



SEND Information Report

Academic year 2026 to 2027

Toddington St George C of E School

"Let your light shine"

Love Respect Thankfulness Perseverance

Document information	Details
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This report explains how the school implements its SEND Policy and what families can expect in practice.

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."**

Our commitment

At Toddington St George, every child and adult in our school family is wanted, accepted and respected. We recognise each pupil's individual strengths, interests and needs and aim to remove barriers so that every child can participate, belong, learn and make progress. Our Hearing Inclusion Additional Resource Provision and our school-designed Starlings provision are part of our wider commitment to inclusive education.

This report is written for parents, carers, pupils and professionals. It explains the provision available in school, how needs are identified and reviewed, who to contact and how the school works with families and other services. It is published in accordance with paragraphs 6.79 to 6.83 of the SEND Code of Practice and the Special Educational Needs and Disability Regulations 2014.

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1 Who to contact

If you are worried about your child's learning, communication, development, sensory needs, physical access, wellbeing or behaviour, please speak to the class teacher first. The class teacher knows your child's day-to-day learning and remains responsible for their progress and provision.

Contact	How they can help	How to contact
Class teacher	Discusses strengths, needs, progress, classroom adjustments and the assess plan do review cycle.	Through the school office or usual class communication arrangements
Kirsten Ferguson SENDCo and Inclusion Lead	Coordinates SEND provision, advises staff and families, liaises with specialists and oversees statutory processes.	inclusion@toddstg.co.uk 01525 872360
Headteacher	Has overall responsibility for the quality of education and the day-to-day management of the school.	Through the school office 01525 872360
SEND link governor	Provides strategic oversight and challenge. Governors do not manage individual cases.	Through the school office

The SENDCo is a qualified teacher, a member of the senior leadership team and holds a Masters in Special Educational Needs and the National Professional Qualification for SENCOs.

2 The kinds of SEND we provide for

We provide for pupils with and without EHC plans across the four broad areas of need. A pupil may have needs across more than one area, and the area of need does not determine the provision automatically.

Broad area	Examples of needs we support
Communication and interaction	Speech, language and communication needs; developmental language disorder; autism; social communication differences; pupils using signs, symbols, communication books or other augmentative and alternative communication.
Cognition and learning	Specific learning difficulties such as dyslexia and dyscalculia; moderate or severe learning difficulties; developmental delay; difficulties with memory, processing, literacy, numeracy or learning across the curriculum.
Social, emotional and mental health	Anxiety; attachment and trauma-related needs; ADHD; difficulties with regulation, relationships, attendance or engagement; behaviour that may communicate an unmet need.
Sensory and physical	Deafness and hearing loss; visual impairment; physical disability; medical needs affecting access; sensory processing differences; mobility, fine-motor, self-care or personal-care needs.

Hearing Inclusion Additional Resource Provision. The school hosts a Central Bedfordshire Council provision for pupils with hearing impairment. Admission is arranged by the local authority through statutory placement processes and ordinarily requires the provision to be named in the pupil's EHC plan. It is not an intervention that other pupils can enter through an internal school referral.

Starlings. Starlings is the school's internal specialist-style provision for a small number of pupils with significant communication, interaction, developmental and regulation needs. Pupils remain members of their mainstream class and may access a flexible combination of Starlings and mainstream learning. Access is based on assessed need, provision planning and regular review; it is not a separate school placement or a substitute for provision specified in an EHC plan.

3 Identifying and assessing need

Early and accurate identification helps us respond before barriers become established. A diagnosis is not required for support, and a diagnosis does not automatically mean that a pupil has SEN. We consider whether the pupil needs special educational provision that is additional to or different from that made generally for pupils of the same age.

- information from parents and carers, the pupil, previous settings and professionals
- baseline, curriculum and developmental assessment, including the EYFS where relevant
- day-to-day observation and assessment by the class teacher
- progress over time and comparison with the pupil's own starting points
- communication, interaction, independence, regulation, attendance and participation
- the impact of high-quality teaching, reasonable adjustments and previous support
- whether factors such as English as an additional language, disadvantage, attendance, bereavement, health or changes at home may be affecting progress
- specialist assessment where this is necessary to understand need or plan provision.

