow all pupils to access the curriculum. We are ambitious for every learner, stretching aspirations, providing challenge, and closing gaps in achievement. We are equally committed to preparing pupils for their next steps and through our Grange school virtues we nurture character, resilience and connection with others so that they leave us ready to flourish both within the school community and beyond.

At Twynham School, our aim is to deliver excellence in teaching and learning, enabling every pupil to grow academically, personally and socially, and to achieve success now and in the future.

Catering for different kinds of SEND

We are a mainstream school that endeavours to employ a graduated response to support learners with a variety of needs:

Broad Area of Need	Examples of specific needs	Code
Communication and Interaction	SLCN (Speech, Language and Communication Needs) ASD (autism spectrum disorder)	C & I
Cognition and Learning	MLD (Moderate Learning Difficulties) SLD (Severe Learning Difficulties) PMLD (Profound and Multiple Learning Difficulties) SpLD (Specific Learning Difficulties)	C & L

Social Emotional and Mental Health	Mental Health, Anxiety, Depression ADD (Attention Deficit Disorder) ADHD (Attention Deficit Hyperactivity Disorder)	SEMH
Sensory and/or Physical	HI (Hearing Impaired) VI (Vision Impaired) MSI (Multi-Sensory Impairment) PD (Physical disability)	S & P

Key SEN staff and roles

Name of staff member	Role
Lauren Lambert	Associate Assistant Headteacher - SENDCo
Sadie Miller	Deputy Head of School (Inclusion)
Scott Bailey	KS4 SEN Lead and TA Manager
Vicky Norman	KS3 SEND Manager
Julia Saunders	Senior Mental Health Lead
Shelley Whittaker	Speech Language and Communication HLTA ELSA
Dagmara Long	Speech Language and Communication Assistant ELSA
Katie Scott	ELSA (Emotional Literacy Support Assistant)
Carl Williams	In School Learning Centre Lead
Rheann Steeds	Senior Medical Welfare Officer
Sarah Willoughby	Medical Welfare Officer

Emma Mace	HTLA Maths
Clare Lancaster Emma Harris	Access Arrangement Coordinator and Assessors
Lynn Trellis	Literacy HLTA

Training undertaken by staff

Continuing professional development is an important part of our school culture. Staff are given the opportunity to undertake high quality training regularly through INSET Days, specialist courses, apprenticeships and training through the local authority. This is to ensure that staff have the appropriate skills and knowledge to fulfil their roles and provide high quality support and care for pupils at Twynham School. Here is a range of the courses and expertise amongst our staff:

- How to support Deaf pupils in the classroom
- Understanding and Identifying ADHD in Young People
- Language, Narrative and Behaviour
- Instructional Coaching
- Understanding Young People's mental health.
- Level 2 certificate in Childhood ACEs.
- NVQ Level 3 – Teaching Assistant Qualification
- Higher Level Teaching Assistant Status qualification
- Level 5 Specialist Teaching Assistant Training
- Level 3 First Aid qualification
- Autism, relationships and sexuality
- PDA autism training
- Literacy support and attendance
- Tic and Tics disorder – recognising and supporting
- Introduction to the importance of Play Therapy
- Communicate-ed – Supporting candidates in exams
- Post 16 Transition for School to college
- Pedagogy Seminar - Practices of High Performing Teams
- Maximising practice of teaching assistants
- Maximising the impact of TAs

- Annual Review Paperwork Training
- Senior Mental Health Lead Certificate
- ELSA
- EBSA
- ADHD in Girls
- Supporting young people to break the cycle of self harm
- Level 2 Understanding Children and Young People's Mental Health
- Beat eating disorder
- Sensory Differences
- Level 2 Understanding Mental Health First Aid and Mental Health Advocacy in the Workplace
- Help Anxious Children feel calm and in control
- Understanding the links between abuse and mental health
- Autism and Anxiety
- Creativity Expressing and Releasing emotions
- Evidence based measures to Support Mental Health
- Schools Making Sense of Autism
- Spot and Support Emotionally Based School Avoidance
- Social Stories
- Understanding the links between abuse and mental health
- Good Autism Practice in Schools
- Comic Strip Conversations
- Think Bricks
- Level 7 Post Graduate Award of Proficiency in Assessment for Access Arrangements.
- Level 5 Special Learning Difficulties - Dyslexia

The SENCO

Name of SENCO	Email address	Phone number
Lauren Lambert - SENCO	Sen@twynhamschool.com	01202 486237

Securing and deploying expertise

Staff are deployed based on the needs of the pupils and their areas of expertise. TAs (Teaching Assistants) are deployed to lessons to support pupils where additional adult support is stated on their EHCP (Education Health and Care Plan).

