

# SEN information report

## January 2024



Simon Calvert, SENDCo.

## **Code of Practice (2015) 6.79**

'The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published **must** be updated annually and any changes to the information occurring during the year must be updated as soon as possible. The information required is set out in the draft Special Educational Needs (Information) Regulations and reflects the information required for the local offer'.

**The Slough local offer can be found at:**

[Slough Local Offer](#)

Slough's Special Educational Needs and Disabilities Information Advice and Support Service (SENDIASS) provides information online about services, support and activities for children and young people with special educational needs and disabilities (SEND) aged 0-25. You can find them here:

[Slough SENDIASS](#)

## **LHEA Useful Contact Details**

For questions regarding SEN you should contact the department by emailing [sendteam@lhea.org.uk](mailto:sendteam@lhea.org.uk)

We aim to respond to emails within two working days.

***In an emergency please phone the main school number on 01753 691583.***

- The SENDCO is Mr Simon Calvert – [s.calvert@lhea.org.uk](mailto:s.calvert@lhea.org.uk)
- The Assistant SENDCO is Mrs Melissa Oakley – [m.oakley@lhea.org.uk](mailto:m.oakley@lhea.org.uk)

## **Aim**

The aim of this report is to provide a clear picture of the support available to students with Special Educational Needs and Disabilities (SEND) at Lynch Hill Enterprise Academy.

This report is updated on an annual basis and the school welcomes comments or suggestions to ensure that students, families and staff find it helpful. The report must be read in partnership with the SEND Policy which is available on the school website.

### **1. The Admissions Process for students with Special Educational Needs and Disabilities (SEND)**

The admission arrangements for students with SEND do not differ from those without. Admission is according to Slough Borough Council policy and is based on the principles of equality of opportunity and access. All students who live within the school's catchment area are entitled to a place at the school, in accordance with the Admissions Policy. This applies equally to students with SEND, provided that it is agreed by the Local Authority that their needs can be best met in a mainstream school.

If a place is requested for a student with an EHCP, we will take into consideration the individual needs and well-being of the student as part of the consultation process.

### **2. Definition of SEND and the kinds of special educational needs for which provision is made at the school.**

A student is defined as having Special Educational Needs if they have a disability or long-term difficulty which is acting as a barrier to learning, calling for special educational provision to be made for them which is beyond that offered to others of the same age.

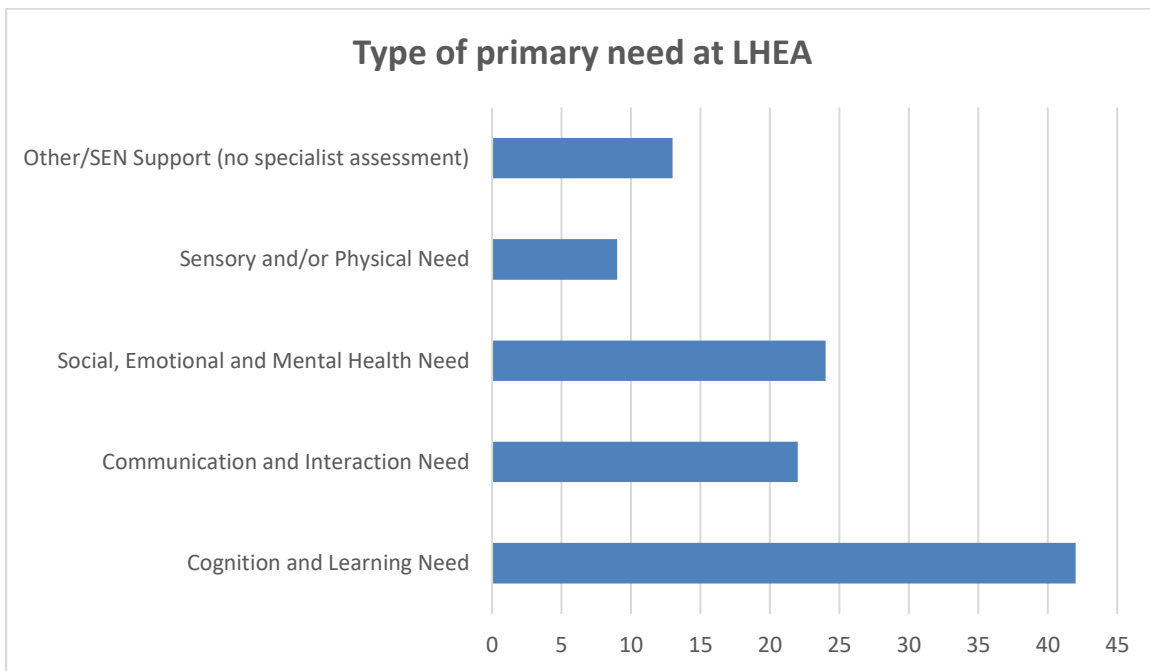
A student requires SEND provision to be made for them if they:

- Have a disability which hinders or prevents them from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools within the area of the Local Authority.
- Have significantly greater difficulty in learning than the majority of students of the same age.

Lynch Hill Enterprise Academy gives such support as can be reasonably provided by a mainstream school for a wide range of SEND. These include:

- Communication and Interaction needs – such as autism or speech, language and communication delays / disorders
- Cognition and Learning needs
- Social, Emotional and Mental Health needs
- Sensory and/or Physical needs.

The following chart shows the percentage of students within each primary need. Pupils may have secondary needs not represented in this data.



### 3. Identifying pupils with SEND and assessing their needs

The progress of all students is closely monitored by their teachers and other key staff throughout their time at Lynch Hill Enterprise Academy. Most students make good progress and respond well to high quality teaching and scaffolded or adapted learning opportunities in their classes.

The school identifies SEND students in a number of ways. These may include:

- Liaison with feeder primary schools, teachers, SENDCOs, external agencies or previous assessments.
- Analysis of assessments and observations carried out.
- Analysis of Cognitive Ability Tests undertaken in Year 7.
- Concerns raised by parents / carers.
- Concerns raised by members of staff where they have identified students as having:
  - Progress that is significantly slower than that of their peers starting from the same baseline.
  - Failure to match or better the student's previous rate of progress.
  - Failure to close the attainment gap between the student and their peers.
  - Widening attainment gap.
- Concerns raised by students.
- Concerns raised by professionals from other agencies or medical professionals.
- Termly monitoring of student progress in relation to previous progress and relative to age expected levels.

A lack of progress includes that in areas other than academic attainment, for example in social or emotional needs.

**Slow progress and low attainment will not automatically mean a pupil is recorded as having Special Educational Needs.**

Teachers, students and parents / carers can refer to the Special Educational Needs Co- Ordinator (SENDCO) for an informal assessment of whether a learning need or disability is present.

When deciding whether special educational provision is required, we start with the desired outcomes, including the expected progress and attainment, alongside the views and wishes of the student and their parents / carers. We use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. When something different or additional to that which is offered to all our students or which is available through classroom adaptations, the decision to place the student on the Special Educational Needs Register will be discussed.

The school follows the graduated approach to identifying and assessing needs, using the Assess, Plan, Do, Review (ADPR) model. Students will have the opportunity to write a Pupil Passport, identifying things they find difficult and what helps them to learn. In some circumstances, your child will have a Learning Plan.

Students who have a significant level of complex needs may need to be referred for an Education, Health and Care Plan (EHCP).

Students who are, 'Looked After' and have SEND will have their needs met in the arrangements mentioned above.

The SEN register is reviewed termly. Parents will be informed by letter if their child is being added to or taken off the register.

#### **4. What arrangements do you have for consulting with parents of children with SEND and involving them in their child's education?**

The Lynch Hill Enterprise Academy website provides information for parents regarding school events, policies and procedures.

The school reports on the progress of all students once a term and parents are also invited to meet with teachers and the SENDCO at parent consultation evenings.

The school recognises that the knowledge and understanding parents/carers have of their child's needs is essential in supporting the school in making the best provision for students with SEND. The school values and takes account of the views of the parent/carer along with the hopes, personal goals, interests and strengths of the student. We value the support and advice from all parents/carers and aim to work in partnership to ensure the best outcomes for their child.

Lynch Hill Enterprise Academy has a termly SEND newsletter which is sent to all parents of children with SEND. There is also an annual survey to help us guide and monitor our offer for SEND.

Parents/carers of students on the SEN register are invited to reviews to discuss their child's progress and impact of interventions. This may take place during consultation evenings or during additional reviews as required.

In addition to scheduled parents' evenings and reviews; parents/carers will have the opportunity to meet with form tutors or staff from the SEND team upon request.

The parents/carers of students with an EHCP are invited to a formal Annual Review which is a statutory requirement.

It is the responsibility of the parents/carers to keep school informed of any up-to-date medical investigations and, where appropriate, school will support with these processes.

In order to ensure students files are up-to-date, please note that it is the parent's/carers responsibility to provide school with medical letters, reports and relevant information; unless these files can be shared with school via professionals directly.

#### **5. What arrangements do you have in place in your school to consult with young people with SEND and how do you involve them in their education?**

The views of all students are highly valued at Lynch Hill Enterprise Academy and feedback from students, including those with SEND, is an essential part in influencing teaching and learning.

Students will have a key worker assigned to them. They have termly Student Progress Meetings with this key worker to ensure that they have an opportunity to discuss their views about their learning and well-being. This key worker will pass on any concerns on behalf of the student to teachers and relevant adults.

Students with SEND and other vulnerable learners will work with a member of the SEND or pastoral teams to help identify their strengths and needs, recording them on their Pupil Passport.

Lynch Hill Enterprise have an active Student Council who are chosen through an inclusive application process. Students with SEND who wish to be involved, will be supported in their application and in meetings where necessary.

#### **6. What is your School's approach to teaching children and young people with SEND?**

Lynch Hill Enterprise Academy is a secondary, inclusive mainstream school. At Lynch Hill, all teachers are teachers of students with Special Educational Needs and/or Disabilities and initial provision is made through High Quality Teaching which is adapted and personalised to meet the needs of the students. This could include writing frames, differentiated class work, specific seating plans, additional print outs, visual prompts and repeated or stepped instructions.

Lynch Hill Enterprise Academy's approach to teaching students with SEND (including students who do and do not have an EHC Plan) is committed to recognising difficulties, meeting individual needs and taking positive action to ensure students have equal access to educational opportunities. It is recognised that the needs of students are best met alongside their peers and the school encourages all students to take a full and active part in the life of the school.

Within lessons, it is the responsibility of the teacher to ensure that learning is suitably adapted to the needs of the individual. The teacher and Teaching Assistant (TA) will work collaboratively in the classroom, communicating with each other in order to ensure the right students are being supported, the work is adapted correctly, the student is able to access the work and most importantly, the student understands the work and can work as independently as possible with minimal adult support.

Students with an EHCP are supported in class according to the outcomes of their EHCP. This support is offered to ensure it is not detrimental to the student's self-esteem and independent learning. Lynch Hill Enterprise Academy usually operates approximately on a 2:1 ratio, meaning 2 students with EHCP to 1 Teaching Assistant in a classroom. This depends on the support outlined within the individual EHCP. If a student does not have an EHCP, in class support is not routinely offered. However, TAs are aware of students in the class who require SEN Support and will support them once the student with an EHCP has understood the work set and is working independently. In extreme cases and if deemed appropriate, a TA may support a student closely who does not have an EHCP.

Lynch Hill Enterprise Academy is lucky to have a SEND Hub area. This is a classroom sized room, with two additional rooms for therapy or interventions. **The SEND Hub is not a Resourced Provision.** The SEND Hub is a learning space within the school where SEND students can access additional support (both for learning and social/emotional needs) but it is open to all SEND students and is not staffed by teachers.

For some students, it may be necessary to provide additional interventions away from the classroom for a set period of time. Where this is the case, a range of interventions and structured additional teaching is used to support students with SEND to make accelerated progress. The aim is for the progress made in interventions to transfer into mainstream lessons. Interventions will happen in the SEND Hub area.

Some students with SEND require special exam arrangements for internal and external examinations. In Key Stage 4, requests for access arrangements, in consultation with both students and parents, are submitted to the relevant examination board following assessment by an external assessor.

## **7. What sort of adaptations are made to the curriculum and the learning environment of children and young people with SEND?**

At Lynch Hill Enterprise Academy, the curriculum is broad and balanced and all students have the opportunity to choose a wide range of options. For those few students, where more help is needed than is usually available through the school's notional SEN budget, school, parents and outside agencies may decide that it is necessary to request an Education Health and Care Plan (EHCP). Where this is the case school will work in partnership with parents and agencies to focus on what provision is needed to secure positive outcomes for the child both short term and long term.

**8. What arrangements are in place for assessing and reviewing children and young people's progress towards outcomes? Please can you explain what opportunities are available to enable you to work with parents and young people as part of this assessment and review cycle.**

At Lynch Hill Enterprise Academy, the progress of all students, in all subjects, is the responsibility of the subject teacher and is reported to the parents in line with the school assessment and reporting policies.

Students on the SEN register with an EHCP have a Pupil Passport.

- Pupil Passports are written with the student and in some cases, parents/carers are asked to contribute.
- The Pupil Passport sets out strategies to help the student make progress in their mainstream classes and is shared with all teachers and staff who work with the student.
- An electronic copy of their Pupil Passport will be attached to their Class Charts profile.
- Students will review their Pupil Passport with a designated member of the SEND team, usually their Key Worker or allocated Teaching Assistant.
- Key Workers are expected to act as an advocate for the student by contacting teachers on their behalf, updating Pupil Passports on a termly basis alongside the SEND Hub Manager and SENDCO.
- All actions will be documented and reviewed.
- All Provisions or Interventions for the student will be recorded on their Provision Map/Class Charts profile, with monitoring in place for start and end points.
- SEND staff use Boxall Profiles, which show progress in other skills and attributes such as communication, interaction, self-regulation and self esteem. Pupils are assessed at least twice a year, and this data is used to target interventions to support progress in these skills.

Some students, will need to have their barriers to learning and provision recorded on a Learning Plan, which is shared with teachers and parents/carers.

The EHC Learning Plan sets out:

- Details of additional support and interventions
- Strengths
- Needs
- Specific Outcomes
- Dates for the provision to be reviewed

It is important to note that students may receive additional support and interventions as part of the whole school provision, however, this alone would not place them on the SEN register.

**9. What are the arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood?**

*'All children and young people are entitled to an education that enables them to make progress so they: achieve their best, become confident individuals living fulfilling lives and make successful transition into adulthood, whether into employment, further education or higher education or training.'* SEND Code of Practice 2015.

KS2 to KS3:

- The SENDCO and Director of Year 7 Studies attend KS2 transition reviews to share expertise and offer advice to parents and staff.



- Staff from learning support meet with class teachers, SENDCOS and agencies to gather information.
- Students from primary school are offered additional visits to ease transition.

KS3 to KS4:

- All students and parents/carers are invited to an option evening to meet with staff and discuss appropriate pathways to meet the individual needs of students.
- Additional Guidance is available for students with SEND and their parents when deciding options.

KS4 to KS5:

- All students, including students with SEND, have supported careers appointments where their parents/carers or keyworker are invited to attend.
- Appropriate agencies and staff from post sixteen provisions are invited to KS4 transition reviews.
- Additional visits and supported transition programmes are available for students in preparation for post 16 placements.
- SEN and exam access information is forwarded to the SENDCO at the post 16 provision.

## **10. How do you evaluate the effectiveness of the provision made for children and young people with SEND?**

Lynch Hill Enterprise Academy monitors the progress and attainment of all students, including those with SEND, and reports to parents.

Staff are held to account for the progress of all students. In addition, data such as whole school literacy testing, CAT tests, SEND assessments, reports from outside agencies, feedback from teachers and key workers is taken into consideration when monitoring the progress of students.

All teachers and key staff are informed of the individual needs of students with SEND and are involved in their progress reviews.

Some students who need additional and different provision may be placed on a targeted intervention. All SEND interventions are time limited and evidenced based. The SENDCO monitors such interventions closely to ensure accelerated progress is made

In addition, parents/carers are invited to discuss their child's progress at SEND reviews and parent consultation evenings. Where insufficient progress is made, interventions are reviewed and students are moved to a more appropriate intervention.

## **11. What sort of expertise for supporting children and young people with SEND do you currently have in school? How do you ensure that the expertise and training of staff to support children and young people with SEND is current? How do you access and secure further specialist expertise?**

The SENDCO has been working with children with additional needs for over twenty years.. He has been a Qualified Teacher since 2003 and is completing the National Award for Special Educational Needs Co-ordinators. The SENDCO has worked in schools for children with learning disabilities, social,

emotional and mental health needs, and autism.

The school has a trained Emotional Literacy Support Assistant (ELSA), with an additional ELSA working within the Safeguarding team. The team has many members of staff who have worked with children with additional needs for many years.

Teachers and Learning Support Assistants have regular generic training and specific training to meet individual needs as necessary. For students who have more specific needs the school will seek the support of specialist services to provide personalised training.

The school has access to an Educational Psychologist and a Speech and Language Therapist to support children with more specific needs.

**12. How are children and young people with SEND enabled to engage in activities available with children and young people in the school who do not have SEND?**

Lynch Hill Enterprise Academy is an inclusive school. All staff have a part to play in ensuring that students with SEND are not disadvantaged in their access to learning or the school community.

All students are invited to attend extra-curricular activities, school trips and take part in the full range of opportunities.

Lynch Hill Enterprise Academy is fully accessible, with two lifts servicing the main building and ramps from all exterior doors. There are a number of height adjustable classroom tables.

**13. How do you support children and young people with SEND to improve their emotional and social development? Please explain the extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying.**

Students with SEND have opportunities to meet with key workers on a regular basis to support their emotional and social development. Teaching Assistants may at times support students in form groups and encourage social inclusion. The school has a Pastoral Support Team working with KS3 & KS4 and a qualified Emotional Literacy Support Assistant.

**14. How does the School involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families?**

Some students may require more specialist support to meet their needs. Lynch Hill Enterprise Academy works in partnership with a number of specialist support and outreach services to support students with SEND. Parents/carers are always consulted before a referral is made to specialist services.

Other services include: Early Help, Mental Health Support Team (MHST), Children and Adolescent Mental Health Services (CAMHS), Speech and Language or Occupational Therapy (currently only for students with EHCPs).

Autism and ADHD assessments are completed by CAMHS. Referrals can be made online by parents/carers or the SENDCO. Referrals for ADHD must be made through the SENDCO. Parents/carers are encouraged to discuss referrals with the SENDCO.

**15. What are the arrangements for handling complaints from parents of children with SEND about the provision made at the school?**

Wherever possible, the school works in partnership with parents to ensure a collaborative approach to their child's needs.

All complaints are taken seriously and are heard through the school's complaints policy and procedure which can be found on our school website.

In the first instance, it is advisable to contact your child's form tutor, Head of Year or SENDCo. In addition, you may wish to contact a member of the Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS), details for which are at the start of this report.

**Useful Acronyms**

ADHD	Attention Deficit Hyperactivity Disorder
ASD/ASC	Autistic Spectrum Disorder/Condition (referred to as Autism)
CAMHS	Child and Adolescent Mental Health Service
CoP	Code of Practice
EHCP	Education Health Care Plan
EP/EdPsych	Educational Psychologist PP Pupil Premium
SEND	Special Educational Needs and Disabilities
SENDCo	Special Educational Needs and Disabilities Co-ordinator SaLT Speech and Language Therapist
SpLD	Specific Learning Difficulty
TA	Teaching Assistant