SEND Information Report

Updated: October 2026

Author: Twyford Trust SENDCos

Contents

Principles underlying all our practice at the Twyford Trust schools 2
SENDCo Contact Information 2
Support at Twyford Trust schools 2
How students' needs are identified 3
How are students' needs identified before they start at our school? 3
How are students' needs identified whilst at our schools? 4
Working in partnership with parents of students with SEND 5
Enabling students with SEND to make decisions about their education 5
Supporting students moving between phases of education 6
Ordinarily Available Provision that is available to help all students including those with SEND 7
Skills and training of Twyford Trust staff 8
Evaluating the effectiveness of SEND provision 8
Complaints About SEND Provision 8
Arrangements for the Admission of Disabled Students 9
Accessibility Plan 9

Abbreviations used throughout this policy for the 4 schools in the Twyford Trust:

ADA	Ada Lovelace CE High School
EFH	Ealing Fields CE High School
TWY	Twyford CE High School
WPN	William Perkin CE High School

Principles underlying all our practice at the Twyford Trust schools

The aim of the Trust is to deliver outstanding and aspirational progress and progression in an inclusive Christian setting. The school's ethos is centred on a text from John Chapter 10 vs 10:

'I have come that you might have life and have it to the full'.

The values and disciplines which are inspired by this text are referred to in all Twyford Trust schools as the 10:10 ethic.



Our 10:10 ethic

In accordance with our ethic, and with the Children and Families Act 2014, the SEND Code of Practice (2015), and the Equality Act 2010, we are committed to ensuring all pupils with special educational needs or disabilities are able to thrive in our setting, and enjoy 'life in all its fullness'.

SENDCo Contact Information

Each school within the Twyford Trust has its own SENDCo.

ADA	Ada Lovelace CE High School	Miss J ADLER	jadler@adalovelace.org.uk
EFH	Ealing Fields CE High School	Ms M WINDSOR	sendco@ealingfields.org.uk
TWY	Twyford CE High School	Mr D MCCLOSKEY	dmccloskey@twyford.ealing.sch.uk
WPN	William Perkin CE High School	Ms C MUYAH	cmuyah@williamperkin.org.uk

Support at Twyford Trust schools

- Students and their needs are individual, but in a general sense, needs can be categorised into broad groups:
    - **Executive Function** (e.g. attention deficit, organisational difficulties)
    - **Speech, Language and Communication** (e.g. developmental language disorder, receptive/expressive communication difficulties)
    - **Social, Emotional and developmental** (e.g. ADHD, Anxiety, Attachment Difficulties)
    - **Sensory and/or Physical Needs** (e.g. Visual or Hearing Impairment, Physical Disability)
    - **Motor** (e.g. Dyspraxia, Dysgraphia)

- The support available for students with additional needs is tiered:
    - **Universal** High-quality teaching for all pupils. Expertly planned and delivered lessons will meet the majority of needs for the majority of students. Teachers know the students in their classes and are able to adapt their lessons based on their needs and the progress that they see them making.
    - **Targeted** Individual strategies used to support individual students, these will generally be individualised approaches taken by classroom teachers based on their knowledge of individual

students (facilitated by student profiles). By being aware of a student's particular needs, it will allow teachers to check in more regularly with them and make some bespoke adjustments during lessons.
    - **Targeted Plus** interventions for students with specific needs, often delivered in small group settings and delivered by SEND staff, for example a social skills group or a numeracy intervention.
    - **Specialist** bespoke interventions provided for students with the highest levels of need, delivered in school by SEN/specialist staff or external providers (such as Educational Psychology, Speech and Language, counsellors).
- We make every effort to ensure that each child in our school makes good progress, in line with that of their peers, and they are well prepared for adulthood.

- Twyford & William Perkin schools are able to accommodate students with Autistic Spectrum Disorders in their Additionally Resourced Centres:

    - Twyford's Additionally Resourced Centre caters for SEND students who meet the specific admissions criteria (an Education, Health & Care Plan in place for either ASD or SpLD). The ARC opened in September 2017 and has places for 4 students each year, across years 7-11. Students attending the ARP would be expected to access 75% of lessons in the mainstream.
    - At William Perkin school an Additionally Resourced Centre opened in September 2015. It has 6 places for Years 7 – 11 and caters for students with Autism/mild learning needs, who would find it difficult to spend all their time in a mainstream class.

