



Turnfurlong Infant School

Special educational needs (SEN) information report

September 2026

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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 special educational needs 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

<https://www.turnfurlong-inf.bucks.sch.uk/page/?title=Statutory+Policies&pid=28>

You can also ask a member of staff to make a copy of the policy and send it to you.

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?

Turnfurlong Infant School is a mainstream school with a commitment to inclusive practice. We believe that every pupil, regardless of gender, race or disability, has a right to equal access to a broad and balanced curriculum. We consider it essential that the curriculum is presented in a supportive and stimulating atmosphere, which values each child and encourages them to achieve their full potential.

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
	Down Syndrome
Cognition and learning	Specific learning difficulties e.g. dyspraxia
	Moderate learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	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 Sarah Gerhardt

She has four years of experience in this role and she has worked as both a classroom teacher in Primary Schools for many years and as a Specialist Teacher in the Buckinghamshire Council team. She has qualified teacher status.

She achieved the National Award in Special Educational Needs Co-ordination in October 2023.

She is allocated three days a week to manage SEN provision.

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 team of ten TAs, including four higher-level teaching assistants (HLTAs) and two Nursery support assistants. All support staff working with the children are trained to deliver SEN provision.

We have nine teaching assistants who are trained to deliver interventions such as Speech Link and Language Link.

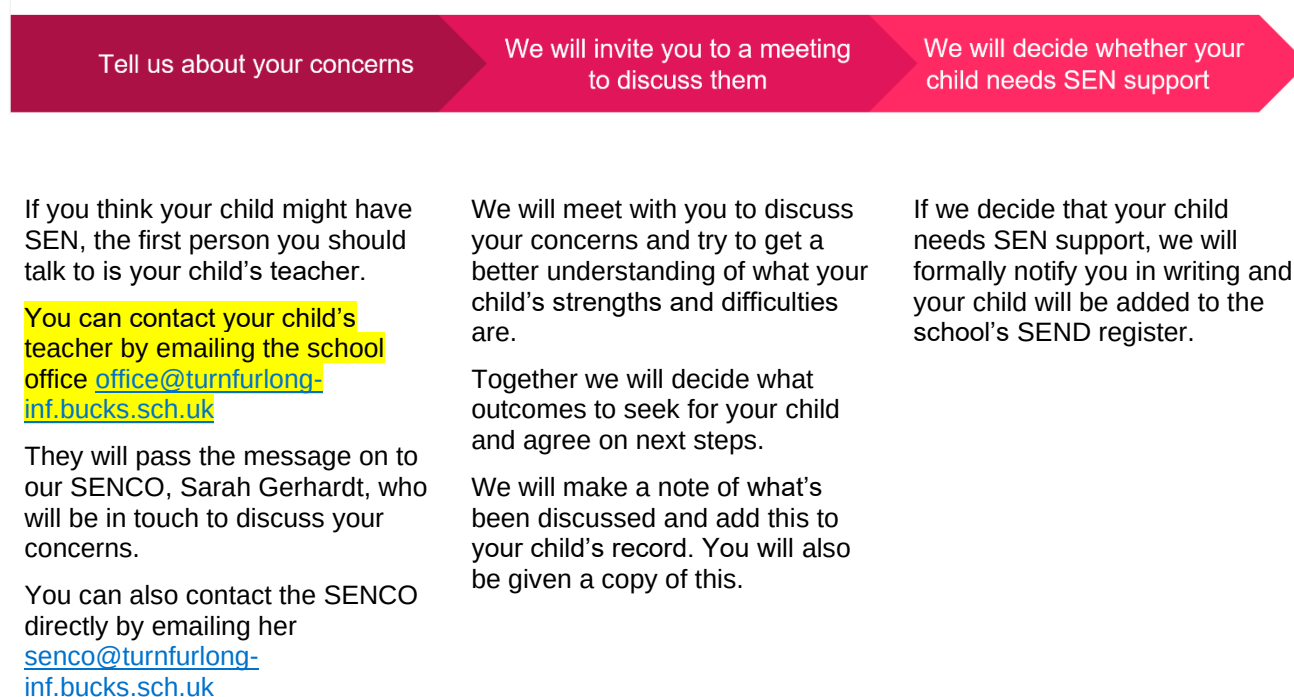
In the last academic year, TAs have been trained in **classroom sensory circuits and emotional regulation.**

External agencies and experts

Sometimes we need extra help to offer our pupils the support 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
- The virtual school
- Child and adolescent mental health services (CAMHS)

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 are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is falling behind, they 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/or in the playground to see what their strengths and difficulties 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 specialist teacher or an educational psychologist.

Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEND register, and the SENCO will work with you to create a SEN support plan 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. This is known as a 'baseline assessment'. 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 SEN 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?

Your child's class teacher will share paperwork that explains how we are supporting your child and the progress they have made. This will be sent every term.

Paperwork will:

- 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. So 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.

We also want to hear from you so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

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.