Teachers:

- Qualified Teacher Status
- Following Teachers Standards
- Ongoing CPD opportunities for staff throughout the year on different areas of need (including ASD, ADHD, cognition and learning) and high-quality teaching including scaffolding and modelling
- Strategies to support individuals and different types of need
- Support from SEND team and external agencies such as outreach, SALTs, OTs and educational psychologists to meet student need
- Specific training for new staff and ECTs on SEND and working effectively with TAs

SEND Team

- The Executive SENDCo, SENDCo and Deputy SENDCo have the National SENDCo qualification
- Access arrangement qualifications
- Whole School SEND courses
- Opportunities to observe other staff
- Various training courses completed annually through BOOST Linwood offer and National College of School Leaders.

Teaching Assistants:

- Induction training
- Learning Walks and Observations

- CPD Training in all areas of SEND
- Weekly meetings to discuss caseload and take part in training opportunities

Equipment and facilities

- Additional specialist equipment is provided by external agencies and the school
- Radio Aids for hearing impaired children
- Laptops can be used for students who have been advised by the SEND Team
- Specialist seating through Bournemouth Authority and Dorset County Council
- The Learning Support faculty will work with appropriate professionals including nurses and occupational therapists to ensure correct equipment is in place
- School is partially wheelchair accessible, and lessons can be moved to accommodate this
- There is 1 large disabled toilet
- There are designated disabled parking spaces
- Accessibility ramps to all areas of the school
- Medical Room with privacy screening and hoist
- Sensory Room
- Learning Support Hub (In School Learning Centre)
- Lifts to upstairs areas of the school
- The up-to-date accessibility plan can be found on our SEND website page.

Identifying and assessing pupils with SEND

Information from the primary or previous schools

- Primary school liaison visit
- Students' files from previous settings
- KS2 scores and other data
- Attending EHCP Transfer review meetings
- Enhanced Transition programme in Year 6 to Year 7 and Year 11 to Year 12.

Teachers

- Feedback about learning, behaviour and emotional need from subject teachers, pastoral staff and teaching assistants (TAs) as a result of observation and assessment
- Pupil focused meetings
- Assessment data highlighting lack of progress

Testing in school

- Cognitive Ability Tests as required
- Standardised reading and spelling ages tests on entry (further phonics and comprehension testing for those who require further screening)

Lucid Exact – Speed of Reading, writing, comprehension and typing

- Dyslexia Screener
- Processing testing (RANRASS, Lucid Recall)
- The Wide Range Achievement Test
- DASH 2 Handwriting speed test
- CTOPS 2 – Phonological memory and speed of processing test
- TOMAL 2 – Recall and working memory testing for pupils aged 16+
- In class observation by the SEND Team and regular learning walks

Information from relevant outside agencies

- Educational Psychologist
- BCP Outreach
- Child and Adolescent Mental Health Services
- Speech and Language Therapist
- Occupational Therapist
- Social Care
- Paediatricians
- Virtual School

- Pupil and parental concerns.
- Pastoral support plans where appropriate

Parents/Carers participation is encouraged in the following ways to ensure a holistic view of the child:

- Their knowledge and views are utilised as fully as possible in assessing and meeting the needs of their child
- Involvement in both long and short term planning (provision, targets)
- Communication via letter, emails and phone
- Advice and shared resources via the school newsletter and social media.
- Attendance at Parents' Evenings
- Informed via reports
- Attendance at Transition and Annual Reviews
- Consulting with parents

Pupils

- Pupils are consulted on decisions which affect them via meetings
- Interviews about options and transition
- Annual review feedback and attendance
- Careers interviews/support meetings
- Parents evenings

Involving key stakeholders

We involve health, social care, local authority services, and voluntary agencies, including:

- Educational Psychology Service
- CAMHS / Mental Health in Schools Team (MHST)
- Speech and Language Therapy
- Occupational Therapy
- BCP Outreach and Local Authority SEND Team
- Yearly meeting with SEND the SEND Governor
- Parent Champion
- Coffee mornings with parents and local services

Progressing towards outcomes

Pupils' progress is assessed, planned, monitored and reviewed in the following ways:

- Class teachers and Heads of Departments monitor the progress of pupils with SEND through formative (regular, informal assessments) and summative assessment (end of an instructional unit by comparing it against some standard or benchmark), this is then discussed with a member of the Senior Leadership Team (SLT) to discuss targets to move pupils forward.
- Regular quality assurance checks including learning walks, books looks and pupil voice
- Interventions are assessed regularly by the SEND Team and reported back to a member of SLT to discuss targets to move pupils forward.
- SENDCo sits on leadership to advocate for and discuss progress and concerns
- Students who have an EHC plan, also have their provision and progress reviewed at the Annual Review. There is regular correspondence via meetings, phone and email with external agencies
- TA feedback on pupil progress in department meetings

Transition support

Joining in Year 7:

- Tour of the school
- Attendance at Year 5/6 Annual Review by SEND Team, as required
- Communication with primary staff and outside agencies
- Examples of timetables, maps, planner etc.
- Transition Project
- SEND transition morning
- Extra tours and induction meetings with the SENDCo, and/or other relevant staff
- Whole school induction day

KS3 to KS4

- Careers interviews starting in year 9
- Extra meetings with individuals to discuss options at key points of transition at GCSE, and beyond school
- Help to find appropriate courses, including if a student has an EHCP working with the preparing for adulthood team

Post-16

- Careers meetings

- Support in completing application forms
- Access arrangements for examinations
- Handover meetings with next provision
- Support through PSHE curriculum

Teaching approach

- It is the responsibility of the classroom teacher to meet the needs of all pupils (SEND Code of Practice 2015) through quality first teaching. Subject teachers will utilise adaptive teaching strategies to provide appropriate access to the curriculum for every pupil.
- Teachers have access to pupil information. Classroom strategies are written using professional advice, observations and evidence-based literature for student with identified SEND needs. Using this information all teaching staff will implement these in the classroom.. The SEND Team will work with the student and their family as well as other key stakeholders including students' teachers, Teaching Assistants (TAs) and outside agencies to ensure that they are reviewed and amended when appropriate.
- SEND staff receive ongoing training and advice during briefings, learning walks, observations, INSET days and department meetings on how to support pupils with a range of needs.
- The school's approach to behaviour has been designed to provide absolute clarity of expectation to support students who are more vulnerable or who have SEND. This includes a consistent use of language for student redirection, consistent process within lessons and reasonable adjustments as advised by the SEND Team.
- Shared TA support will be in core lessons where pupils have it identified in the Section F of their EHCP and support is required.

Adaptations to the curriculum and learning environment

Reasonable adjustments are made based on student need, using a graduated approach. Each student is a unique individual and so adaptations to teaching and learning and intervention are considered on a case-by-case basis. For example, some students may wear ear defenders, use fidget tools or use specialist equipment as agreed by the SEND Team.

Students may require further reasonable adjustments:

- Literacy interventions
- Maths interventions
- Specialist Literacy withdrawal group (students with the weakest literacy are withdrawn from studying a language and focus on the acquisition of further literacy skills including phonics, spelling, comprehension. This only happens after testing and extensive discussions with wide range of stakeholders)
- Speech and language interventions including pre-teaching and social skills

- Some students have personalised timetables so that they can have additional support with their basic skills, support with classwork and study skills
- Anxiety and resilience intervention groups with student services
- Shared TA support will be in core lessons where pupils have it identified in the Section F of their EHCP and support is required.
- 1:1 or group ELSA support
- Some students at risk of exclusion have further pastoral support. This team supplements the work of Learning Support and identifies ways in which the student will be supported to reduce the risk of exclusion. The SEND Team will work closely with the pastoral team on this
- Outside agencies, such as, CAMHS, Mental Health in Schools Team (MHST) SHINE and Outreach

For a full list – see our Graduated Response document at the end of this document

Inclusivity in activities

- Access to lunchtime, afterschool clubs and extra-curricular visits
- TA support on trips and clubs as required
- Individual risk assessments written as and when necessary

Supporting emotional and social development

- Mental Health Support Lead – Julia Saunders
- Pastoral Support from the Tutor, Head of Year and Student Support
- Behaviour and inclusion lead
- Whole school focus on mental health including celebrating mental health week, whole school assemblies and activities often hosted by external agencies such as mental health in schools teams
- PHSE (Personal, Health, Social and Economic) Education programme for all pupils
- ELSA
- Peer Mentoring
- Mentoring with staff members
- In house group work programme including BOOST, INSPIRE, exam stress buster interventions
- SHINE intervention
- School based counsellors
- Break time and lunchtime support in Learning Support area
- Referral to outside agencies as appropriate
- Homework Club after school
- Variety of clubs and activities out of curriculum time, such a sport, drama, and special interests, Chat and Chill club.

