Part of the Slough and East Berkshire CofE Multi Academy Trust

Lynch Hill School Primary Academy
SEND Information Report

'Learning Together'

We Aspire Achieve Respect;
We Aim High, Work Hard, Care Deeply

Name of Headteacher: Lindsey Tomlinson

Name of SEND Co-ordinator (SENDCo): Charley Seaman

Name of Assistant SEND CO-ordinator: Stacey Dean

Name of SEND Governor: Graham Kaye-Taylor

School Address: Garrard Road, Slough, SL2 2AN

Contact telephone number: 01753524170

School email address: office@lhspa.org.uk

School website: www.lhsprimaryacademy.org.uk

Type of school: Academy converter, Mainstream

What should you know about our inclusive school?

Slough and East Berkshire CofE Multi Academy Trust (SEBMAT)
Lynch Hill Primary Academy is part of the Slough and East Berkshire CofE Academy trust which is comprised of three other primary schools and two secondary schools. The trust was founded on a simple but powerful vision: to bring together a family of schools that support one another in delivering the highest possible outcomes for the young people of Slough and the surrounding areas.

The purpose of the SEND information report is to enable parents, carers and pupils to understand our schools' approaches to SEND and how pupils with SEND are supported depending on their individual needs.

School context
Lynch Hill Primary Academy is a mainstream school with academy converter status providing a high-quality education for up to 900 pupils. The school is based in Slough local authority. For more information on the local area please go to their local offer website. Slough Information and Services Guide | Special Educational Needs and Disabilities - Slough SEND Local Offer

Our school values are *to aim high, work hard and care deeply* and this is embedded in everything that all our staff do. The trust, of which the school is a part of is committed to robust governance, effective leadership and a culture of coaching and continuous improvement. Through these principles, we aim to ensure that every child in our care including those with SEND receives an outstanding education.

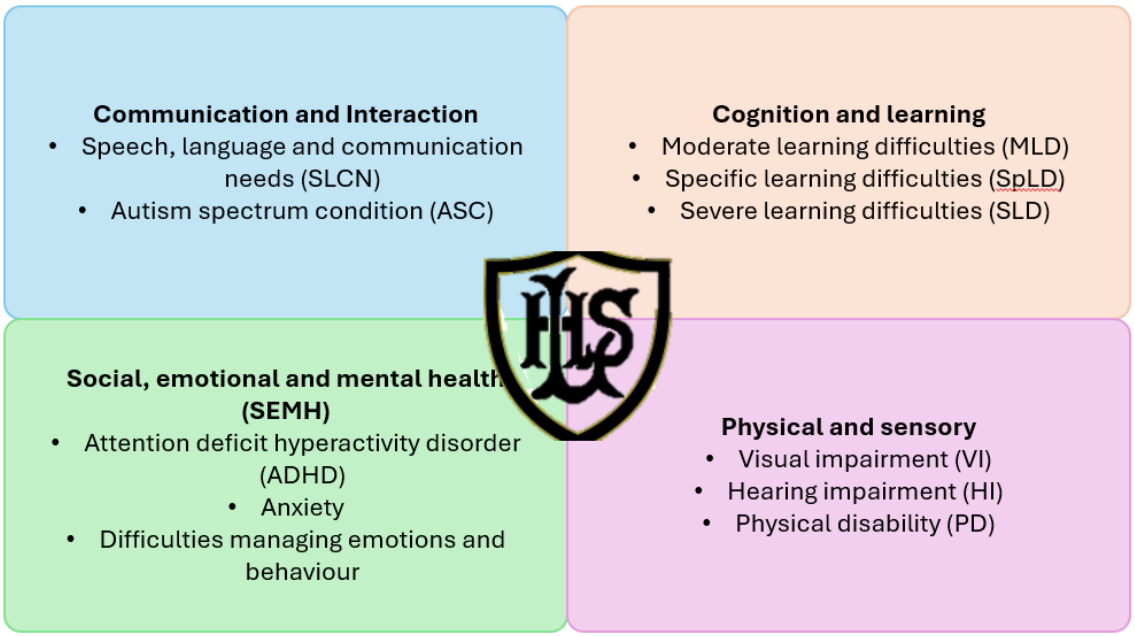
We have a slightly higher than average number of students with an EHCP and an average number of pupils with SEND (K code). Please see a further breakdown of this information in appendix A, our one-page profile.