If you have concerns that arise, please contact your child's class teacher. Class teachers can be contacted by emailing the school office office@turnfurlong-inf.bucks.sch.uk

During the year, we have half-termly SEN coffee mornings where parents can talk informally with the SENCO. If your child is going to be transitioning to Turnfurlong Juniors for Year 3, there is a specific coffee morning for those parents in the Summer term where the SENCO from Turnfurlong Juniors is invited to talk to you about the transition process, and answer any questions you may have.

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 case-by-case basis, with your input.

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

- Attend meetings to discuss their progress and outcomes
- Share their views through talk, drawings etc (for EHCP annual reviews)
- Share their views with a member of staff who can act as a representative during the meeting

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

Your child's teacher **s are** 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.

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 grouping, 1 to 1 work, 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 laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants supporting children in smaller groups in the classroom
- Teaching assistants providing 1 to 1 reading tutor support for phonics

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder (ASD)	Visual timetables Social stories Early Bird training (for parents/carers)
	Speech and language difficulties	Speech link and Language link interventions Speech and Language Therapy (where this is named on an EHCP)
	Down Syndrome	Visual timetables Social stories Speech link and Language link interventions Speech and Language Therapy (where this is named on an EHCP)

Cognition and learning	Specific learning difficulties, including dyspraxia	Wobble and sit cushion Wobble boards Writing slopes Specific pencils/pencil grips Therabands Theraputty Weighted blankets/cushions
	Moderate learning difficulties	
Social, emotional and mental health	ADHD, ADD	Quiet workstation Fiddle toys Wobble and sit cushion Wobble boards Writing slopes Specific pencils/pencil grips Therabands Theraputty Weighted blankets/cushions Sensory room
	Adverse childhood experiences and/or mental health issues	Nurture groups ELSA Sensory room
Sensory and/or physical	Hearing impairment	Following advice from specialists Use of specialist equipment following bespoke training
	Visual impairment	Following advice from specialists Use of specialist equipment following bespoke training
	Multi-sensory impairment	Following advice from specialists Use of specialist equipment following bespoke training
	Physical impairment	Following advice from specialists Use of specialist equipment following bespoke training

Our school's Accessibility Plan can be found on our school website:

<https://www.turnfurlong-inf.bucks.sch.uk/page/?title=Statutory+Information&pid=35>

These interventions are part of our contribution to Buckinghamshire Council's local offer. More information about the local offer can be found here familyinfo@buckinghamshire.gov.uk

The Buckinghamshire Local Offer provides information and advice on Special Education Needs and Disability provision, both inside and outside the Local Authority. If you wish to contact Buckinghamshire Council about the Local Offer please call 01296 383293 or email familyinfo@buckinghamshire.gov.uk

Bucks SEND IAS is an organisation that is independent of the Local Authority. It has been established to ensure that parents and carers of children from 3 to 19 years with special educational needs (SEND) have access to information, advice and guidance to allow them to make informed decisions about their child's education. The service helps parents and carers write letters and complete forms, deal with education issues, visit schools and provides information about the SEN process.

More information can be found here

<https://www.buckinghamshire.gov.uk/schools-and-learning/bucks-sendias-service/>

If you would like to contact them, please call 01296 383754 or use the contact form on the webpage

<https://www.buckinghamshire.gov.uk/schools-and-learning/bucks-sendias-service/contact-sendias/>

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 goals each term
- Reviewing the impact of interventions
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHCP) 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 the first 13.5 hours of any necessary costs. If funding is needed beyond this, we will seek it from Buckinghamshire Council.

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

All pupils are encouraged to take part in sports days, plays and special days in school such as the Diwali dance day, Christmas party and Eid party.

When we are planning and organising these events we think about staffing to make sure that children with SEN are able to be included and that there is flexibility to meet their needs safely and appropriately.

Some children with SEND find days that are different and out of routine more challenging. We may therefore prepare children in advance by talking to them about what will happen, sharing social stories or by using visual support. We may also send these home for you to share together.

Educational visits out of school are an important part of our school curriculum. When planning visits we will discuss with parents all reasonable adjustments that we can make for children with complex SEND.

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

All families make applications to school in the same way, via the Buckinghamshire Council schools admissions process. Admissions to Turnfurlong Infant School are managed by the Buckinghamshire Council Admissions team. Children with EHCPs are allocated places by the admissions team before other children's places are allocated.

If a child has an Education Health and Care Plan (EHCP) at the point of application the parent or carer can say which school they would like their child to go to. They can do this when a new EHCP is in draft form or at the time that the EHCP is reviewed. Buckinghamshire Council must then approach the school that has been named to ask them if they can meet the child's needs.

Turnfurlong Infant School will be named on the EHCP unless:

- the school is unsuitable for the age, ability, aptitude or special educational needs of the child or young person
- the attendance of the child or young person would be incompatible with the efficient education of others – and there are no reasonable steps the council can take to avoid this – or the efficient use of council resources (paragraph 9.79, [SEND Code of Practice: 0 to 25 years](#))

If a child with an EHCP is moving into the area during the year, parents should contact the iSEND service.

