



Toddington St George School

SEND Information Report 25/26

"Let your light shine"

Matthew 5:15-16

Written by Kirsten Ferguson (SEND CO) September 2025

Update – September 2026

Foreword

At Toddington St. George's Church of England School, our vision — **"Let Your Light Shine"** (**Matthew 5:15–16**) — is at the heart of everything we do. It shapes the way we teach, learn, work together and care for one another, guiding us as we help every child grow in confidence, character, and faith.

Rooted in Christian values, these school policies set out our shared expectations for creating a safe, loving, and inclusive environment. We believe every child has unique gifts and talents, and it is our aim to help them discover and develop these through a rich, engaging, and supportive curriculum.

Our policies are shaped from DfE guidance (statutory and non-statutory), and the Church of England, and will be adapted and reviewed as national policy and guidance changes.

Through these policies, we seek to:

- Promote a nurturing school culture grounded in love, respect, perseverance, and thankfulness.
- Encourage every child to 'light their spark' by celebrating their individuality and potential.
- Live and learn in harmony, caring for one another and the world around us.

Together, as a school community, we are committed to enabling **"every child to let their light shine."**

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This SEND Information Report is written in line with the requirements of Section 6.79 of the SEND Code of Practice 2015 and reflects our duties under the Equality Act 2010 to make reasonable adjustments and support inclusive education for all pupils.

This report has been co-produced with input from staff, families, and pupils, and is reviewed annually in consultation with stakeholders.

1. The kinds of SEND we provide for

At Toddington St George, we support pupils with a wide range of Special Educational Needs and Disabilities (SEND), including:

Communication and Interaction: Speech, language, and communication needs; autism spectrum conditions.

Cognition and Learning: Moderate learning difficulties, severe learning difficulties, and specific learning difficulties such as dyslexia.

Social, Emotional and Mental Health Difficulties: Anxiety, attachment difficulties, attention deficit hyperactivity disorder (ADHD).

Sensory and/or Physical Needs: Hearing impairments, visual impairments, and physical disabilities.

We provide support for pupils with and without Education, Health and Care Plans (EHCPs).

2. How we identify pupils with SEND

We follow a clear process of early identification, working in line with the SEND Code of Practice:

Regularly monitoring pupil progress through assessments and observations.

Using the criteria of significantly slower progress compared to peers, failure to match previous progress rates, or widening attainment gaps.

Seeking advice from specialists where needed.

Involving parents and pupils at every stage.

Teachers, supported by the SENCO, use the Assess, Plan, Do, Review cycle to ensure prompt action when concerns arise.

3. How we consult with pupils and parents

We believe pupils and parents must be central to decision-making.

We:

- Meet with parents at least three times a year to review SEND Support Plans.
- Invite pupils to contribute to discussions about their support (age-appropriate).
- Hold annual reviews for pupils with EHCPs.
- Provide clear, jargon-free information and tailored advice to families.
- Parents can contact the SENCO at any time to discuss concerns.

4. Our approach to teaching pupils with SEND

We are an inclusive school that adapts teaching to meet individual needs:

High-quality, differentiated teaching in every classroom.

Universal Provision – adjustments made for all pupils through quality first teaching.

Targeted Support – additional short-term interventions for individuals or small groups.

Specialist Provision – involvement of external professionals where needed.

We aim to remove barriers to learning and promote success for every child.

5. How we adapt the curriculum and environment

Adaptations include:

- Differentiated tasks and resources.
- Assistive technology (e.g., writing aids, visual supports).
- Physical adjustments (e.g., accessible classrooms, sensory circuits).
- Flexible groupings, use of teaching assistants, and visual timetables.
- Our Accessibility Plan details how we plan to improve physical access, information accessibility, and curriculum inclusion.

6. Staff training and expertise

Our SENCO is a qualified teacher, completing the SEND NPQ with Ambition Institute and holds a Masters in Special Educational Needs.

All staff receive regular CPD on SEND strategies, including autism awareness, speech and language interventions, and mental health support.

Staff are trained to deliver interventions tailored to pupil needs.

We work closely with external agencies (e.g., Educational Psychologists, ASD outreach, sensory teams).

7. How we assess and review pupil progress

We follow the graduated approach:

Assess: Identify pupil needs through monitoring and specialist advice.

Plan: Agree support strategies and set clear, measurable targets.

Do: Deliver support and interventions.

Review: Evaluate impact and adapt plans every term or sooner if needed.

Progress is tracked alongside national expectations and personalised outcomes.

8. Supporting social, emotional, and mental health

We are committed to promoting well-being:

- Dedicated emotional literacy and SEMH (Social, Emotional and Mental Health) interventions.
- Pastoral care including movement breaks, sensory activities, and safe spaces.
- Bullying prevention strategies.
- Tailored safeguarding education for pupils with SEND.
- Staff are trained to recognise and respond to emotional needs sensitively.

9. Supporting transitions

We recognise the importance of smooth transitions:

- Structured transition programs when moving to a new class or key stage.
- Additional support for secondary transfer (visits, pupil passports, enhanced transition plans).
- Close collaboration with receiving schools to share information.
- For pupils with EHCPs, transition planning starts early and is reviewed annually.

10. How we involve other bodies

We work in partnership with:

- Central Bedfordshire Council SEND services
- Educational Psychology Service
- Speech and Language Therapists
- ASD Outreach Teams
- Hearing and Visual Impairment Teams
- Health professionals (e.g., paediatricians, occupational therapists)
- Referrals are made in consultation with parents to support pupils' needs holistically.

11. Local Offer

We contribute to and support the Central Bedfordshire Local Offer. Details of services and support available locally can be found here: [Central Bedfordshire Local Offer](#)

12. Contact details for raising concerns

If you have any questions or concerns about SEND provision, please contact:

SENCO: Kirsten Ferguson

Email: inclusion@toddstg.co.uk

Phone: 01525872360

If concerns remain unresolved, you can follow our Complaints Procedure, published on our school website.

13. Monitoring and review

This report is reviewed annually in September and updated if significant changes occur. Next review due: September 2025.

14. Testimonials

"My child has been fully supported throughout his journey at TSG. They're aware of his struggles and

facilitate a personal approach to optimise his learning. As a parent, I have always felt comfortable

approaching them for help and guidance. I believe without any of this, my child wouldn't be coping

as well as he does day to day. Thankyou TSG." - Current Year 2 Parent.

"Toddington St George have been a great support to us and have helped with emotions and wellbeing. Thankyou." - Current Year 4 Parent.

"Miss Ferguson and the SEND Support at TSG has really helped my son settle and me feel at ease. The SENDCo and Team made a positive impact and formed a lovely relationship with him." - Ex Parent.

"T attends a very good, inclusive school in Toddington St George." 2025 Educational Psychology Report by Dr Kieron Pollitt.

"I can clearly say that my son has been fully supported by the SEND team at St George's. He is thriving and making so much progress" Current Year 4 parent.