



SEND Information Report

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.birmingham.gov.uk/localoffer

At Lyndon, a Summit Learning Trust school, 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 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 Managers, SENDCo and the school's Inclusion 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?

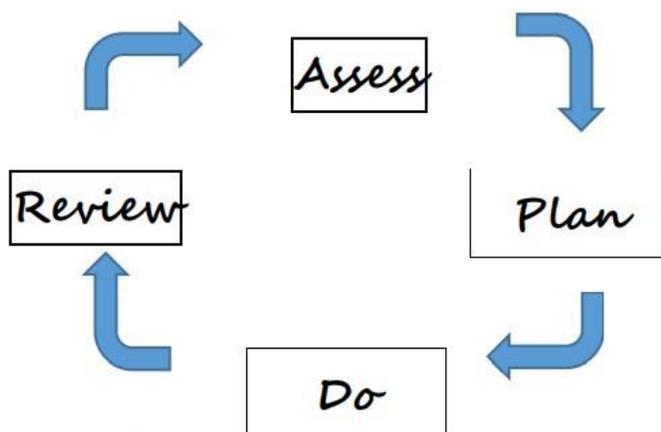
Consistent expectations about high quality teaching and precision planning is embedded amongst staff and the application of a differentiated and personalised approach to learning is at

the heart of school improvement. Throughout the year, teachers and teaching assistants are kept abreast of new initiatives through professional learning opportunities delivered by the school's SENDCo, specialist guest speakers and through our intranet system. At Lyndon school all staff are required to complete annual safeguarding and health and safety online training and policy reading. Further training to ensure wave 2 and 3 interventions are also effectively delivered has taken place with Teaching Assistants completing accreditation for delivering ELKLAN Speech & Language programmes, Friends for Life, Toe by Toe / Word Wasp and assessment completion in support of exam access arrangements.

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 / referrals
- Pastoral / Designated Safeguarding Lead referrals
- 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 target gaps or a delay in a student's development. The support is designed to accelerate a student's progress from their starting point. Often the intervention is delivered to support a small group of students with similar learning, language or personal development needs.

Students in receipt of a wave 2 intervention are identified as having "SEN support".

Wave 3 (High focused support / Support Plan / Education Health Care Plan)

This includes specialist provision for a minority of students where it is necessary to provide highly tailored interventions to support their academic progress and/or personal development. Students receiving a wave 3 intervention and / or access to specialist external support (on a 1:1 / small group basis) are identified as having high focused "SEN support". The school may work with outside agencies, parent/carers and the pupil to create a Support Plan / One Page Profile outlining specific targets to clearly evidence desired outcomes and provision. The plan is usually reviewed on at least a termly basis with progress and next steps clearly noted.

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 (EHCP) being applied for, agreed and issued by the Local Authority. Evidence in support of an EHCP needs to be gathered and clearly documented through the graduated approach; assess, plan, do and review cycle and noted within a young person's One Page Profile / Support Plan. Short and long term outcomes are then discussed at a Team Around the Child meeting with all views gathered and recorded. This process usually takes at least two academic terms to fully evidence unless there are extenuating / special circumstances.

For further information regarding this process, follow the links below;

https://www.birmingham.gov.uk/info/50142/assessment_of_need

<https://socialsolihull.org.uk/localoffer/wp-content/uploads/sites/21/2018/08/Family-conversation-record-forEHC-Blank.pdf>

<https://socialsolihull.org.uk/localoffer/wp-content/uploads/sites/21/2018/08/Medical-Questionnaire-Blank.pdf>

<https://socialsolihull.org.uk/localoffer/wp-content/uploads/sites/21/2015/07/REQUEST-FOR-A-STATUTORYEDUCATION.pdf>

Parental request form:

<https://socialsolihull.org.uk/localoffer/wp-content/uploads/sites/21/2016/07/REQUEST-FOR-A-STATUTORYEDUCATION-Parental-5.pdf>

Education Health Care Plan

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of a student, the student has not made expected progress, the school, health professionals, social care professionals or the child's parents/carers could consider asking the local authority to carry out an Education, Health and Care (EHC) needs assessment. To inform the request there should be adequate evidence (at least 2 cycles) to support historic, current and future needs.