Who are the key people?

Role	Name
Headteacher	Lindsey Tomlinson
SENDCo	Charley Seaman
Assistant SENDCo and CLA Designated teacher	Stacey Dean
SEND Governor	Graham Kaye-Taylor
EYFS Inclusion Lead	Cathy Dyde

What kind of special educational needs and disabilities does the school provide for?

The Code of Practice (2015) details four broad areas of need and states that 'A pupil has SEN (Special Educational Needs) where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age'. Our school currently provides additional and, or different provision for a range of needs, including:



How does the school know if children and young people have special educational needs and disabilities and need extra help?

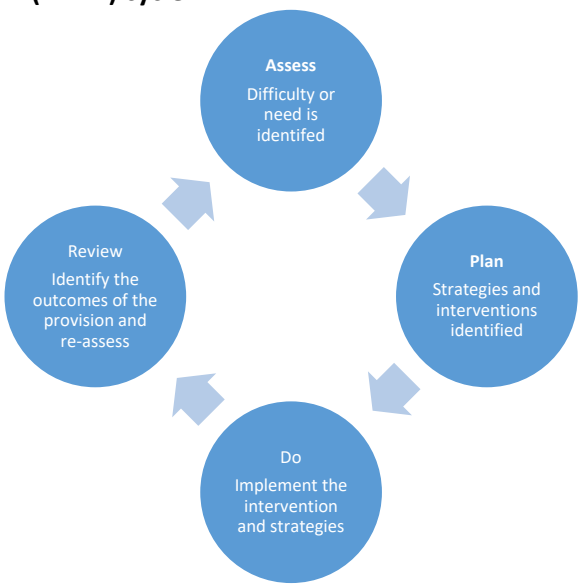
We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and key stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.
Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special education provision is required, teachers will follow the school's **graduated response**. This is to allow us to provide focussed interventions as part of a tiered response. Using an **'Assess, Plan, Do, Review'** approach the provision offered to pupils is regularly reviewed to ensure it remains appropriate and involves the views and the wishes of the pupil and their parents. This may also include involvement from external professionals where additional support is required.

The assess-plan-do-review (ADPR) cycle



What should I do if I think my child may have special needs/disabilities?
Parents can raise any concerns about their child to the class teacher or to the Special Educational Needs Coordinator (SENDCO). This will be followed up with subsequent discussions or assessments, involving pupils and parent(s)/carer(s) in planning and supporting at all stages of the child's development.

What involvement will I have as a parent/guardian?
We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- Parents' views and concerns are considered
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents. We will formally notify parents when it is decided that a pupil will receive SEN support.

Support the school provides for children and young people with SEND

What teaching strategies do you use to support children with special educational needs and disabilities?
Provision for pupils with SEND is a priority for the school. Every teacher has the responsibility to support pupils with SEND and to provide appropriately adapted learning experiences. Our SEND provision is underpinned by Quality First teaching, and all members of staff are responsible for helping to meet an individual's needs and for following our school's procedures for identifying, assessing and making provisions to meet those needs. We ensure that our decisions are informed by the insights of parents and those of the children and young people. We have high ambitions and set aspirational yet realistic targets and track individual pupil progress towards these goals.

What additional support is available to help my child with their learning, including specific interventions provided and adaptations to the curriculum and learning environment?

We have several teaching staff and support assistants with specific training in a variety of interventions covering each of the four broad areas of need across the school.

