



SEND Information Report

The information in this document describes our provision for learners with a Special Educational Need or Disability (SEND) and reflects Solihull Borough Council's Local Offer which can be found at [Solihull Local Offer | solihull.gov.uk](https://www.solihull.gov.uk). 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 <https://www.localofferbirmingham.co.uk/>

At Lyndon, a Summit Learning Trust school, we strive to ensure that all learners 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 learners, 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 learners.

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

Primary school information is a key source for us in identifying new learners with SEND. At the start of year 7 all learners have their reading 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 via the SENDCo, Curriculum Leaders, Pastoral Managers and the school's Inclusion Referral Panel, any learner who is not making expected progress or whom they have 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 learners?

Our curriculum intent for learners with SEND strives to:

- Be ambitious for all.
- Be broad, inclusive, knowledge-rich, and purposeful.
- Inspire, challenge and nurture.
- Promote resilience and optimism Is efficiently resourced to support progress in core skills.
- Eliminate gaps in prior learning, skills, and cultural capital.
- Create enrichment opportunities so all do more, know more and remember more.
- Provide aspirational pathways accessible to all interests and abilities.
- Empower all to reach their challenging targets and their academic potential.
- Enable all to make a successful, safe, confident, and independent transition into adulthood.

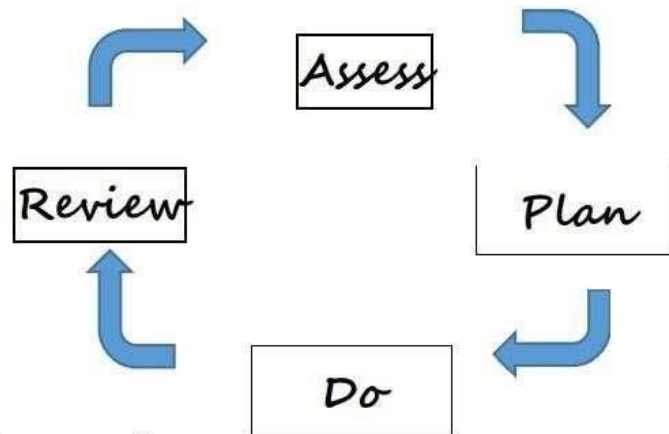
This intent allied with consistent expectations about high quality teaching and adaptive planning are embedded amongst staff. The application of an inclusive and ambitious approach to learning is at the heart of school improvement. Robust quality assurance systems are subject to regular review, these include learning walks, book looks, learner voice and departmental target setting.

Throughout the year, teachers and teaching assistants are kept abreast of new initiatives through professional learning opportunities delivered via the Summit Learning Trust Professional Learning Institute, the SENDCo and specialist guest speakers. As a result, staff confidence, skillset and practice are enhanced.

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

- Lesson observations
- Teacher feedback / referrals
- Pastoral / Designated Safeguarding Lead / Attendance (Education Welfare Officer) referrals
- School based test results
- Information from parents / carers
- Information from the young person
- Specialist assessments carried out by external 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 high quality inclusive teaching, which considers the learning needs of all learners in the classroom. It requires teachers to provide scaffolded work, appropriate resources 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 learner’s development. The support is designed to accelerate a learner’s progress from their starting point. Often the intervention is delivered to support a small group of learners with similar learning, language, or personal development needs. Learners in receipt of a wave 2 intervention are identified as having “SEN support”, and therefore added to the SEND register. Where a diagnostic learning need is not present, and the aforementioned interventions close the targeted gaps, a learner will be removed from the SEND register.

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

This includes specialist provision for a minority of learners where it is necessary to provide highly tailored interventions to support their academic progress and/or personal development. Learners 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 external agencies, parent/carers, and the pupil to create a profile of need 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.

Learners 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 profile of need. 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.localofferbirmingham.co.uk/education-health-and-care-plan/guidance-leaflet/>

<https://www.solihull.gov.uk/children-and-family-support/localoffer/EHC-assessment-process>

Parental request form:

<https://www.solihull.gov.uk/children-and-family-support/localoffer/EHC-assessment-process>

<https://www.localofferbirmingham.co.uk/education-health-and-care-plan/>

Education Health Care Plan

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of a learner, expected progress hasn't been made, school, health and social care professionals or the young person'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 learners 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 learner 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 learners with SEND?

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

<p style="text-align: center;">Cognition & Learning</p>	<p>Learner Profile Reading programme i.e., Rapid Plus /Fresh Start Reading and Thinking – comprehensions and inference Spelling programme i.e., SNIP Paired /group reading Colour overlay – visual stress IDL literacy and numeracy Nessy Fingers Handwriting Recovery Programme (plus handwriting pen) Laptops – for extended writing and access to immersive reader 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 Reader Pens</p>
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<p style="text-align: center;">Social Emotional and Mental Health</p>	<p>Learner Profile Support from the school's pastoral managers Transition Programme 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 Learner Welfare Provision Senior Mental Health First Aid Lead Staff trained in positive behaviour handling – Team Teach</p>
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<p>Speech Language and Communication Needs</p>	<p>Learner Profile Speech and language report Speech and language vocabulary intervention Personalised 1:1 programme. Access to a Speech and Language Therapist (SALT) School based autism aware mentoring Access to SISS – Autism Team Referral to / recommendations from SASS or Birmingham’s Child Development Centre</p>
<p>Sensory / Physical Impairment</p>	<p>Learner 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 learners will receive progress reports throughout the school year having undergone assessments detailing their attainment, effort, and achievements from across their subject areas. Should teachers, Curriculum 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 and review their young person’s profile of need. 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 learners. A copy is also posted home prior to consultation evenings for consideration and annotated amends.

Our Inclusion Team

Our Inclusion Team consists of Mr J Martin and a team of Teaching Assistants. Where necessary assessment, advice and guidance is also sought from our external agencies, they include.

- 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 SENDCo's and wider inclusion teams value working collaboratively to share best practice and develop expertise through regular networks of excellence. There is also the Director for Inclusion who works across our Multi Academy Trust supporting, advising and quality assuring our SEND systems and provision.

How does Lyndon school support learners 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 learners that require additional support in preparation for transferring to secondary school.

The SENDCo liaises with parents/carers, learners, and subject teachers during the options process to ensure appropriate and ambitious pathways are chosen for key stage 4. All EHCP's and Learner Profiles are updated to reflect our commitment to the four Preparing for Adulthood outcomes which focus on employment, independent living, community inclusion and health.

In preparation for Post 16, from year 9 onwards, planning begins with school-based careers events, information, and guidance meetings, 1:1 career advice, work experience and a visit to the annual Skills Show at the NEC. Should a learner 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 are fully committed to the principles of co-production. We operate a working in partnership approach to support our learners.

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

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

Learner voice is recognised and valued. As part of our robust review of the curriculum and our provision, the views of our learners are regularly sought and responded to ensuring support and challenge is effectively implemented. We use person centred tools and approaches to ensure that our learners are actively involved in their review meetings and decision making regarding their support and provision. We have a school culture that promotes learner leadership with all learners having the opportunity to raise their views via tutor group programmes, our school council, prefects, and head learners.

The school also collects learner 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, at least termly meetings are held between the SENDCO and the Director for Inclusion to evaluate the quality of provision and outcomes.
- At school level:
 - SEND provision is evaluated by the SENDCo and wider Senior Leadership Team. Our quality assurance cycle reviews the effectiveness of provision for all learners.
 - 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 special educational needs, support, or provision we ask that they make contact via email or telephone to our school based SENDCo via reception. A face-to-face meeting can also be arranged via email or telephone at a mutually convenient time.

Lyndon School SENDCo Mr J Martin

0121 743 3402 jonathan.martin@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, curriculum 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 Mr J Martin, 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 Richard.Bohdanowitsch@lyndon.org.uk

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 4DD.

Birmingham SENDIAS Service

Telephone: 0121 303 5004

Email: sendiass@birmingham.gov.uk

Website address is <https://www.birminghamsendiass.co.uk/>

Report completed by: Mr J Martin, SENDCo at Lyndon School

Date completed: October 2025

Review date: October 2026