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/>

(or living in Birmingham)

https://www.birmingham.gov.uk/info/50142/education_health_and_care_plans/854/education_health_and_care_plans_for_children_and_young_people

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 /Fresh Start Spelling programme i.e. Word Wasp / SNIP Precision teaching
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	<p> 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 Direct input from SISS – Communication and Learning Difficulties (CLD) Team </p>
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<p>Social Emotional and Mental Health</p>	<p> One Page Profile Support from the school's pastoral managers Friends for Life Transition Programme Friends for Youth KS4 programme Counselling 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 </p>
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<p>Speech Language and Communication Needs</p>	<p>One Page Profile Speech and language – Vocab group Personalised 1:1 programme Units of Sound Access to a Speech and Language Therapist (SALT) Access to SISS – Autism Team Referral to / recommendations from the Meadows Centre</p>
<p>Sensory / Physical Impairment</p>	<p>One Page Profile Individual resources / aids as guided by specialist sensory support teams Reasonable adjustments made to timetable / rooming Referral to Paediatric, Occupational or Physiotherapy Referral to / support from SISS – VI & HI teams Sensory profile / audit</p>

How do we report and feedback to parents / carers?

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

Our Inclusion Team

Our Inclusion Team consists of 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
- Educational Psychology Service – Solihull and Independent EP
- Family Support Worker
- Educational Welfare Officer
- Barnardos
- James Brindley Service / Triple Crown
- Child Development Centre – Paediatricians

As an Academy Trust our SENDCos and wider inclusion teams value working collaboratively to share best practice and develop expertise through regular networks of excellence. There is also a Trust SENDCo who works across our Multi Academy Trust supporting, advising and quality assuring our SEND systems and provision.

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 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 operate a working in partnership approach which means parents/carers can contact the school whenever they have a query and time will be made for them. 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 pastoral team is available at all 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 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 school 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?

There is multi-layered approach to evaluating SEND provision at Trust, School and Local Governing Body (LGB) level.

- At Trust level, termly meetings are held between the SENDCO and Trust Strategic Lead – evaluating the quality of provision and outcomes.
- At school level:
 - SEND provision is evaluated by the SENDCO and wider Senior Leadership Team. Our quality assurance programme reviews the effectiveness of provision for all learners. This is under ongoing review but formally each term.
 - Progress data from formative assessments is collected 3 times a year, key information shared and followed up.
 - Attendance is monitored weekly with appropriate action taken.
- Termly meetings take place between the link Governor and SENDCO with updates reported to LGB.

How do I contact the Special Educational Needs and Disabilities Coordinator?

In the first instance should a parent / carer have a query they would like to raise regarding their child's additional needs, support or provision we ask that they make contact via email or telephone to our school based SENDCo or Higher Level Teaching Assistant. A face to face meeting can also be arranged via email or telephone at a mutually convenient time.

Lyndon School SENDCo Ms Jo Hill

0121 743 3402 jo.hill@lyndon.org.uk

Higher Level Teaching Assistant Ms Kate Roslyn Kate.roslyn@lyndon.org.uk

How are complaints dealt with?

We take parent / carer concerns seriously and will act upon these on an individual basis.

In the first instance we would always ask that a parent /carer raises their concerns with their child's form teacher, subject teacher, achievement leader or pastoral manager. Should they have any specific questions or queries thereafter regarding their child's SEND support or

provision contact should be made via the school's main reception for the attention of Ms Jo Hill our SENDCO.

If a parent / carer is still unhappy about the resolution of their concern or if it is of a more serious nature, then this should be raised with the Vice Principal Mr Richard Bohdanowitsch.

More guidance regarding the school's 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 and the options available, and will be able to make informed decisions. 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."

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/>

Solihull SENDIAS Service

Phone: 0121 5165173

Email: solihullsendias@family-action.org.uk

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

Birmingham SENDIAS Service

Telephone: 0121 303 5004

Email: sendiass@birmingham.gov.uk

Website address is <http://www.birmingham.gov.uk/sendias>

Report completed by: Ms J Hill SENDCO at Lyndon School

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