In early years we have all teachers are trained the use of the Wellcomm programme supporting pupils in improving their speech and language development. We have a support assistant specifically trained in the use of Speech Links; an intervention used across the school to support pupils with their speech, language and communication needs.

Teachers make use of a wide variety of evidenced based interventions to support pupils learning with the support of teaching assistants and are overseen by the SENDCo. Interventions are informed by the individual needs of the child and reports from external professionals.

We place a high priority on supporting pupil's mental health and well-being and have a team of highly qualified professionals to deliver targeted interventions to pupils with social, emotional and mental health difficulties. This includes a psychotherapist, counselling psychologist, Emotional Literacy Support assistant, Mental Health first aiders and Pupil Support lead.

Communication and Interaction

- Wellcomm (EYFS)
- Speech links
- Social stories
- Visuals such as communication boards, timetables and objects of reference
- SALT plan strategies
- Social stories
- Workstations

Cognition and learning

- White rose maths
- Numicon
- Read write inc. fresh start
- Active literacy kit
- Colourful semantics
- Memory magic
- Pixel therapies

Social, emotional and mental health (SEMH)

- 5-point scale
- Zones of regulation
- Pastoral support
- Emotional literacy support assistant
- Legotherapy
- Drama therapy, counselling
- Circle of friends
- Nurture group

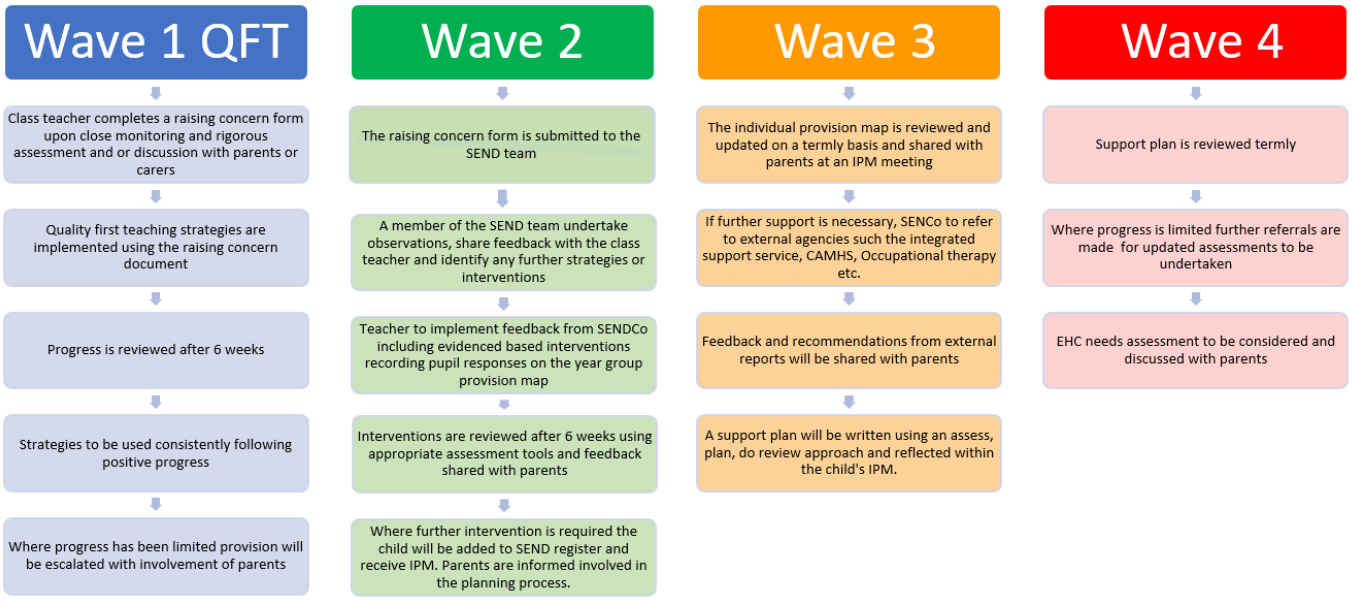
Physical and sensory

- Access to specialised resources including laptops, writing slopes, overlays etc.
- Assistive technology and equipment
- Sensory circuits
- Chew and fiddle toys

How is the decision made about what type and how much support my child/young person will receive?

