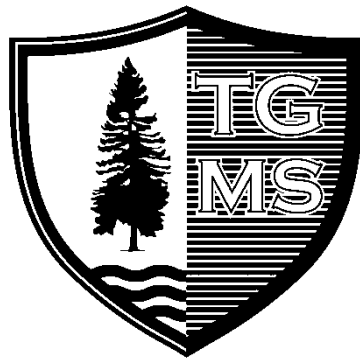




BUCKINGHAMSHIRE COUNCIL

SEND Policy (and Information Report) Tylers Green Middle School



This policy was adopted on: Autumn 2025

The policy is to be reviewed by: Autumn 2026

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1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with Special Educational Needs and Disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

We believe that every pupil has an entitlement to develop their full potential. TGMS provides unmissable and rewarding educational experiences, enabling pupils' holistic progress, achievements and recognising their individuality.

Every teacher and Learning Support Assistant is a teacher of those with Special Educational Needs and Disabilities (SEND). Tylers Green Middle School provides an inspiring, diverse curriculum, broad, relevant and challenging in its construction, which is **inclusive** and **accessible** to each individual's abilities, talents and personal qualities. Our inclusion culture is embedded in our school, and every classroom is an inclusive classroom: our curriculum is delivered for all pupils to effectively access at the level of challenge required for them to develop towards their full potential.

Pupils identified with SEND who require provision additional to, or different from, those provided as part of the school's usual differentiated curriculum or have a specific diagnosis are placed on the school's SEND register, which is reviewed termly. This is known as SEND Support. This support is

planned by the class teacher in conjunction with advice sought from the SENDCo and (where appropriate) outside agencies and delivered through specific, measurable targets. Provision will be embedded in the classroom but sometimes, may include 1:1 or group work and access to evidence-based intervention programmes or other programmes devised by external agencies.

The voice of the pupil and his/her family is continually sought in planning and reviewing the provision outlined for the pupil. Some pupils may qualify for and receive support from outside agencies and/or the Specialist Teaching Service. The Local Authority (LA) may grant an Educational, Health and Care needs Plan (EHCP) for pupils with long-term and complex needs. If this is considered appropriate, this can be applied for through a joint application between the parents and the school.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND Co-ordinators (SENDCos) and the SEND information report.

3. Definitions

A pupil has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools, though this is usually met through support and resources in the classroom.

4. Roles and responsibilities

4.1 The SENDCo

The SENDCo is Anna Campbell.

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach (APDR) to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority (LA) and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- Providing an inclusive classroom
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- Working with the SENDCo to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEND information report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD) or anxiety
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate learning difficulties

5.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

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

This may include progress in areas other than attainment, for example, social or emotional needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

At Tylers Green Middle School pupils are identified as having SEND by the class teacher, in liaison with the Special Educational Needs and Disabilities Coordinator (SENDCo), using appropriate screening and assessment tools to ascertain pupil progress. This will include:

- Cognitive Ability Tests (CATs)
- End of Key Stage 2 statutory tests (SATs)
- Accelerated Reading and Star Reading Age Tests
- NFER Tests
- Rising Stars Science tests
- Spelling Age Tests
- Teacher Assessment using NC objectives for writing
- Arbor Assessment recording

Progress towards targets is measured and discussed termly with staff and parents/carers using the graduated approach (assess, plan, do, review). Together the class teacher and SENDCo will detail any provision that is required, which is additional to or different from that which normally occurs in class.

If a teacher has concerns regarding a child, they will flag them to the SENDCo using the school triage form and, where appropriate, will discuss them with the parents.

5.3 Consulting and involving pupils and parents

We believe parent/staff/pupil communication is vital to meeting pupils' needs and ensuring the best outcome for a child. The school encourages parents/carers to discuss any concerns regarding their children with the class teacher in the first instance.

Early intervention is vital. As such, we will have an early discussion with the pupil and their parents when identifying whether they need special educational provision or to ensure understanding if there is a pre-existing need. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We consider the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record.

We will formally notify parents when it is decided that a pupil will receive SEND support.

Once a child is on the SEND register, the school keeps parents/carers and pupils fully informed about their targets and progress through:

- Parent consultations with the class teacher and/or SENDCO, including an additional, stand-alone meeting termly
- Sharing SEND Support Plans
- Sharing reports from outside agencies
- Telephone conversations, emails, letters and informal meetings.
- One-page pupil profile

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **Assess, Plan, Do, Review**.

This will be recorded on the APDR template and include SMART targets (targets that are specific, measurable, appropriate, relevant and timely) and reviewed every term.

The class or subject teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress. If progress is good, through consultation with the family, a pupil may be removed from the SEN register.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the secondary school that the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

In addition, the class teachers will hold transition meetings with the next school and the pupil will visit the new school. Where appropriate, the SENDCo will liaise with the SENDCo from the secondary school and will invite them to the Year 6 annual review.

Year 3 teachers visit Year 2 children at feeder first schools. The SENDCo liaises with the SENDCo at feeder primaries and transition secondary schools. This may result in additional visits and meetings in order to ensure that the child is fully supported.

The school makes use of Buckinghamshire Guidance on Year 6 to Year 7 transfer.

When pupils move to another school, their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000.

Additional information about admissions and the school's Admission policy can be found on the school website at www.tylersgreenmiddle.bucks.sch.uk

5.6 Our approach to teaching pupils with SEND

Class teachers are responsible and accountable for the progress and development of all the pupils in their class.

At Tylers Green Middle School, high-quality teaching is the first step in responding to pupils who have or may have SEND. The TGMS Teaching, Learning and Curriculum Principles and our Teach Like a Champion (TLAC) approach provide the framework for this high-quality, inclusive teaching, using consistent routines and habits of attention to reduce cognitive load and support all learners, including those with SEND. The class teacher ensures effective differentiation is used to meet the needs of every pupil in the class. Teachers are trained to apply the principles and steps of [Universal Provision](#) to ensure their lessons are inclusive for all pupils. The class teacher is responsible for tracking the pupil's progress. Pupils may work independently, in pairs, or in a group. Additional adult support may be provided for groups or individuals as required.

Further, Curriculum Coordinators have been trained to ensure their subject's curriculum meets the needs of all learners, including those with SEND. This requirement forms part of their regular monitoring and planning of their subject; analysing data, scrutinising learning in books and listening to the feedback and opinions of pupils. Where there is particular need to adapt or refine our curriculum to make it more effective for pupils with SEND, information regarding actions can be found on the Curriculum Coordinator's annual Action Plans.

This information is regularly monitored by the Senior Leadership Team (SLT) and SEND coordinator (SENDCo). Targets and outcomes are reviewed termly and will be amended as necessary.

We may provide the following interventions where appropriate:

- Bug Club phonics
- Project X
- Power of 2
- SOS spelling
- Looking and thinking
- Zones of Regulation
- Nurture groups
- Learning Support Mentor
- Forest School

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- We use shared TLAC routines (for example, clear starts, consistent participation techniques and habits of discussion) to help pupils with SEND anticipate lesson structures and focus their attention on learning.
- Differentiating our curriculum to ensure all pupils can access it, for example, by grouping, 1:1 work, teaching style, the content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Writing, publishing and regularly updating the Accessibility Plan (see school website for more information: <https://primarysite-prod-sorted.s3.amazonaws.com/tylers-green-middle-school/UploadedDocument/56d8e0d5-954e-45c3-844b-736b12129143/accessibility-plan-2024-25.pdf>)
- The provision will be set out in the APDR document written to identify the provision employed to support the pupil. (These will be reviewed at least three times each year.)
- Support may also be provided by external agencies (e.g. Speech and Language Therapists (SALT), Occupational Therapy (OT), or other specialist teaching teams.

5.8 Additional support for learning

We have 12 Learning Support Assistants (LSAs) who work full or part-time and are trained to deliver in-class support and interventions, where appropriate. The LSAs support all children who need it in the class, as well as children with an EHCP or on the SEN register.

Teaching assistants will support pupils on a 1:1 basis when a child has very specific needs or the tasks is more appropriate at a 1:1 level.

Teaching assistants will support pupils in small groups when children benefit from sharing ideas, have similar needs or the nature of the intervention needs a group (e.g. social skills).

The LSAs and class teachers work hard to enable children to develop skills which promote independence and allow them to develop self-help and self-regulation strategies.

We work with the following agencies to provide support for pupils with SEND:

- Psychology4Learning – Private Educational Psychology Service
- Speech and Language Therapy Service
- Occupational Therapy Service
- Visually and Hearing-Impaired Support Service
- Cognition and Learning Specialist Teaching Service
- ASD Specialist Teaching Service
- Child and Adolescent Mental Health Service (CAMHS)
- School Nursing Service

5.9 Expertise and training of staff

Appropriate Continued Professional Development (CPD) is provided for all staff regularly to support the needs of pupils with SEND within our school. The SENDCo oversees the SEND training needs of all staff. Specialist expertise is obtained by the school by engaging professional advice as necessary, and sharing of knowledge and expertise is encouraged.

Our SENDCo has 6 years' experience in this role and has worked as SENDCo at Tylers Green Middle School for all of this time. The SENDCo is also the Assistant Headteacher for Inclusion.

They are allocated 12 hours a week to manage SEND provision.

We have a school-wide LSA capacity of 10 (FTE), who are trained to deliver SEND provision.

The school places high importance on staff development and promotes the sharing of expertise and the internal development of staff in order to meet the needs of pupils. In addition, in the last academic year, staff have been trained in early phonics, Lego therapy, alternatives to phonics, supporting pupils with dyslexia understanding behaviour, nurture and social groups (including Forest School), supporting early reading, and ASD support.

We use specialist staff for learning mentoring.

Under the guidance of the class teacher, LSAs are expected:

- To carry out activities and learning programmes identified and planned by the class teacher and/or the SENDCo
- To work closely with class teachers and specialist staff/outside agencies to plan and implement interventions, either in class or out.
- To keep accurate records of this work as requested and liaise with teachers about the next steps
- To be aware of the child's APDR and/or EHCP
- To actively support children in class
- To support individuals or small groups in a quiet area if appropriate.
- To attend INSET and courses where appropriate
- To be fully aware of the school's SEND policy
- To liaise with the class teacher and SENDCo regarding any concerns about pupils with SEND at the earliest opportunity

All teachers and support staff are encouraged to undertake training and development in order to maintain and develop the quality of provision to respond to the strengths and needs of all pupils. Appropriate Continued Professional Development (CPD) is provided for all staff regularly to support the needs of pupils with SEND within our school. The SENDCo oversees the SEND training needs of all staff. Specialist expertise is obtained by the school by engaging professional advice as necessary, and sharing of knowledge and expertise is encouraged.

The school's SENDCo will attend the Local Authority's SENDCo liaison network meetings in order to keep up to date with local and national updates in SEND.

5.10 Securing equipment and facilities

The SENDCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for pupils with EHC plans.

The headteacher informs the governing body of how the funding allocated to support special educational needs has been employed. This is used on a flexible and proactive basis to support the current needs of individuals and the school and may take the form of training, staffing or resources.

If a member of staff requires equipment to support the needs of pupils, they will approach the SENDCo directly with the request. The SENDCo will then decide on the purchase and request the equipment be ordered by the school bursar.

5.11 Evaluating the effectiveness of SEND provision

In line with current Ofsted expectations, we consider both quantitative outcomes and the lived experiences of pupils with SEND when evaluating the effectiveness of our provision.

Monitoring and evaluation of the SEND provision promotes an active process of continual review and improvement of provision for all pupils. The provision detailed for individual pupils is monitored and reviewed each term by the class teacher and SENDCo. The provision must be flexible and relevant to the needs of the child. Withdrawal from main classroom teaching to receive intervention input must not jeopardise the pupil's right to a broad and balanced curriculum, and, where appropriate, these needs will be met within the inclusive classroom environment.

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term (APDR)
- Reviewing the impact of in class and out of class interventions termly
- Using pupil questionnaires
- Monitoring by the SENDCo, through audits and learning walks
- Holding annual reviews for pupils with EHC plans
- Parent meetings
- Specialist input and reports
- Using the SDP to measure the achievements throughout the year
- Meetings between the SEND governor and SENDCo

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s) to Woodrow High House in Year 4 and PGL in Year 6. Any reasonable adjustments are made to enable pupils' attendance. This is done through communication between pupils, parents, teachers and venue providers.

All pupils are encouraged to take part in sports days, school plays, workshops and whole-school events. Adjustments can be made to enable this.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

The admission arrangement for pupils with SEND is no different than for other children. Careful attention is paid to identifying the individual needs of children on entry using the graduated approach. There are links with feeder schools and if a child had previously been identified as having SEND, early liaison with parents is made.

