Testwood School

SEND Information Report

Key Responsibility area:	LD
Reviewed:	October 2025
Last Review:	October 2026
Next Review:	October 2027

SEND provision

Testwood School is a mainstream school. All children are valued equally regardless of their abilities. All children are entitled to have access to a broad, balanced and relevant curriculum which is differentiated to meet individual needs.

Policies for Assessment of students with SEND

The Learning Support Department:

Our SENCO, Mr Dear leads a team which includes a number of in class Learning Support Assistants. All members of the team are encouraged to participate enthusiastically in in-service training and are well informed of school and county SEND practice.

Contact Details:

Mr Dear - SENCO can be contacted on 02380 862146 or ldear@testwoodschool.co.uk

The trustee with responsibility for SEND is Mrs Richman who can be contacted via the school office on 02380 862146 or vrichman@testwoodschool.co.uk

For students formal assessments in each subject are carried out at least half-termly to monitor progress and achievement.

Our teachers are trained to identify if students are struggling to manage effectively in their lessons and a clear and robust referral system is in place to respond to this. Using this system teachers identify students who are underperforming in their subject and they will then be investigated further to assess any reasons for this under-performance.

Meetings will then take place with both the pupil and the parent and alongside feedback from the class teachers, an informed decision about what interventions need to take place is made in order for progress to develop.

Our SENCO reviews and monitors progress of SEND students both formally and informally as a matter of course.

Our SENCO has regular contact with external Support Agencies. The agencies vary according to the needs of the students but a "core support team" include:

- Hampshire Educational Psychology Service
- Hampshire Special Educational Needs Team
- Hampshire Ethnic Minority Achievement Service
- Hampshire SEND Teacher Support Services (Specialist Teacher Advisers – Visually Impaired/ Hearing Impaired and Physically Disabled)
- Speech and Language Therapists
- School Nursing Team
- Hampshire SENDIASS
- Child and Adolescent Mental Health Service
- Mental Health Support Team

Effectiveness of School Policies

- All students' progress is reviewed and reported to parents/carers termly. Progress of students with SEND is tracked and monitored by the SENCO. Where progress is a concern, appropriate interventions are implemented and reviewed with teachers across the curriculum. Any concerns are discussed with parents/carers.
- Parents/carers are encouraged to liaise with SENCO by email in the first instance. Key workers are also available for day to day concerns. Communication between The Learning Support Department and parents/carers is a key strength of the school.
- A member of the Trustees is linked to the SEND department.

Differentiation and Staff Training

- Staff are informed about individual needs of students with SEND alongside strategies and Every curriculum area has an SEND representative who is in regular contact with the SENCO and they attend meetings termly. SEND students are discussed at every department meeting and the minutes distributed to the SENCO. SEND information and best practice is also shared at these meetings – in order to promote high quality first teaching.
- In house training is provided to all staff during staff meetings with a separate specific Induction Programme for new staff
- Training and SEND information sharing is embedded within the school's ethos and part of daily good practice

- ➢ Students whose KS2 English levels are working well below the expected level of attainment are considered for additional Literacy Support. This may at times require them being removed a curriculum subject in order to allow space on the timetable to receive this intervention
- ➢ For students with significantly delayed reading skills there are a number of interventions (Reading Quest and Lexonic) in place to ensure progress in their reading ages.

The Curriculum and Learning Environment

- ➢ In this school:

1. All children are valued equally regardless of their abilities.

2. All children are entitled to have access to a broad, balanced and relevant curriculum which is differentiated to meet individual needs.

3. We promote independent learning – for some of our vulnerable students this is challenging for them, but with the school and parents/carers working together, alongside effective LSA support and quality first teaching this can soon be achieved.

Every effort is made to meet a wide range of needs

Testwood caters to all four areas of need outlined in the 2015 Code of Practice:

- ***Communication and Interaction***
- ***Cognition and Learning***
- ***Social, Emotional and Mental Health***
- ***Sensory and/or Physical Needs***

We recognise that students may have needs across more than one area and that their needs can change over time. Provision is therefore personalised and reviewed regularly to ensure that appropriate support and reasonable adjustments are put in place.

Communication & Interaction

Testwood understands some students may experience difficulties with communication, language, social interaction or understanding and using language effectively. To support these needs, we:

- Provide Social Skills programmes to develop communication, interaction and relationship-building skills.

- Adapt classroom communication, instructions and resources to meet individual needs.
- Differentiate resources and teaching approaches, considering the **content, process, product and learning environment**.
- Provide in-class support to enable students to access learning and participate fully.
- Liaise with parents/carers and seek advice from external agencies, such as speech and language specialists, where appropriate.
- Provide opportunities for students to work individually or in small groups where this enables them to develop their communication and interaction skills.
- Use appropriate access arrangements for assessments and examinations where these have been identified as necessary through the school's assessment and testing procedures.