We follow a graduated response towards meeting the individual needs of each pupil. Teachers undertake rigorous assessments of pupil progress and will respond to any emerging needs within the classroom using quality first teaching methods. They will then raise any concerns with the SEND team who will undertake observations of the pupil in class and work collaboratively with the class teacher, parents and pupil to put additional provision in place. Referrals may then be made to external agencies such as the Integrated Support Service, SALT, CAMHS or OT to identify any specific needs of children and the support that they require. Parents are fully informed throughout this process.

Graduated Response



How will I (the parent) be involved in planning for and supporting my child/young person's learning?
Parents will be consulted with at every step of the graduated response towards meeting their child's needs. Class teachers will inform parents when their child is receiving additional provision and seek their views on the impact that this is having on their child's progress. If a child is on the SEND register parents will receive termly meetings to discuss their Individual provision map in addition to parent interviews. This will provide parents and pupils with the opportunity to contribute to targets and the support provided.

Parents of pupils with an Educational Healthcare plan will also receive annual review meetings to discuss the provision outlined within their child's plan. Parents can add their own insights and make suggestions as to how the plan should be updated to reflect the needs of their child.

How will my child be involved in their own learning and decisions made about their learning?
Pupil voice is given a high priority. Teachers will take the time to listen to the views of their pupils and ensure that these are taken into consideration when planning suitable targets and provision. Individual provision maps will be discussed with pupils so that they are aware of their targets and the help that is in place to support them with this.

Pupils with EHCPs will be supported in making their own contributions towards their annual reviews using pupil centred planning tools and involvement in meetings where appropriate.

Children and young people's progress

How do you check and review my child/young person's progress?
Teachers regularly review the progress of the pupils in their class which include those with SEND. The teachers hold the responsibility for the progress, tracking and achievement of the pupils in their class and will raise any concerns in relation to child's progress to the SEND team.

The SEND team will then gather a variety of data such as progress over time, attendance records and teacher assessments to determine whether additional intervention is required. The SENDCo will then

work closely with the class teacher, parents and pupils to identify appropriate interventions which can be put into place and discuss whether any referrals to external agencies are required.

Pupils with an Educational healthcare plan have annual reviews where their plan is discussed and updated accordingly considering the views of the pupil and their parents.

How do you involve my child/young person and parents in those reviews?
Parents and pupils are involved in review meetings and are encouraged to contribute their views throughout the process. Parents will be notified of reviews ahead of time and provided with questions which they may wish to ask beforehand via the school's newsletter.

How do you know if the provision for children and young people with SEND at your school is working?
We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after six weeks
- Using pupil and parent questionnaires
- Monitoring by the inclusion team
- Using provision maps to measure progress and the impact of interventions
- Termly meetings to discuss individual provision maps, support plans and annual reviews for pupils with EHC plans

Support for overall wellbeing

What support is available to promote my child/young person's emotional and social development?
Pupils' emotional and social development is addressed through our PSHE (Jigsaw) scheme of work. All class teachers ensure that they take the time to explore social and emotional issues with pupils as they arise.

We are also able offer a wide range of therapeutic interventions for pupils identified as having a particular need in this area using 1:1 and group sessions with a qualified therapist. Interventions include the following.

- 1:1 or group sessions with our Emotional Literacy Support assistant who will work closely with pupils and parents to identify specific targets and carry out a scheme of work during weekly sessions lasting approximately 6 weeks.
- 1:1 or group sessions with our mental health first aider who will discuss any concerns with the parent and set appropriate actions depending on the outcome of this initial conversation. They will then liaise with parents to discuss their child's progress considering the sessions provided.
- