The information in this document describes our provision for students with a Special Educational Need or Disability (SEND) and reflects Solihull Borough Council’s Local Offer which can be found at www.socialsolihull.org.uk/localoffer. Given the geographical location of Lyndon School some of our young people and their families may also wish to refer to Birmingham’s Local Offer at www.mycareinbirmingham.org.uk.

At Lyndon school a Ninestiles Academy, we strive to ensure that all students achieve their potential personally, socially, emotionally and academically in all areas of the curriculum regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs. This report is intended to give you information regarding the ways in which we ensure that we support all of our students, including those with special educational needs and disabilities, in order that they can realise their full potential. It may not list every skill, resource and technique we employ in order to achieve this as our provisions are continually developed and evaluated to meet the diverse and changing requirements of our students.

**How does the school identify and assess special educational needs or disabilities?**

Primary school information is a key source for us in identifying new students with SEND. At the start of year 7 all students have their reading and spelling assessed together with subject baseline testing and knowledge checks so that we can establish who might require targeted wave 2 and specialist wave 3 interventions (see table below). In addition, as the term progresses and at regular intervals throughout key stages 3 and 4, teaching and support staff are asked to raise through Achievement Leaders, Pastoral Mangers, SENDCo and the school’s Referral Panel any student who is not making expected progress or whom they have particular concerns about. At this point a conversation will take place with parents/carers to discuss options and strategies available to ensure the most appropriate support mechanisms are agreed and implemented.

**How does the curriculum support the diverse needs of our students?**

High expectations about high quality teaching and precision planning is embedded amongst staff and the application of a differentiated and personalised approach to learning is at the heart of school improvement. Throughout the year, teachers and teaching assistants are kept abreast of new initiatives through continual professional development delivered by the school’s SENDCo, specialist guest speakers and through our Cloud 9 VLE. At Lyndon school all staff are required to complete annual safeguarding and health and safety online training and policy reading. Specific SEND training is also regularly scheduled with all staff recently receiving AET Tier 1 Autism awareness training and key staff undertaking Tier 2 and Tier 3. Further training to
ensure wave 2 and 3 interventions are also effectively delivered has also taken place with Teaching Assistant’s completing accreditation for delivering ELKLAN Speech & Language programmes, Friends for Life, Toe by Toe / Word Wasp and Units of Sound.

In school we assess whether a young person has a special educational need or disability in different ways. Some of these may include;

- Observations
- Teacher feedback
- School based test results
- Information from parents / carers
- Information from the young person
- Specialist assessments carried out by outside agencies working in collaboration with the school (with parent/carer consent)
- Transition information
- A specialist external report from an education, health or social care professional

A person centred approach is then used in consultation with parents and outside agency specialists in the form of a graduated cycle to underpin the provision and interventions required;

Wave 1 (universal support)

This includes quality inclusive teaching, which takes into account the learning needs of all students in the classroom. It requires teachers to provide differentiated work and create an inclusive learning environment.

Wave 2 (universal plus / targeted intervention – school support)

This includes specific, additional and time-limited interventions that are provided for some students who need help to accelerate their progress to enable them to work at or above age-related expectations. They are often designed to support a group of students with similar needs and targeted interventions are generally focused on literacy, numeracy and social / emotional development. Students on a wave 2 intervention are identified as having “SEN support”.

![Diagram of Assess, Plan, Do, Review cycle]
Wave 3 (additional needs / specialist intervention - statement / Education Health Care Plan)

This includes specialist provision for a minority of students where it is necessary to provide highly tailored interventions to accelerate progress or enable students to achieve their potential. Students receiving a wave 3 intervention and / or specialist external support on a 1:1 basis are identified as having high focused “SEN support”. Students may (if not already in receipt of) need to undergo a holistic statutory assessment of their needs which may result in an Education Health Care Plan being agreed and issued by the Local Authority. Evidence in support of an EHCP needs to be gathered and clearly documented through the graduated cycle – this usually takes at least two academic terms to evidence.