Further information about the application process for children with EHCPs can be found on the Buckinghamshire Council website <https://familyinfo.buckinghamshire.gov.uk/send/education-and-send/education-options-children-and-young-people-send/>

13. How does the school support pupils with disabilities?

At Turnfurlong Infant School we work closely with other professionals to make sure that we are supporting pupils with disabilities effectively. This is often very individualised support and the focus is always on inclusion and developing independence in the classroom and during daily routines. When children need highly focused, specialist support this is explained to the other children in their class in a child friendly way, usually by the specialists who are supporting them.

There may also need to be adaptations to the child's classroom or the building in order for a child to be supported as effectively as possible. Recent examples of adaptations we have made to the physical school environment include changes to toilet facilities and the addition of a ramp in the Nursery outdoor area.

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:

- Pupils with SEN are encouraged to be part of the school council
- We run nurture interventions for pupils who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying.

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

From Nursery to Reception

To help pupils with SEN be prepared for Reception we:

- Visit children in their setting. Our Early Years Foundation Stage Coordinator visits all pre-school settings in the Summer term before the children start school in September. When we know that a child has SEN, our SENCO may accompany her on the visit or visit separately.
- Make contact with the SENCO at the child's setting
- Talk with parents to discuss any concerns and share information
- May arrange additional visits to our school for the child
- Give children an individualised social story that includes photographs of key adults and places in the school

Between years

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

- Give children an individualised social story that includes photographs of key adults and places in the school associated with their new classroom and/or year group
- Visit a child's new classroom with them
- Give children the opportunity to spend additional time with new adults who will be working with them, where this is possible

Between schools

When your child is moving on from our school, with your permission, we will make contact with the SENCO at your child's new school before they leave us. All paperwork is sent once they are officially and legally on their new school's register.

When children are moving to Turnfurlong Junior School the SENCO 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.

During the year, we have SEN coffee mornings where parents can talk informally with the SENCO. We have a meeting that is just focussed on transition to Year 3 and the SENCO from Turnfurlong Junior School joins us for this.

Pupils will be prepared for the transition to Year 3 by:

- Making additional visits to their junior school (in agreement with the receiving school)

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

Rebecca Ochiltree, Headteacher is the Designated Teacher for Looked After Children and Post Looked After Children. She will work with Sarah Gerhardt our SENCO, to 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. We also work closely with the Virtual School who provide advice and support to schools and families, including providing training to schools.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. 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?

Any complaint or concern should be managed through our school's complaints policy. This can be found on our school website here: <https://www.turnfurlong-inf.bucks.sch.uk/page/?title=Statutory+Policies&pid=28>

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.

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

If you feel that our school has discriminated against your child because of their SEN, 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.

To access SEND (Special Educational Needs and Disability) mediation services in Buckinghamshire, contact the Buckinghamshire Council [SEND service](#) at ehcenquiries@buckinghamshire.gov.uk or call 0300 131 6000 to discuss your needs. They can provide information and guidance on accessing their SEND mediation process, which is a free service for parents and young people considering an appeal to the SEND Tribunal.

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

If you have questions about SEN, 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 **the Buckinghamshire Council** local offer. Buckinghamshire Council publishes information about the local offer on their website: familyinfo@buckinghamshire.gov.uk

The Buckinghamshire local offer provides information and advice and information on Special Education Needs and Disability provision, both inside and outside the Local Authority. If you wish to contact Buckinghamshire County Council about the Local Offer please call 01296 383293 or email familyinfo@buckinghamshire.gov.uk

Bucks SENDIAS are a free, confidential and impartial service for parents and carers. They are staffed by a team of trained advisers, business support officers, and volunteers. SENDIAS helps parents and carers with a

range of issues including preparing for and attending meetings, understanding rights, completing paperwork, and tribunal support. <https://www.buckinghamshire.gov.uk/schools-and-learning/bucks-sendias-service/>

Bucks SENDIAS has been established to ensure that parents and carers of children from 3 to 19 years with special educational needs (SEND) have access to information, advice and guidance to allow them to make informed decisions about their child's education. The service helps parents and carers write letters and complete forms, deal with education issues, visit schools and provide information about the SEN process. If you would like to contact them, please call 01296 383754 or use the contact form on the webpage to contact them <https://www.buckinghamshire.gov.uk/schools-and-learning/bucks-sendias-service/contact-sendias/>

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

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

19. Glossary

- › **Access arrangements** – special arrangements to allow pupils with SEN 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 SEN 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 (EHC) 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 SEN
- › **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
- › **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- › **Outcome** – target for improvement for pupils with SEN. 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 that meets the needs of pupils with SEN
- › **Transition** – when a pupil moves between years, phases, schools or institutions or life stages