Slow progress or low attainment does not automatically mean that a pupil has SEN. Equally, attainment in line with age-related expectations does not rule out SEN. Concerns about behaviour are explored as a possible communication of need rather than treated as a need in themselves.

4 The graduated approach

The class teacher, supported by the SENDCo, follows a graduated assess, plan, do, review cycle. The class teacher remains responsible and accountable for the pupil's progress, including when teaching assistants or specialists provide additional support.

Stage	What happens
Ordinarily available provision and monitoring	The teacher identifies barriers, adapts teaching and the environment, discusses concerns with the family and monitors the impact. A pupil may be monitored without being placed on the SEND register.
Assess	The school brings together assessment information, the pupil's and family's views, progress data and relevant professional advice to establish a clear picture of strengths and needs.
Plan	The teacher, family, pupil and SENDCo agree outcomes, adjustments, provision, responsibilities and a review date. This is recorded in a SEND Support Plan where SEN Support is required.
Do	The class teacher implements the plan and links any intervention to classroom teaching. Teaching assistants and specialists work under teacher direction. Provision may be individual, small-group or classroom-based.
Review	Progress towards outcomes and the impact of provision are evaluated with the pupil and family. Support is continued, adapted, increased or ended in response to evidence.

Where relevant and purposeful action has not enabled expected progress, the school and parents may consider requesting an EHC needs assessment. An EHC plan is required where the local authority determines that the pupil's special educational provision must be secured through a statutory plan. The school will secure the educational provision specified in Section F.

National reform context

The February 2026 white paper Every Child Achieving and Thriving proposes future layers of Targeted, Targeted Plus and Specialist support, digital Individual Support Plans, National Inclusion Standards, Support Bases and Specialist Provision Packages. These proposals do not yet replace the Children and Families Act 2014, the SEND Regulations 2014 or the SEND Code of Practice. Existing duties, rights, EHC plans and funding routes remain in force until legislation and implementation guidance say otherwise.

5 Consulting and involving families and pupils

Working with parents and carers

Parents and carers know their children best. We aim for clear, timely and respectful communication and will explain decisions, evidence and next steps in plain language.

- The class teacher is the first point of contact and leads most review discussions.
- Parents of pupils receiving SEN Support are offered at least three planned review discussions each year.
- SEND Support Plans are developed and reviewed collaboratively and shared with families.
- Parents are involved in decisions to seek specialist advice or request an EHC needs assessment.
- Annual reviews are held for pupils with EHC plans, with reports and advice shared in accordance with statutory timescales.
- Information can be provided in an accessible format and reasonable communication adjustments can be agreed.

Pupil voice

Pupils are supported to express what is important to them, what is working, what is difficult and what they would like to achieve. Their involvement is matched to their age, development and communication preferences.

- direct participation in all or part of a review meeting
- one-page profiles, photographs, symbols, drawings, observations or supported conversations
- choice-making and communication through signs, objects or augmentative and alternative communication
- pupil surveys, learning walks and informal conversations
- recorded views for EHC plan annual reviews and transition planning.

6 Teaching, curriculum and reasonable adjustments

High-quality, inclusive teaching is the first response to pupils who have or may have SEN. Teachers plan from a secure understanding of pupils' starting points, set ambitious expectations and use adaptive teaching to increase access without reducing the intended learning unnecessarily.

- explicit teaching, modelling, worked examples and carefully sequenced small steps
- clear language, visual support, pre-teaching and checks for understanding
- flexible grouping and opportunities to learn alongside peers
- adjusted task presentation, recording methods, pace, level of scaffolding or quantity
- assistive technology, communication aids and accessible resources
- movement, sensory or regulation support where this improves access

- adapted phonics, early communication and engagement approaches where developmentally appropriate
- planned support for independence, generalisation and preparation for the next stage.

Reasonable adjustments are anticipatory and individual. They may relate to teaching, communication, routines, uniform, behaviour expectations, assessment, the physical environment, trips or the way information is provided. Support is not dependent on a pupil having an EHC plan.