Evaluating effectiveness

- Feedback from children and parents
- Regular monitoring and analysis of reports, data and books
- Feedback from teachers and TAs
- Feedback and guidance from external agencies
- Observations and Learning walks
- Comments from Annual Review
- Use of Provision Map to monitor reviews of provisions

Handling complaints

Should any parent/carers wish to complain about provision for their child's educational needs please contact the school office office@twynhamschool.com for the attention of Mrs Hayton (Headteacher's PA).

The School's complaints policy can be found here: [Complaints-Policy-Sept24.pdf \(rackcdn.com\)](#)

Local Offer

The BCP local offer can be found here:

[The Bournemouth, Christchurch and Poole SEND Local Offer - BCP Council](#)

Named contacts

Name of individual	Email address	Phone number
Fiona Ordway – DSL	Fiona.Ordway@twynhamschool.com	01202 486237
Sadie Miller – Deputy Head of School (Inclusion)	Sen@twynhamschool.com	01202 486237
Lauren Lambert - SENCO	Sen@twynhamschool.com	01202 486237
Rachael Cox – Year 7 to 11 LA case officer	Rachael.cox@bcpcouncil.gov.uk	01202 817601

Alex Pearce - Sixth Form LA Case Officer	Alexandra.Pearse@bcpcouncil.gov.uk	01202 128880
--	--	--------------

You can contact: Information, Advice and Support for Children and Young People with SEND and /or Disability and their Parents and Carers Service who provide impartial information and advice on matters relating to Special Educational Needs and Disabilities for children and young people aged 0-25 and their families.

- Telephone : 01202 451970
- [SENDiass4BCP - SENDiass4BCP](#)

What policies are considered for SEND students?

- Safeguarding Policy
- Behaviour Policy
- Equality & Diversity Policy –
- Policy for Supporting Pupils with Medical Conditions
- Accessibility Plan
- Intimate Care Policy

ORDINARILY AVAILABLE PROVISION							
Quality First Teaching	Cognition & Learning	Communication & Interaction	Social, Emotional and Mental Health	Physical & Sensory	High-Quality Inclusive Practice	Attendance and Safeguarding	Health, Wellbeing and Behaviour
Gain pupil attention before giving instructions	✓	✓	✓	✓	Explicitly teach the behaviors that you want to see.		✓
Use clear, simple, concise language	✓	✓	✓	✓	Attendance Certificates	✓	
Break instructions into small steps	✓	✓			Tutor and Pastoral Team Support	✓	✓
Give one instruction at a time	✓	✓			Personal Social and Health Education Curriculum		✓
Allow processing time before response	✓	✓	✓		Breakfast Club	✓	✓
Check understanding regularly	✓	✓			Homework Club/ Working Lunch		✓
Use visual supports (timetables, cues, symbols)	✓	✓	✓	✓	School reward system		✓
Use multi-sensory teaching approaches	✓	✓		✓	School behaviour system		✓
Provide scaffolding (word banks, prompts, models)	✓						
Pre-teach vocabulary and concepts	✓	✓					
Re-teach and revisit learning	✓						
Link new learning to prior knowledge	✓						
Use modelling and worked examples	✓	✓					
Chunk tasks into manageable sections	✓		✓				
Provide adapted/differentiated resources	✓			✓			
Use consistent routines and structure	✓	✓	✓	✓			
Give predictable warnings for transitions		✓	✓	✓			
Reduce distractions in the environment	✓	✓	✓	✓			
Provide movement or brain breaks	✓		✓	✓			
Use flexible grouping / small group work	✓	✓	✓				
Provide alternative ways of working	✓	✓					
Provide opportunities for overlearning/practice	✓						
Encourage independence gradually	✓		✓				
Use praise and specific feedback	✓	✓	✓				
Build self-esteem through success opportunities	✓	✓	✓				
Use positive behavior modelling		✓	✓				
Explicitly teach emotional awareness/language		✓	✓				
Use emotion check-ins / regulation strategies			✓	✓			
Provide safe/calming spaces			✓	✓			
Develop predictable relationships		✓	✓				
Use relational/restorative approaches		✓	✓				
Create opportunities for pupil voice and choice	✓	✓	✓				
Use social stories or structured narratives	✓	✓	✓				
Encourage peer interaction and collaboration	✓	✓	✓				
Use visual/physical prompts instead of verbal overload	✓	✓		✓			