Education Health Care Plan

A small minority of students may transfer from primary school with an EHCP or require a Local Authority statutory assessment of their needs having received support through the above graduated approach. The holistic and person centred plan will clearly outline the very specific areas of special educational need and / or disability a student has, the support they require and the short / long term desired outcomes. The plan is reviewed at least annually and at this point feedback is obtained from the young person, significant people in their lives, teachers and external professionals involved in their care and education so that the impact of provision can be measured and new targets set. For further information regarding this process (for a child living in Solihull) details can be found at: [http://socialsolihull.org.uk/localoffer/ehc-plans/](http://socialsolihull.org.uk/localoffer/ehc-plans/) (or living in Birmingham) [https://childrens.mycareinbirmingham.org.uk/local-offer-main-page/assessment-of-needs/assessment-and-education-health-care-plan/education,-health-and-care-plans.aspx](https://childrens.mycareinbirmingham.org.uk/local-offer-main-page/assessment-of-needs/assessment-and-education-health-care-plan/education,-health-and-care-plans.aspx)

What interventions / provisions are available to support students with SEND?

The list below is an example of the various provisions available to our students as part of the graduated approach:

| Cognition & Learning | One Page Profile Reading programme i.e. Toe By Toe / Rapid Plus Spelling programme i.e. Word Wasp / SNIP Precision teaching Corrective reading groups Catch up literacy & numeracy Colour overlay – visual stress Access to an ICT device for extended writing Shared access to in class support Subject specific intervention groups Homework club Exam access arrangements Alternative curriculum in KS4 inc college links Further assessed by SISS – Communication and Learning Difficulties Team |
| **Social Emotional and Mental Health** | **One Page Profile**  
Support from the school’s pastoral managers  
Friends for Life Transition Programme  
External counselling referrals  
Eat less, move more programme  
Academic mentoring  
Lunch club  
Monitoring and support from SISS – Social Emotional and Mental Health Team  
Educational Welfare Officer  
Referral to Child and Adult Mental Health Service – SOLAR (Solihull)  
Forward Thinking Birmingham  
Referral to the Meadow Centre |
|-----------------|-----------------------------------------------|
| **Speech Language and Communication Needs** | **One Page Profile**  
Speech and language – Vocab group  
Personalised 1:1 programme  
Units of Sound  
Access to a Speech and Language Therapist  
Access to SISS – Autism Team |
| **Sensory / Physical Impairment** | **One Page Profile**  
Individual resources / aids as guided by specialist sensory support teams  
Reasonable adjustments made to timetable  
Referral to Paediatric, Occupational or Physiotherapy  
Sensory profile |

**How do we report and feedback to parents / carers?**

All students will receive progress reports throughout the school year having undergone assessments and knowledge checks detailing their attainment, effort and achievements from across their subject areas. Should teachers, Achievement Leaders or parents have any interim concerns, home to school contact is essential to swiftly intervene and identify appropriate support / ways forward.

Parent/carers also have the opportunity to contribute to their child’s One Page Profile. Formally this is done in line with consultation evenings and review meetings however, should information need updating this can be done at any given time in order to keep teachers informed of how best they can support students. A copy is also posted home prior to parent’s evenings for consideration and annotated amends.
Our Inclusion Team

The Inclusion Team consists of the Ninestiles Academy Trust Special Educational Needs and Disability Co-ordinator – Ms Christa Vines, our school based SENDCo Ms Jo Hill and a team of Teaching Assistants. Where necessary assessment, advice and guidance is also sought from our external agencies;

- Solihull Specialist Inclusion Support Service – Autism Team
- Solihull Specialist Inclusion Support Service – Communication & Learning Difficulties Team
- Solihull Specialist Inclusion Support Service – Social, Emotional and Mental Health Team
- Sensory and Physical Impairment Team
- Speech and Language Therapist

As an Academy Trust our SENDCo’s and inclusion teams also value working collaboratively to share best practice and develop expertise.

How does Lyndon school support students with special educational needs and disabilities through transition?