Cognition & Learning

Some students may experience difficulties with acquiring, retaining, processing or applying information. Our provision aims to remove barriers to learning while maintaining high expectations and promoting independence. We:

- Provide additional in-class support where appropriate.
- Offer small-group or individual intervention when this is identified as an effective approach.
- Use targeted intervention and assess students before and after intervention to measure its impact.
- Monitor progress through regular assessment and data tracking. NGRTs, CATS, Exacts and intervention diagnostic tests through our literacy intervention programmes.
- Homework Club after school to provide a structured, supportive environment in which students can complete work and develop positive learning habits with our support staff.
- Work with external agencies to access specialist advice and recommendations where appropriate such as educational psychologists, SALTs, OTs where appropriate.
- Identify and implement appropriate examination access arrangements through the school's testing and assessment procedures.

Social, Emotional and Mental Health

Social, emotional and mental health needs can affect a student's ability to engage with learning, develop relationships and participate successfully in school life. We provide a range of support designed to promote wellbeing, emotional regulation, resilience and readiness to learn. This includes:

- ELSA (Emotional Literacy Support Assistant) provision for identified students.
- Social Skills support and targeted intervention.
- Ready to Learn groups for our EHCP, SEND and more vulnerable students before tutor time to help them prepare positively for the school day.
- Close liaison with Year Leaders, Pastoral Team and Teaching staff
- In-class support and reasonable adjustments to enable students to participate in learning.
- Close communication with parents/carers and appropriate external agencies when additional advice or specialist support is required.
- Regular review of interventions and support to ensure that they remain appropriate and are contributing positively to the student's progress and wellbeing.

Sensory and/or Physical Needs

Sensory or physical needs can create barriers to accessing the school environment, curriculum and wider school life. We therefore consider individual needs and make reasonable adjustments where appropriate. This may include:

- Adaptations to the learning environment and classroom resources.
- Adaptations of resources to take account of individual sensory or physical requirements.
- In-class support and/or individual or small-group support where required.
- Working with parents/carers and external agencies to identify appropriate strategies, equipment or adaptations.
- Monitoring the effectiveness of adjustments and making changes when required.
- Assessing and implementing appropriate examination access arrangements where a student's needs meet the relevant criteria.

Across all four areas of need, Testwood adopts an Assess, Plan, Do, Review approach to identify and address barriers to learning. We make appropriate adaptations and use the resources available to us to ensure that students with SEND can access learning and participate fully, in line with the SEND Code of Practice (2015) and our duties under the Equality Act 2010.

At the heart of our SEND provision are Testwood's core values of being **Caring, Inclusive and Ambitious.** These values underpin our approach and ensure that, regardless of individual needs, every student is supported to access opportunities, achieve their potential and participate fully in school life.

Evaluating the Effectiveness of SEND Provision

The effectiveness of SEND provision at Testwood is evaluated through a cycle of identification, assessment, intervention, monitoring and review. We use a range of information and evidence to determine whether provision is making a positive difference to students' outcomes.

Identification and Assessment

Students' SEND needs are identified through a combination of information, including:

- Information from parents/carers and students.
- Information from previous schools and settings.
- Teacher observations and concerns.
- Screening and assessment data.
- Progress and attainment data.
- Attendance, behaviour and engagement information where relevant.
- Advice and assessment from external professionals and specialist agencies.

Where a need is identified, appropriate provision is planned and individual targets or outcomes are established.

Measuring Impact

Where students receive targeted intervention, appropriate assessment is used to establish their starting point. **Pre-intervention and post-intervention assessments** are used, where appropriate, to identify progress and determine whether the intervention has had the intended impact.

The school also monitors:

- Academic progress and attainment.
- Progress towards individual targets and outcomes.
- Engagement and participation in learning.
- Attendance and punctuality where relevant.
- Behaviour and readiness to learn.
- Development of communication, social and emotional skills.
- Student and parent/carer feedback.
- Staff observations and professional judgement.

This information is used to determine whether provision should be continued, adapted, increased, reduced or replaced.

Data Tracking and Review

SEND students' progress is tracked alongside other students to ensure that they are making appropriate progress from their individual starting points. The SEND team works with teaching staff and school leaders to identify students who may require additional support and to monitor the impact of provision.

Intervention data and wider progress information through the schools SEND Provision Map are reviewed regularly to identify patterns, evaluate the effectiveness of different approaches and inform future provision.

External Agency Involvement

Where appropriate, Testwood seeks advice from external agencies and specialist professionals. Recommendations are considered alongside information gathered within school and incorporated into individual support where appropriate. The impact of recommended strategies and interventions is subsequently reviewed.