- The description of which students are best suited to use the ARC provision can be found in the Ealing Local offer.

- The local offer is a summary of the support available to parents and young people in relation to SEND provided by Ealing council. More information on this is available here: https://www.egfl.org.uk/services-children/special-educational-needs-and-disabilities-send-and-inclusion

- For further information and support regarding SEND, please contact SENDIAS: https://www.ealingsendiass.org.uk/

Criteria for inclusion on the SEND list:

1. Students who hold an EHC plan
2. Students currently receiving support from outside agencies or extensive additional Learning & Inclusion specialist support inside school, including accessing counselling (targeted plus or specialist tiers of support)
3. Students with acute medical needs

There may also be students who are not on the SEN list who are being monitored for possible inclusion on the list, on the basis of nascent SEND.

How students' needs are identified

All students are different, so at our schools we spend time identifying the needs of all students, whether they have a special educational need or not, before they enter school and throughout their school career. This helps us ensure all students settle in well and feel happy and confident in school and make good progress in their lessons. If the school feels that a child might have a Special Educational Need then there will be communication with parents. For the majority of students, the universal offer of the Trust curriculum and pastoral provision will ensure these needs. The number of students needing to access support will reduce progressively across the tiers (i.e. a minority of students will need targeted support and very few individuals will require specialist support).

How are students' needs identified before they start at our school?

We identify students with SEND through:

- Transition information from primary schools or previous settings
- Concerns raised by parents, carers, or the student themselves
- Input from external professionals such as Educational Psychologists or Speech and Language Therapists

Work with previous schools or educational settings
All school records are passed on to each school and the SENDCo and/ or head of year leader looks at them carefully. If a head of year/SENDCo knows there is a child with SEND who will be joining one of our schools the SENDCo/year group leader will contact the primary school to get further information.

Parental contact

Parents are encouraged to notify the school of any relevant needs their children may have by directly emailing the SENDCo with any information or documentation that helps to paint a picture of need. It may be appropriate for parents to meet with the SENDCo prior to their child joining the school to formulate a plan for support and transition.

How are students' needs identified whilst at our schools?

1. **If a parent has concerns**

   Communicating with the teacher
   Working in partnership with parents is of critical importance when supporting students with additional needs. If the query involves a particular subject, the subject teacher should first be approached via e-mail. If at any time there are pastoral concerns, please contact your child's form tutor in the first instance. If the issues are ongoing, please arrange an appointment with your child's Head of Year as soon as possible in order to discuss them.

   If you believe your child has a specific SEND issue, either through your own observations or following a diagnosis from a professional, please email the SENDCo directly to arrange a meeting to discuss this.

   Parents-teacher meetings
   We hold three meetings per year to discuss the progress of all our students (The Target setting day on in late September; the Parents' Evening mid-year and the Progress Review meeting in mid-July) as well as a year ahead evening at the start of each academic year. Please use these meetings to voice any concerns you may have.

2. **Staff observations**

   Teacher assessments
   All students' progress and achievement is informally monitored via assessment for learning (AFL) by teachers in every lesson. Academic achievement and progress is also formally monitored quarterly through assessments, in order to ensure that all students are making good progress against their academic targets.

   Classroom teachers, heads of department and heads of year may observe patterns of difficulty or underachievement, either through formal or informal measures of assessment, and alert the SENDCo. The SENDCo may seek further information, for example through classroom observation or through asking for wider staff feedback via a Round Robin. If the SENDCo believes that a student may be exhibiting SEND, based on their professional judgement, they will make contact with parents to raise their concerns. If parents are willing to investigate and discuss this further, a meeting will be arranged to discuss next steps.

   Other information that may be used to identify student needs
   We also use other sources of information such as conduct data; effort grades; attendance and welfare data to ensure that students are happy and making good progress.

Working in partnership with parents of students with SEND

We work closely with all our parents to ensure that students are well supported and making outstanding progress. Working in partnership with parents of students with SEND is even more important, given the additional barriers they face, so we do the following things:

- Communicate regularly and informally through e-mail and phone calls (as needed).
- Ensure that parents can make appointments to see the Head of Year; the SENDCO or Head of ARC when they are concerned and would like a longer discussion.
- For any child with an EHC plan, and for students at SEN support stage, the school will work with parents and students to draw up a Student Profile, which outlines the student's needs and how teachers can support them.
- Hold an Annual Review for any child with an EHC plan. This is scheduled to last between 50 minutes and one hour.
- Include the progress a child with an EHC Plan has made towards their desired outcomes in their Annual Review report.