During the summer term, prior to admission in year 7, our inclusion team work collaboratively with the designated Pastoral Manager to visit our feeder primary schools so that information can be shared, parents can be met with and additional visits can be arranged for students with SEND that require additional support in preparation for transferring to secondary school.

In preparation for post 16, from year 9 onwards planning begins with school based Careers Events, Information and Guidance meetings, 1:1 careers advice, work experience and a visit to the annual Skills Show at the NEC. Should a student require individual support with their post 16 application forms and interviews our Inclusion team can support this process helping to forge links with supported learning teams / key staff at the colleges / sixth forms to ensure a successful and confident transition is planned for.

How are parents / carers of children with special educational needs or disabilities involved in the education of their child?

At Lyndon school we have an open door policy for parents/carers. We want all parents/carers to be involved in the education of their child as young people learn best if there is a strong partnership between home and school with honest and open communication. Our SENDCo or a representative from the Inclusion team is available at all parent consultation events and can be contacted by telephone / email should an individual query or meeting be required.

How are students with special educational needs or disabilities involved in their own education?

Student voice is also recognised and valued. We use person centred tools and approaches to ensure that our students are actively involved in their review meetings.
and decision making regarding their support and provision. We have a school culture that promotes student leadership with all students having the opportunity to raise their views via tutor group programmes, our school council, prefects and head boy and girl.

The Trust also collects student and parent voice at timely intervals throughout the year via questionnaires to enhance our systems, practices and events.

**How is SEND provision evaluated?**

Both our school provision and external support for students with SEND are monitored via the Trust’s and whole school quality assurance and performance management cycles, and is embedded within our regular teaching and learning review systems, data collections and termly Academy Council Reports. Findings are then actioned and closely monitored by the Trust SENDCo, school based SENDCo and Senior Leadership Team.

**How do I contact the Special Educational Needs and Disabilities Co-ordinator?**

In the first instance should a parent / carer have a query they would like to raise regarding their child’s special educational need or disability we ask that they make contact via email or telephone to our school based SENDCo. A face to face meeting can also be arranged via email, telephone or our school receptionist at a mutually convenient time.

*Lyndon School SENDCo*

Ms Jo Hill  
0121 743 3402  
s209jhill@lyndon.solihull.sch.uk

*Ninestiles Academy Trust SENDCO*  
Ms Christa Vines  
S209cvines@lyndon.solihull.sch.uk

**How are complaints dealt with?**

Parents/carers who are concerned about the provision being offered to their child should first of all speak to the SENDCo. If a parent / carer is unhappy about the resolution of their complaint or if it is of a more serious nature, then this should be raised with the Principal. The complaints procedure can be found on the school’s website or can be requested from our school reception.

**Who are Solihull SENDIAS Service and how can they support and advise parents/carers and young people?**

“The vision for our Solihull SENDIAS Service is that children and young people with SEND, and their parents/carers, will be more aware of their entitlement
Information, advice and support for children and young people with SEND and their parents/carers will be impartial, free to access, accurate, confidential, comprehensive and easily accessible/understandable.”

**Their aims**

Solihull SENDIAS Service aims to:

- provide information, advice and support to children and young people up to the age of 25 with SEND
- provide information, advice and support to the parents/carers of children and young people up to the age of 25 with SEND
- provide impartial advice about matters relating to SEND, including issues relating to health and social care
- offer support to parents/carers and children and young people with SEND in participating in decisions made about the child/young person’s education, health and social care

[https://www.family-action.org.uk/solihullsendias/](https://www.family-action.org.uk/solihullsendias/)

Phone: 0121 5165173

Email: solihullsendias@family-action.org.uk

Write to: Sans Souci, Tanworth Lane, Shirley, Solihull, B90 4D

**Birmingham SENDIAS Service**

Telephone: 0121 303 5004

E-mail: sendiass@birmingham.gov.uk

Website address is [http://www.birmingham.gov.uk/sendiass](http://www.birmingham.gov.uk/sendiass)

Report completed by: Ms Christa Vines – Ninestiles Academy Trust SENDCo

Date completed: September 2017

Review date: September 2018