

SEN Information Report 2026-2027

Tylers Green First School



Approved by: J Talbot

Date: September 2026

Last reviewed on: August 2026

Next review due by: August 2027

Contents

Contents	
1. What types of SEN does the school provide for?	3
2. Which staff will support my child, and what training have they had?	3
3. What should I do if I think my child has SEN?	4
4. How will the school know if my child needs SEN support?	4
5. How will the school measure my child's progress?	5
6. How will I be involved in decisions made about my child's education?	6
7. How will my child be involved in decisions made about their education?	6
8. How will the school adapt its teaching for my child?	6
9. How will the school evaluate whether the support in place is helping my child?	9
10. How will the school resources be secured for my child?	9
11. How will the school make sure my child is included in activities alongside pupils who don't have SEND? ..	9
12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?	9
13. How does the school support pupils with disabilities?	9
14. How will the school support my child's mental health and emotional and social development?	10
15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?	10
16. What support is in place for looked-after and previously looked-after children with SEN?	10
17. What should I do if I have a complaint about my child's SEN support?	11
18. What support is available for me and my family?	11
19. Glossary	12

Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Physical impairment

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENCO

Our SENCO is Laura Gregory.

They have more than 20 years' experience in this role and have worked in a range of mainstream and specialist settings in EYFS, KS1 and KS2. They are a qualified teacher.

Class Teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

Teaching assistants (TAs)

We have a dedicated team of TAs, including 1 higher-level teaching assistant (HLTA) who is trained to deliver SEN provision.

Our teaching assistants are trained to deliver interventions such as Speech and Language programmes, English and Maths catch-up and Occupational Therapy programmes.

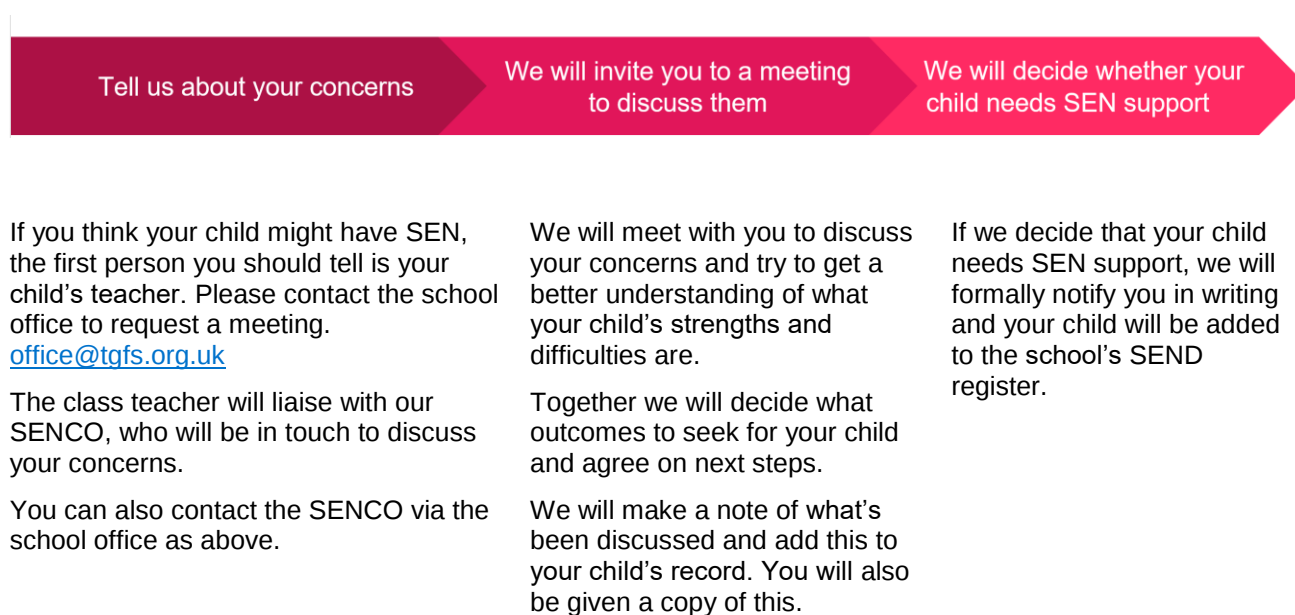
All of our classroom teams have received Level 1 Makaton Training, with 3 additional TAs having achieved level 3.