Parent and student voice is of paramount importance in our provision of SEND support, and so parents are always consulted and give consent before interventions are put in place. Interventions are planned and monitored through a cycle of 'assess, plan, do, review', which involve direct parental consultation and input at each stage. Parents and, as much as it is appropriate, students are integral to all discussions around intervention, SEND and support.

Enabling students with SEND to make decisions about their education

Systemic self-reflection

Twyford Trust schools seek to develop the agency and self-awareness of all our students progressively as they move up through the year groups. All students regularly reflect on their learning, academic progress, behaviour and community engagement and their long term goals. These opportunities for self-reflection are systematically embedded into school life through:

- Assessment for learning in every lesson
- Peer and self-assessment in every lesson
- Detailed feedback from quarterly assessments in each subject
- Target setting and Progress Review days
- Pastoral self-evaluation booklets completed in tutor times
- Moments of silent reflection in tutor times and assemblies

This universal systemic focus on self-awareness and reflection allows students to be aware of their strengths and to identify areas they need to work on. This facilitates students to potentially identify SEND in themselves, and some students do come forwards to request individualised support due to their own reflections.

Student voice

Student voice is captured systemically through annual surveys, via student leadership positions, and through 1:1 meetings with form tutors at the start and end of each academic year.

Where a student is being offered specialist intervention for SEND, they will always be invited to be part of the assess, plan, do, review meetings (where appropriate to their circumstances). Students will not have to take part in interventions that they do not want to receive. Where students request certain forms of support this will always be carefully considered (working alongside their parents/carers).

Students with an Education Health and Care Plan
In addition, for students with an EHCP, we also hold an annual review meeting. Parent and student views are an integral part of these meetings, alongside feedback from all the professionals involved in supporting the student. Staff work with students and parents to develop a post-16 plan, and this will include any information that the student wishes to share and important information about their happiness and aims in life.

Supporting students moving between phases of education

Transferring into a Twyford Trust school
When a student joins one of our schools, we will use information from previous schools to help us to plan the best way to support them in our school. This may mean that the exact nature of their provision is different in their new school compared to what it was in their previous school. Parents can help us to understand their child's needs by being in touch with the school's SENDCo as they start with us.

Working with previous schools or educational settings –
All school records are passed on to each school and the SENDCo and/ or head of year leader looks at them carefully. If a head of year/SENDCo knows there is a child with SEND who will be joining one of our schools the SENDCo/year group leader will contact the primary/previous secondary school to get further information. Where necessary, the SENDCo will also hold a meeting with parents to form a picture of need and agree support to be put in place.

Induction days for year 6 into 7 students
In the summer term every child has an opportunity to spend time in their new school and meet their tutor and Head of Year 7.

This includes a transition day, where students are inducted into school systems, given a tour of the building, and have some taster lessons (to give them a sense of what school will feel like); a meet the tutor evening where students and parents have an induction conversation with either their tutor or their head of year or the SENDCo; and a testing day where students will sit CATS tests to establish their cognitive profiles on entry. Students are also tested to establish their reading age on entry.

Supporting students when they move to another school

Whenever any student moves to another school, we always pass on school records to the new school.
If a student has SEN we also:

- Pass on SEN records to the new school including SEN support plans, or EHC plans.
- If needed, liaise with the SENDCo of the new school to clarify any information and support the process for students with EHCPs in particular.
- If needed, the SENDCo will complete references and transition information for colleges and support transition between KS4 and KS5.

Supporting students when they move between year groups and key stages of education

Student profiles will be read by the student's new teachers. Where necessary, the SENDCo may provide additional training to members of staff in relation to specific students with very high levels of need.
Students with EHCPs will have their plan redrafted for the upcoming key stage in their annual review meeting.

Careers Information Advice and Guidance

All students receive detailed support regarding CIAG through the pastoral programme and individual meetings with staff before key moments of transition (end of year 11 and end of year 13).

Students on the SEN list will take part in this general programme, as well as receiving individualised support from the SENDCo and their team.

Ordinarily Available Provision that is available to help all students including those with SEND

Universal support

- All Twyford Trust schools take a highly systematic approach to curriculum planning, lesson delivery, teacher training, and behaviour management. This creates strong consistency of practice across subjects, year groups, and even amongst the Trust schools. This consistency of high quality systems produces a calm, predictable, purposeful and safe environment for all learners. Students with SEND benefit disproportionately from this, and the strength of our universal offer means that fewer students require targeted or specialist support.
- Quality first teaching is the single most effective aspect of support for any student. As part of the training that Twyford Trust teachers receive on quality first teaching, there is a focus on Curriculum and Lesson Mastery and supporting the needs of students with SEND. Teachers use centrally planned, high quality lessons, which they adapt to the specific needs of the students in their classes. They will gauge these adaptations based on the assessment for learning they have undertaken in lessons, and also the SEND profiles of those students that have them.
- The social, emotional and spiritual wellbeing of all students, including those with SEND, are nurtured and developed through the Pastoral Curriculum (delivered through tutor times, assemblies and pastoral workshops). A sense of belonging and community is a core component of the Twyford Trust's 10:10 ethic.

Targeted support

Specific resources and strategies are available to all students that need them:

- Early Intervention in **Literacy** during KS3. This will be taught in specific lessons in groups and through 1:1 reading interventions. Students are tested on their reading and spelling ages at the start of year 7 and at the end of year 9. Students are included in literacy lessons where their reading age is significantly below their chronological age.
- **Group support**, to promote social communication skills, such as socially speaking and social communication groups.
- **Nurture classes** are available as part of the setting/streaming system that Twyford Trust schools use, which are much smaller groups of students who will usually have support from at Teaching Assistant/Academic Mentor and will have highly differentiated lessons.
- **Study club/Homework Club**, after school support with prep at all schools
- **SEND support (inclusion on the SEND register)** is available to any student who requires it, regardless of diagnoses or having an EHCP. This would involve assess, plan, do, review meetings, the creation of an SEND profile (which will facilitate teachers to support the student in lessons), and the provision of such targeted/targeted plus support as parents, student and SENDCo agree to put in place.
- **Mentoring support** is available in all Trust schools for students who are struggling with their behaviour. Access to mentoring (where resources allow) is made available following discussion with pastoral leads such as Heads of Year or Heads of Key Stage.

Specialist support

- For those with a particular need, school staff liaise closely with other professionals such as, Educational Psychology, Speech and Language Therapy, Occupational Therapy, CAMHS and SAFE (Supportive Action for Families in Ealing) to ensure the needs of these vulnerable students are met. The coordination of the provision for any specific needs is undertaken by the SENDCo.
- Ealing Local Authority provide Educational Psychology support for Ealing schools. Educational Psychologists (EPs) talk with parents, teachers and students and observe students in lessons in order to write an Educational Psychology report about a student. This will contain a summary of their strengths and weaknesses and recommendations as to how they can be supported with their needs. EPs also assist

students through assessing them for Education, Health and Care Plans and assist the Local Authority in writing these documents when they are granted. Each school in the Twyford Trust receives a limited allocation of EP time per term. This is usually enough for an EP to assess one student per school per term. As such, schools need to triage EP assessments by need, and waiting times for a student to see the EP can be long and of inestimable duration (as new and urgent cases may arise).

- Across all Trust schools there is the possibility (where resources allow) of seeing a **school counsellor** to support students with their mental health. Access to these sessions is triaged according to need.
- **Chaplaincy support** is also provided by our Trust Chaplain, Rev. David Brammer, who is also able to offer mediation sessions.
- Where students have a high level of need, that requires ongoing specialist support, an EHC Plan can be sought from the local authority, which will provide a support plan and funding to facilitate it's implementation. This can provide for 1:1 support from SEN staff in lessons and 1:1 interventions, as well as ongoing involvement from external specialists.

Skills and training of Twyford Trust staff

All staff are trained in the requirements of:

- The SEN code of practice, 2015
- The Equality Act
- Safeguarding - Child Protection & Keeping Children Safe in School
- SENDCos provide ongoing professional development for staff

The SEND team have a range of qualifications.
The SENDCo for each school is fully qualified, having achieved the NASENDCO accreditation. Various members of SEND staff across the Trust have other relevant training, including level 2 or level 3 training in Autism from the Autism Education Trust, Exam Access Arrangement Testing qualifications, specialist qualifications in Dyslexia, and Mental Health First Aid.