Teaching assistants and one-to-one support. Additional adults are deployed according to assessed need and the provision specified in a pupil's plan. An EHC plan does not automatically mean that an adult will work exclusively with a pupil throughout the school day. Section F may be delivered through individual work, small groups, adapted classroom teaching or other specified arrangements. Adults are used in ways that promote participation, learning and increasing independence.

7 Our specialist and targeted provision

Provision is selected in response to assessed need and intended outcomes. The examples below are not an entitlement or exhaustive list; frequency, group size and staffing are determined through the graduated approach and, where applicable, Section F of an EHC plan.

Area	Examples of provision and approaches
Communication and interaction	Visual timetables; now-and-next support; core vocabulary; Attention Autism or Bucket Time; Intensive Interaction; pre-teaching; social communication work; SCERTS-informed approaches; speech and language programmes; Makaton, symbols or communication systems.
Cognition and learning	Structured phonics and pre-phonics; precision teaching; overlearning; concrete resources; task chunking; adapted texts; assisted recording; pre-teaching and retrieval; targeted literacy and numeracy work; engagement-based assessment where appropriate.
Social, emotional and mental health	ELSA; nurture and relationship-based support; Therapeutic Thinking; sensory circuits; regulation plans; safe spaces; check-ins; Drawing and Talking; play or creative therapeutic approaches; social stories; supported playtimes.
Sensory and physical	Advice from hearing, vision, occupational therapy or physiotherapy services; radio or hearing technology; adapted seating and writing equipment; movement breaks; sensory tools; mobility and personal-care plans; accessible resources and environmental adjustments.

Fidget and sensory tools. Tools are used where they improve regulation, focus or access. They should be safe, quiet and purposeful. Their impact is monitored and staff may change or remove an item if it becomes a barrier to the pupil's or others' learning.

8 Reviewing progress and evaluating effectiveness

We evaluate whether provision is improving outcomes rather than judging effectiveness by the amount of adult time provided. Evidence may include:

- progress from individual starting points and towards SEND Support Plan or EHC plan outcomes
- curriculum learning, communication, engagement, independence and generalisation
- attendance, participation, emotional regulation, relationships and wellbeing
- pupil and parent views about what is helping
- observations, work scrutiny, assessment information and professional advice

- intervention entry and exit information where a standardised measure is appropriate
- the quality and consistency of classroom implementation.

Class teachers review progress continually and through the school's assessment cycle. The SENDCo reviews plans, provision maps and the progress of pupils with SEND, undertakes learning walks and case reviews, and reports themes to senior leaders and governors. External review and advice are used where helpful. Provision that is not having the intended impact is adapted or replaced.

9 Wellbeing, social development and safeguarding

Pupils with SEND can face additional safeguarding risks and barriers to communicating concerns. Staff receive safeguarding information and work closely with the designated safeguarding lead. Changes in behaviour, mood, attendance, communication or presentation are explored carefully and are not automatically attributed to SEND.

- pastoral check-ins, ELSA, nurture and family support
- individual regulation, risk reduction or behaviour support plans where required
- structured and supported social opportunities and playtimes
- teaching about relationships, safe touch, consent, online safety and help-seeking in accessible ways
- anti-bullying measures, active supervision and prompt investigation of concerns
- reasonable adjustments to behaviour systems while maintaining safety and high expectations
- close liaison between the SENDCo, DSL, class teacher, family and external professionals.

Any restrictive physical intervention is used only in accordance with law, training and the school's policy. Where a pupil has communication, sensory or medical needs, these are considered in prevention, risk assessment and post-incident review.

10 Inclusion in the wider life of the school

Pupils with SEND are enabled to participate alongside their peers in worship, assemblies, clubs, OPAL play, PE, performances, visits, residential experiences where applicable and other school activities. Planning begins from the expectation of inclusion.

- advance information and preparation, including visual or sensory information
- accessible transport, venues, equipment and communication
- individual risk assessment and additional control measures where required
- adapted activities or timetables that preserve the purpose of the experience
- appropriate staffing based on risk and need rather than diagnosis alone
- consultation with the pupil, family and relevant professionals.

A pupil will not be excluded from an activity simply because they have SEND. If a particular arrangement cannot be made safely, the school will consider reasonable alternatives with the family.

Alternative provision. Where external alternative provision is commissioned, the school undertakes suitability and safeguarding checks, agrees the intended outcomes, monitors attendance, engagement and progress, maintains contact with the family and reviews whether the placement remains appropriate. The pupil remains on the school roll unless a lawful change is made.

11 Accessibility

The school makes reasonable adjustments and develops accessibility over time through its Accessibility Plan. Families are encouraged to discuss access needs before admission, transition or a significant activity so that arrangements can be planned.

- step-free routes and accessible toilet facilities
- individual evacuation, mobility, medical or personal-care plans where required

- adapted furniture, equipment, lighting, acoustics or seating
- accessible formats, visual information and communication support
- assistive technology and auxiliary aids
- curriculum and assessment adjustments.

12 Staff expertise and external services

The SENDCo identifies priorities for professional development through pupil need, staff voice, monitoring and school improvement work. Training is translated into classroom practice through modelling, coaching, planning support and review.

- autism, communication-friendly practice and supporting social communication
- Therapeutic Thinking, attachment, adverse childhood experiences and regulation
- ELSA and targeted emotional wellbeing support
- hearing inclusion and use of specialist hearing technology
- SCERTS-informed practice, Intensive Interaction and engagement approaches
- adaptive teaching, phonics and structured literacy or numeracy intervention
- medical, moving and handling, personal care and positive physical intervention training according to pupil need.

When specialist expertise is needed, we work with the family and use the appropriate referral or advice route. Availability and thresholds are determined by the relevant service.

Service or partner	Typical contribution
Central Bedfordshire SEND Team and SENDIAT	Statutory EHC processes, local guidance, setting support and advice.
Educational Psychology	Consultation, assessment, formulation and advice about learning, development and wellbeing.
Speech and Language Therapy	Assessment and advice about speech, language, communication, interaction and communication systems.
Hearing and Vision Inclusion Services	Specialist assessment, equipment, environmental advice, staff guidance and monitoring.
Occupational Therapy and Physiotherapy	Advice about sensory, functional, physical, positioning, mobility and access needs.
Early Years SEND and specialist outreach	Advice, modelling and assessment for emerging or complex needs, including autism, cognition and learning.
Jigsaw, MHST, CHUMS and CAMHS	Emotional wellbeing, mental health, engagement and specialist clinical pathways according to criteria.
School nursing, GP and paediatric services	Health assessment, medical advice, care planning and referral to relevant health pathways.
Children's social care, Early Help and voluntary organisations	Family support, safeguarding, short breaks, advice, training and community support.

13 Transition and preparation for adulthood

Transition is planned in proportion to need. Preparation for adulthood begins in the early years through communication, independence, relationships, participation, self-care, decision-making and high aspirations.

Transition	Our arrangements
Starting Nursery or Reception	Information is gathered from the family, early years provider and professionals. Visits, meetings, phased or personalised arrangements and staff training are planned where needed.
Moving class or provision	Receiving staff are briefed about strengths, needs, successful adjustments and plans. Pupils may receive additional visits, photographs, transition books, relationship-building or a gradual timetable.
Moving to another school	The SENDCo liaises with the receiving SENDCo, shares records securely and arranges additional visits or professional discussions. For pupils with EHC plans, transition is addressed through the annual review process.
Unexpected or mid-year change	The school shares essential safeguarding and SEND information promptly and works with the pupil, family and receiving setting to reduce disruption.

14 Children who are looked after

Where a child is looked after or previously looked after and has SEND, the SENDCo works closely with the designated teacher, social worker, carers, family where appropriate, the Virtual School and relevant professionals. The Personal Education Plan and SEND Support Plan or EHC plan are aligned so that outcomes, provision, funding and review arrangements are coherent. The pupil's views and identity, placement stability, emotional wellbeing, attendance and transition needs are given particular attention.