Student and Parent/Carer Voice

The views of students and their parents/carers are an important part of evaluating SEND provision. Feedback is considered when reviewing support, identifying barriers and deciding whether adjustments or alternative approaches are required.

Trustee Monitoring and Governance

The effectiveness of SEND provision is also subject to monitoring and oversight by the school's trustees. SEND provision, outcomes and relevant data are reviewed through the school's established monitoring and accountability processes. This provides an additional layer of scrutiny and helps ensure that the school is meeting its responsibilities towards students with SEND and continually improving the quality and impact of its provision.

Overall, Testwood evaluates SEND provision by considering not simply whether support has been provided, but whether that support has made a measurable and meaningful difference to the student's progress, participation, independence and wellbeing.

Additional Support

- ➢ Students with an **EHCP** (Educational Health Care Plan) will be allocated support from an LSA (Learning Support Assistant) in specific areas of the curriculum.

This form of support is discussed with Curriculum Leaders and parents/carers to establish agreed areas of concern. Our SENCO reviews and monitors progress of individuals both formally and informally as a matter of course.

Students on the **Learning Support Register** will also receive some form of additional support, as seen in the list above

- The school employs a specialist examination assessor to ensure access arrangements for formal exams are available for those students who meet criteria. These assessments usually take place towards the end of KS3 in preparation for GCSEs. Parents/carers are informed of the outcome.
- The SENCO liaises closely with the Designated Teacher for Looked After Children (LAC) to ensure Personal Education Plans (PEPs) align with SEND provision and that additional funding/support is effectively deployed.

Available support for emotional and social development

At Testwood School this is the responsibility of all staff within the school from tutors right up to the Head teacher. Such a universal and whole school approach develops a culture in which dealing with emotional and social development is the norm and not a taboo subject. It is then acceptable to acknowledge difficulties and ask for help.
Rigorous structures are in place between all staff teaching to ensure a holistic view of the pupil is secured and concerns are identified at the earliest opportunity.

- Our SENCO liaises with both Year Leaders and the Pastoral Support Worker to ensure that emotional and social needs of students with SEND are identified early, monitored and supported.
- The administration of medicines is managed by the School nurse.
- The school operates a Student Council where all children are able to contribute to all parts of school life.
- Students are encouraged to apply for posts of responsibility. Eg: Sports Leaders, Student Council, year 6 mentors and prefects.
- ELSA (Emotional Literacy Support Assistant) trained. Support is provided for both individual and group social skills sessions
- The school works closely with Pastoral Team and Year Leaders to help support and signpost families and young people towards the correct support.

- Key workers – these are identified LSAs who provide a little bit of extra support for our young people. They liaise with them often daily and sometimes weekly to ensure that everything is running smoothly. They also contact parents/carers weekly to keep them fully informed and up to date.

Specialist Training

➢ The school uses the expertise from specialist organisations eg: CAMHS, Mental Health Support Teams, County Teacher advisors and Educational Psychologists to meet the needs of more complex students.

Facilities and Equipment

➢ The school is accessible by wheelchair throughout the ground floor.
➢ The school has disabled changing and toilet facilities.
➢ The school has disabled parking.
➢ The school works routinely with both parents/carers and specialist advisors to ensure that needs are met.

Arrangements for consulting with new parent/carers

➢ New or prospective parents/carers are invited to visit the school to meet key staff and tour the site.
➢ Parent/carers with children who have additional needs are encouraged to liaise with the SENCO in the first instance to discuss any issues or concerns.
➢ A new intake evening is held in the July of every academic year for Yr. 6 parent/carers.
➢ An open evening is held in the September of every academic year.

Transferring between phases of education

The strong liaison programme with feeder schools highlights the needs of the new intake. This is undertaken by the SENCO. Schools are contacted within the Spring Term of the academic year before the students arrive, visits to Primary Schools are scheduled, extended transition visits are organised and meetings with parents/carers are arranged for our more vulnerable students. This enables us to have as much information as possible to ensure that the staff are fully equipped to meet the learning differences of our new students and that there is support where necessary.

To improve the continuity of experiences and learning with SEND the SENCO passes relevant documentation to key personnel in 16+ establishments and when needs cannot be met in mainstream, to identify Special Schools. Transition begins as early as is necessary, be it the Spring or Summer Term for each individual child and visits are planned, and contact made with key individuals for our students to identify with once entering the college environment.

Complaints

Parents/carers should contact the SENCO in the first instance if they wish to discuss any concerns.

The formal complaints policy is found below:

https://www.testwoodschool.co.uk/wp-content/uploads/2025/11/Complaints-Policy.pdf

The Local Authority's Local Offer

Further information is available on the Local Offer pages:

https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page