SENDCos, support staff and teaching staff all receive regular CPD, both in-school and via external providers, to ensure that all staff are better able to differentiate and support the needs of the learners in their care.

Evaluating the effectiveness of SEND provision

We evaluate our provision through:

- Quarterly reviews of interventions and pupil progress via quarterly assessments
- Feedback from students, parents, and staff via annual surveys
- Quarterly data analysis and reporting to governors
- Gap analysis of the SEND cohort compared to their non-SEND peers, especially in relation to GCSE results, progression data and conduct points
- Assess, plan, do, review cycles and meetings with parents
- Learning walks, where members of SLT drop-in to lessons to assess provision

External bodies such as Ofsted (https://reports.ofsted.gov.uk/) and SIAMS (https://www.churchofengland.org/about/education-and-schools/church-schools-and-academies/siams-inspections/siams-inspection-reports) also provide an evaluation of the effectiveness of our SEND provision.

Complaints About SEND Provision

If at any time you are worried about your child, it is important to contact the school and discuss this so that any issues can be quickly resolved. We take your concerns very seriously and will do everything we can to find a solution.

The first person to contact with concerns about your child's experience in school would be their form tutor. If your concerns are SEND specific you should contact the SENDCo. Pastoral concerns may be escalated to the Head of Year, and if necessary, the Head of Key Stage.

If you still feel that your concerns have not been addressed by the SENDCo/Head of Key Stage please contact the Associate Headteacher. An appointment can be made via the school office. An email or letter can also be sent addressed to the Headteacher or Associate Head teacher at each school.

If you are still unhappy having spoken to the Associate Headteacher, there is a formal Complaints Procedure Policy which can be found here: https://twyfordacademies.org.uk/key-documentation/policies

Arrangements for the Admission of Disabled Students

Admission arrangements for students with disabilities follow the school's standard admissions policy. Reasonable adjustments can be made to ensure disabled pupils are not disadvantaged during the admissions process. Parents should raise any access concerns with the school's admissions officer at the point of application.

The parents of students with Education Health and Care Plans apply to schools through their local authority's EHCP transfer process.

For further information see the Twyford Trust Admissions Policy: https://twyfordacademies.org.uk/key-documentation/policies

Each school has its own admissions criteria which can be found on the school websites:

ADA	https://adalovelace.org.uk/attending-our-school/admissions
EFH	https://ealingfields.org.uk/attending-our-school/admissions
TWY	https://twyford.org.uk/attending-our-school/admissions
WPN	https://williamperkin.org.uk/attending-our-school/admissions

For enquiries about admissions, please contact the school's admissions teams:

ADA	admissions@adalovelace.org.uk
EFH	admissions@ealingfields.org.uk
TWY	admissions@twyford.ealing.sch.uk
WPN	admissions@williamperkin.org.uk

Accessibility Plan

Our Accessibility Plan, prepared under paragraph 3 of Schedule 10 of the Equality Act 2010, outlines how we will:

1. **Increase curriculum participation** for disabled pupils
2. **Improve the physical environment** to enhance access
3. **Improve the accessibility of information** for pupils with disabilities

The Accessibility Plan is available on the Trust website here: https://twyfordacademies.org.uk/key-documentation/policies

All Twyford Trust schools have sites that are designed to enable access to students with disabilities, including:

- Ramps and lifts providing step-free access
- Accessible toilets and changing areas
- Classroom adaptations for sensory or physical needs

- Evacuation plans for pupils with mobility needs (if you have concerns that this may be relevant for your child, please contact your SENDCo to discuss how these needs present and how they can be supported)

Specialist equipment and facilities may be provided to support students with specific needs, usually funded by the top-up funding provided with an EHCP.

12. Steps to prevent disabled pupils being treated less favourably

The Twyford Trust is fully committed to equality and inclusion for all students, including students with disabilities.

To ensure that all students are fully included:

- Staff receive regular training on SEND and how to support students effectively.
- We promote a culture of respect, understanding, and anti-discrimination. Instances of discriminatory bullying are specifically monitored and sanctioned appropriately.
- Curriculum activities are designed to be accessible for all students.

For further information, see the Twyford Trust Equality policy here: https://twyfordacademies.org.uk/key-documentation/policies