15 Funding and deployment of support

SEND provision is funded through the school's overall budget, including its notional SEND allocation, and through additional funding where eligibility criteria are met. The notional SEND budget is not ring-fenced. Leaders and governors consider the total resources available and deploy them according to assessed need, statutory provision and evidence of impact.

- high-quality teaching and ordinarily available provision
- teaching assistant deployment and targeted intervention
- staff training and specialist advice
- equipment, resources, accessibility and assistive technology
- provision specified in EHC plans
- applications for top-up or other available funding where needs and costs meet the relevant criteria.

Funding attached to an EHC plan is used to secure the provision specified in Section F. It does not automatically purchase a named or exclusive adult. Where the school considers that additional resources are required to deliver Section F, it will provide evidence to the local authority and seek resolution without delaying its own best endeavours.

16 Admissions and EHC plan consultations

Pupils with SEND but without an EHC plan are considered through the school's normal published admission arrangements and must not be disadvantaged because of SEND or disability. The school makes reasonable adjustments and does not refuse admission because it believes a child may need an assessment or may display challenging behaviour.

When the school is consulted about an EHC plan

The local authority decides whether to name a school after consulting it. The school will consider the pupil's needs, outcomes and the provision required by the draft EHC plan. It may provide evidence where it considers that the placement would be unsuitable for the pupil's age, ability, aptitude or SEN, or incompatible with the efficient education of others or the efficient use of resources. Any response will identify the reasonable steps, adjustments, specialist support and additional resources considered, including whether further local-authority support could enable the school to meet need.

If Toddington St George is named in the final EHC plan, the school or academy trust must admit the pupil. The school will then work with the local authority to secure the provision specified in Section F.

17 Concerns and complaints

We aim to resolve concerns early through open discussion. Raising a concern will not adversely affect a pupil's support.

1. Speak to the class teacher about the concern and the support currently in place.
2. If the concern remains, contact Kirsten Ferguson, SENDCo and Inclusion Lead.
3. If it is not resolved, contact the Headteacher and follow the school's Complaints Policy.
4. The governing board will consider complaints at the relevant stage of the published procedure.

Central Bedfordshire SENDIASS provides free, confidential and impartial information, advice and support about SEND. Disagreement resolution and mediation routes may also be available for disputes involving local-authority decisions. Complaints about health or social-care services follow the relevant provider's complaints procedure.

18 Local Offer and further information

The school contributes to the Central Bedfordshire Local Offer, which explains education, health, social-care and community support available to children and young people with SEND and their families.

Information	Web address or contact
Central Bedfordshire Local Offer	https://localoffer.centralbedfordshire.gov.uk/
Central Bedfordshire SENDIASS	Search 'Central Bedfordshire SENDIASS' or use the Local Offer
SEND Code of Practice 0 to 25 years	https://www.gov.uk/government/publications/send-code-of-practice-0-to-25
School SEND Policy, Accessibility Plan and Complaints Policy	Available from the school website or office
SNAP Parent Carer Forum	https://snappcf.org.uk/
Autism Bedfordshire	https://www.autismbedfordshire.net/

Information	Web address or contact
Bedfordshire children's speech and language therapy	https://childspeechbedfordshire.nhs.uk/

19 Monitoring this report

The governing board oversees the school's implementation of the SEND Policy. This information report is reviewed at least annually and updated sooner where arrangements change. The school provides data on the levels and types of need to the local authority and through the School Census to support local and national planning.

Feedback from pupils, families, staff, governors and professionals informs the review of SEND provision. We consider patterns in need, progress, participation, attendance, safeguarding, exclusions, complaints and provision impact when setting improvement priorities.

Parent and professional voice

"My child has been fully supported throughout his journey at TSG. They are aware of his struggles and facilitate a personal approach to optimise his learning." – Parent

"Toddington St George have been a great support to us and have helped with emotions and wellbeing." – Parent

"The SEND team made a positive impact and formed a lovely relationship with my son. I felt at ease." – Parent

"T attends a very good, inclusive school in Toddington St George." – Educational Psychology report, 2025

"A well-resourced and inclusive school in Toddington St George." – Educational Psychology report, 2026