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Social services and other LA-provided support services
- Voluntary sector organisations

3. What should I do if I think my child has SEN?



4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and monitor the children's progress in their schoolwork or socially on a daily basis. The teacher may notice that a pupil is falling behind their peers and then try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra support to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and needs are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

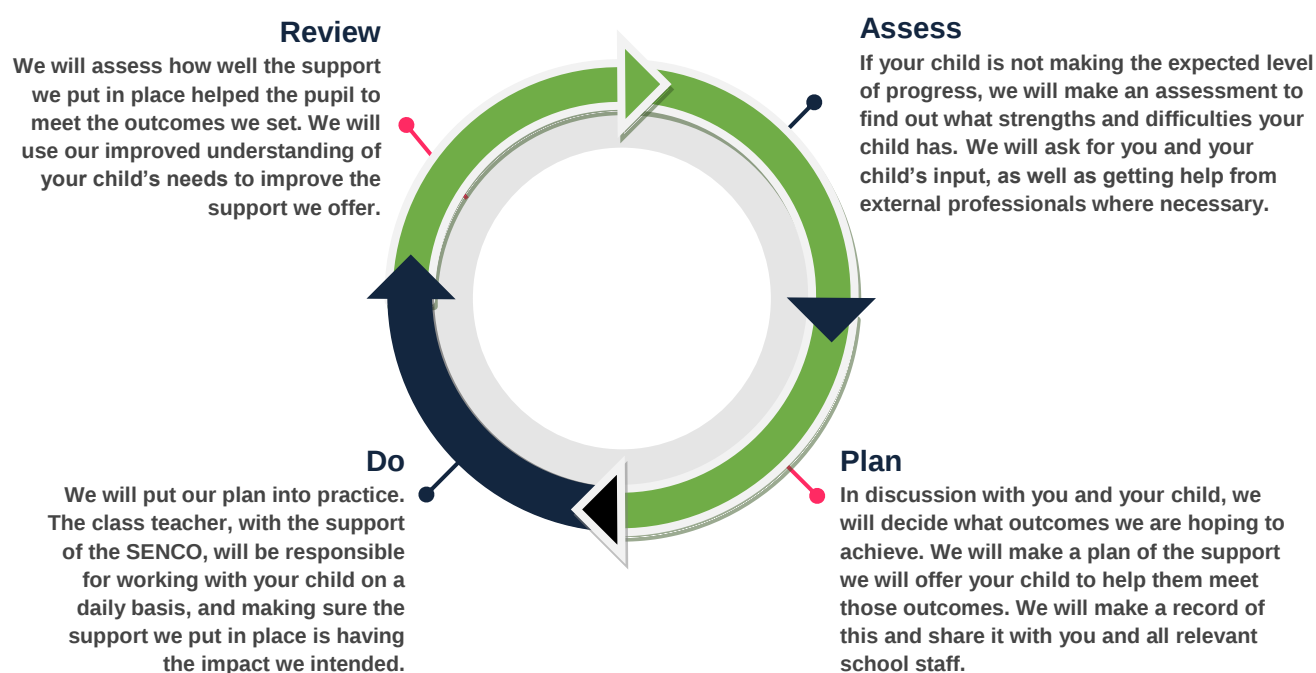
Based on all of this information, the SENCO will decide whether your child needs support that is different to or exceeds our school's universal provision. You will be told the outcome of the decision and, if necessary, an individual support plan will be written.

If your child does need SEN support, their name will be added to the school's SEN register, and the SENCO will work with you to create an Individual Support Plan (ISP) for them.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through targeted, individual support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will review your child's progress at the end of each term. If they have an Individual Support Plan, this will be reviewed with you termly. You will have the opportunity to meet with the SENCo and your child's teacher to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

We know that you're the expert when it comes to your child's needs and aspirations. We want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed on the existing Individual Support Plan. This will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher via the school office. office@tgfs.org.uk

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no two children are the same, so we will decide on a child-by-child basis, with your input.

We may seek your child's views by asking them to:

- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey
- Draw their experience of school and what they would like their support to look like.

8. How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school as part of our school's universal provision.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by using small group teaching or support, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing

- Using recommended aids, such as move and sit cushions, weighted lap pads, laptops, visual timetables, larger font, etc.
- Teaching assistants will support pupils in a small group or deliver 1:1 interventions when agreed on the pupil's Individual Support Plan and recommended by external professionals such as an Educational Psychologist.

We may also provide the following interventions:

AREA OF NEED		HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	Visual timetables Social stories Small Group Communication and interaction Activities. Small group teaching in our inclusion base (Rainbow Room).
	Speech and language difficulties	Speech and language therapy (individual) Speech Link Speech and Language Link - support for SLCN Language Link Speech and Language Link - support for SLCN Small group teaching in our inclusion base (Rainbow Room).
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Sensory Diet Weighted Lap Pads Move and Sit Cushions Laptop Handwriting/fine motor skills support Small group support within class. Individual precision monitoring/skills practice. Catch up phonics groups Visual supports such as symbols e.g. Widgit
	Moderate learning difficulties	Small group support/pre-teaching. Visuals Widgit symbol resources Makaton for key vocabulary Individual precision monitoring/skills practice.

Social, emotional and mental health	ADHD, ADD	Quiet workstation Now and Next (in tray and out tray approach) Visual Timetable Sensory Diet Sensory support e.g. weighted equipment, Movement breaks Zones of regulation Alternative seating arrangements
	Adverse childhood experiences and/or mental health issues	Small group nurture time. Talking and Drawing Programme Quiet/calm space. Opportunities for small group play with an adult. Sensory play
Sensory and/or physical	Hearing impairment	Visual support. Small group support. Additional Support as advised by specialist teaching team for HI at sts@buckinghamshire.gov.uk
	Visual impairment	Adapted resources. E.g. enlarged print. Small group support. Additional Support as advised by specialist teaching team for VI at sts@buckinghamshire.gov.uk
	Multi-sensory impairment	Adapted resources. E.g. enlarged print. Small group support. Additional Support as advised by specialist teaching team for sts@buckinghamshire.gov.uk
	Physical impairment	See also Accessibility Plan accessibility-plan.pdf (primarysite-prod-sorted.s3.amazonaws.com) Additional Support as advised by specialist teaching team for PD at sts@buckinghamshire.gov.uk

These interventions are part of our contribution to Buckinghamshire County Council's local offer.

See also Buckinghamshire SEND Universal Provision

[draft-buckinghamshire-send-universal-provision-dec-2025.pdf](#)

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their targets each term
- Reviewing the impact of interventions after 10-12 weeks (1 academic term).
- Monitoring by the SENCO including standardised assessments such as language Link screening.
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority by requesting an Educational, Health Care Needs Assessment (EHCNA).

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

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

All pupils are expected to go on our school trips. All pupils are encouraged to take part in sports days, school productions and visiting workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

We follow the Buckinghamshire admissions policy.

[Apply for a primary school place | Buckinghamshire Council](#)

13. How does the school support pupils with disabilities?

Please see Accessibility plan

<https://www.tylersgreenfirst.co.uk/attachments/download.asp?file=129&type=pdf>

14. How will the school support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- We provide extra pastoral support for pupils with SEN by making staff and quiet/calm spaces available as and when needed e.g. transition between settings or lessons or during times of emotional crisis.
- We offer nurture opportunities and time for pupils who need extra support with social or emotional development
- We draw on advice from a range of external agencies e.g. The Virtual School, pupils referral unit and educational Psychology.
- We have a 'zero tolerance' approach to bullying. To see how we prevent bullying at Tylers Green First School please see our school Behaviour Policy

<https://www.tylersgreenfirst.co.uk/attachments/download.asp?file=20&type=pdf>

15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

Between years

To help pupils with SEND be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend the final meeting of the year when the pupil is discussed
- Schedule lessons with the incoming teacher towards the end of the summer term
- Timetable transition support including additional visits to new classes.
- Run Transition Support Group (Moving Up to...) developing strategies to manage the transition from Tylers Green First School to their KS2 setting.

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

The SENCO of the new school will come into our school for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- Ask both the current teacher and the next year's teacher to attend the final meeting of the year when the pupil's SEN is discussed.
- Timetable transition support including additional visits to new school.
- Run Transition Support Group (Moving Up to...) developing strategies to manage change.

16. What support is in place for looked-after and previously looked-after children with SEN?

Laura Gregory (Designated Teacher for Looked-After Children) will make sure that all teachers understand how a looked-after, or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

It is in everyone's interest that concerns and complaints are resolved at the earliest possible stage. Many issues can be resolved informally, without the need to use the formal stages of the complaints procedure. Tylers Green First School takes concerns seriously and will make every effort to resolve the matter as quickly as possible.

Tylers Green First School Complaints Procedure.

<https://www.tylersgreenfirst.co.uk/attachments/download.asp?file=23&type=pdf>

Complaints about SEN provision in our school should be made to the SENCo in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit:

<https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

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

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

[Special Educational Needs and Disability - Global Mediation](#)

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Buckinghamshire's local offer.

Buckinghamshire publishes information about the local offer on their website:

[Local Offer for SEND in Buckinghamshire | Family Information Service](#)

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

[Bucks SENDIAS service | Buckinghamshire Council](#)

Local charities that offer information and support to families of children with SEND can be found on the Family Information site

[SEND support services | Family Information Service \(buckinghamshire.gov.uk\)](#)

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)

- › [SEND family support](#)
- › [NSPCC](#)
- › [Family Action](#)
- › [Special Needs Jungle](#)

19. Glossary

- › **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- › **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- › **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- › **CAMHS** – child and adolescent mental health services
- › **Differentiation** – When teachers adapt how they teach in response to a pupil's needs
- › **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- › **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- › **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- › **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- › **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- › **ISP** – Individual Support Plan
- › **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- › **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- › **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- › **SENCO** – the special educational needs co-ordinator
- › **SEN** – special educational needs
- › **SEND** – special educational needs and disabilities
- › **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- › **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- › **SEN support** – special educational provision which meets the needs of pupils with SEN
- › **Transition** – when a pupil moves between years, phases, schools or institutions or life stages.