Adapt classroom layout for accessibility				✓			
Ensure appropriate sensory environment			✓	✓			
Provide sensory breaks or regulation tools			✓	✓			
Use assistive technology where needed	✓	✓		✓			
Check hearing/vision and physical access needs		✓		✓			
Ensure seating and positioning support access	✓			✓			
Provide alternative ways of communication							
Model language during the day	✓	✓	✓				

Targeted Support (Short term needs or short term intervention to boost progress)	Targeted Plus Support (Long-term educational needs/ disability or those who would not make educational progress without long-term support)	Exceptional Needs (Statutory Provision as directed by the Local Authority)
LEARNING • Short term classroom strategies needed to make progress • Targeted Literacy E.g Lexonic Advance, Lexonic Leap, • Targeted numeracy support (in KS3) - Success for Arithmetic • Sensory adjustment (fidget/ear defenders/ Loops) • Period 6 Core Subject intervention (Year 11) • Subject specialist tutor time (Year 11) • Exam Access Arrangements if concerns raised by teachers only	LEARNING • Long term classroom strategies needed to access learning • Targeted GCSE Maths/ English/ Science tutoring • Involvement of Dorset Vision and/ or Hearing Services • Use of a school laptop • SEN Support Plus plan • ASDAN Award – KS4 GCSE Option	LEARNING • EHCP application for exceptional needs • <i>Provision will be defined in Section F of the student's EHCP</i> • Classroom TA Support as per section F of EHCP • Mentoring support
ATTENDANCE and SAFEGUARDING • Attendance Letters and Meetings • Attendance Review by Senior Leaders	ATTENDANCE and SAFEGUARDING • Fast Track Attendance Plan • Referral to BCP Re-integration Team (RIO) • Early Help Referral (Children's Services) • Phased timetable • Safe and Well checks (if a child is not attending school) • Nurture Tutor Group (Year 11)	ATTENDANCE AND SAFEGUARDING • Inclusion Hub Support • Child Protection Plan • Reintegration Officer Intervention • Court Proceedings for Attendance • Referral to BCP Inclusion Team
HEALTH, WELLBEING AND BEHAVIOUR (In School) • Gatekeepers meeting (concerns discussed by Pastoral/ SEN Leaders) • Inspire (Girls Self Esteem Group) • Boost (Boys Self Esteem Group) • Chatty Box (support group for those with social communication needs) • ELSA – 1:1 or targeted group work • Parent champion (Independent parent advisor) • Little Lives (Counselling from outside provider) • Chat and Chill (Lunch Club) • Behaviour Report to Tutor/ Head of Year • Mosaic Bereavement Cafe • AFC Bournemouth Transition Project • Enhanced Transition Programme (Year 6 to 7)	HEALTH, WELLBEING AND BEHAVIOUR (In School) • Behaviour Report to Senior Leaders • Medical Support Plan • Personal Emergency Evacuation Plan • Support from the School Based Social Worker • Edge of Permanent Exclusion Plan (Edge of PEX) HEALTH, WELLBEING AND BEHAVIOUR (External Agencies) • Young carers/Mytime group (1:1 support and group work run by a charity group) • Mosaic bereavement support (1:1 charity support) • Mental Health in Schools Team – 1:1 or group work, CBT, Resilience, Anxiety • School Nurse and Sexual Health Nurse	HEALTH, WELLBEING AND BEHAVIOUR • Child Protection Plans • Referral to Medical Inclusion Team LOOKED AFTER CHILDREN • Mentoring • Personal Education Plan (PEP) • Access to small group tutoring (depending on progress) • Innovation Project – trips and visits to raise aspirations • Lunch Club with Mrs Thomas

- Additional September transition visits (Year 8 and above)
- Pastoral Support Plan
- Individual Behaviour Plan (short term)
- Early leave from lessons pass (for physical needs)
- Medical exemption pass
- Nurture tutor group (Self Esteem/Friendships - 12 Week programme)
- Social Stories
- Diary of Success
- Student Risk Assessment

- We are With You – drug and alcohol support
- CAMHS (Child and Adolescent Mental Health Service)
- Child in Need Plan (Children’s Services)