Additional information about how TGMS supports pupils with disabilities:

- Arrangements for the admission of disabled pupils, i.e.
- All pupils whose education, health and care (EHC) plans name the school will be admitted before any other places are allocated
- Next, all pupils who have an Education, Health and Care Plan (EHCP) will be admitted before any other places are allocated
- Disabled pupils are never treated less favourably than other pupils. As part of yearly safeguarding refresher training, this group is identified as more vulnerable to a lack of opportunity and wider abuse, alongside children with SEND and LGBTQ+ groups.
- Opportunities in school, including in the classroom, outside and extra-curricular (e.g. school trips) are adapted and tailored to make them as inclusive as possible for disabled pupils.
- Our school's accessibility plan (<https://primarysite-prod-sorted.s3.amazonaws.com/tylers-green-middle-school/UploadedDocument/56d8e0d5-954e-45c3-844b-736b12129143/accessibility-plan-2024-25.pdf>)
- Improving the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide
- Improving the availability of accessible information to disabled pupils

The school accessibility plan can be found on the school website under SEND. It lays out the existing measures to support pupils with disabilities as well as plans to support them in the future.

The school puts the Equality Act at the heart of its policies. It embeds the idea of anti-discrimination into its school culture, promoting it through assemblies, PSHE, classroom culture and displays.

5.13 Support for improving emotional and social development

Tylers Green Middle School prioritises pupil well-being, emotional and social development. We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council and apply for house captain roles
- Pupils with SEND may be encouraged to be part of a nurture group to promote teamwork/building friendships
- Pupils with SEND may attend sessions with the learning support mentor
- Pupils with SEND maybe referred to CAMHS
- Pupils with SEND are encouraged to have input in their pupil support page
- The SENDCo has attended mental health lead and ELSA training to further champion pupil well-being. She is also a Buckinghamshire Step On Tutor and Step Up trained.
- The SENCo coordinates a Year 5 Well-Being Mentor peer support network to provide peer-led well-being support to the whole school
- The school tracks and liaises with alternative provision providers
- The school encourages pupils with SEND to engage in the Time to Talk scheme.

We have a zero-tolerance approach to bullying and deal with all accusations immediately in communication with children, staff and parents, listening carefully to the pupils' views. We embed the zero-tolerance approach into daily school life through assemblies, classroom displays, PSHE and conversations with children.

5.14 Working with other agencies

Tylers Green Middle School believes that working closely with outside agencies to support pupils is key to their progress. The school buys into some services through the LA or privately; some are provided by the LA for no charge.

When required, the SENDCo will contact specialist teaching services to seek advice or training. This will enable the school to support children with needs that they may not have as much experience with. The school will then input advice as part of the APDR cycle.

The school will also contact agencies to provide an assessment and written report containing a learner profile and advice where required. This is then used to provide support for the child in school based on the information and advice within the report.

The school works with paediatrics to support diagnoses where needed and to communicate information from the school. It also liaises with CAMHS to support diagnosis pathways.

If a child is suffering from mental health challenges, then the school may put in a CAMHS referral following consent from parents. They may also seek support for families and pupils through the Family Support Service.

If there are concerns about attendance, then the school will contact and work with attendance and re-integration services through the LA to best support the child to attend school. The school aims to work with parents to support improvement.

If a child is suffering from behavioural difficulties, then the school may contact the exclusions team and/or the PRU in order to seek advice and support.

5.15 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the class teacher or SENDCo in the first instance. They will then be referred to the school's complaints policy. If you feel that your concern has not been addressed or has not been provided a satisfactory answer, the issue should then be raised with the Headteacher. If this fails to resolve the complaint, a group of three governors, including the governor who has oversight of the school's SEND provision and who will act as chair, will hear the complaint with the Headteacher and SENDCo giving their case. More information about the school's complaints procedure can be found on the school website at www.tylersgreenmiddle.bucks.sch.uk.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEND

Parents/carers of any child identified with SEND may contact the Buckinghamshire Special Educational Needs and Disability Information, Advice and Support (SENDIAS) for independent support and advice

https://account.buckscc.gov.uk/service/contact_bucks_SENDias

They may also find information about the local SEND provision, help, support and advice (including the Local Offer at <http://www.bucksfamilyinfo.org>

ISEND provides support for children with an existing EHCP

SENDwycombe@buckinghamshire.gov.uk

5.17 Contact details for raising concerns

Anna Campbell

Assistant Headteacher, Inclusion

senco@tylersgreenmiddle.co.uk

Sam Isaacs

Headteacher

Head@tylersgreenmiddle.co.uk

5.18 The local authority's local offer

Our contribution to the local offer is under the services directory in the County Local Offer

Our local authority's local offer is published here: <https://familyinfo.buckinghamshire.gov.uk/SEND/>

6. Monitoring arrangements

This policy and information report will be reviewed by SENDCo **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to the following documents:

- Accessibility plan

- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Complaints and Concerns procedure
- Teaching, Learning and Curriculum Principles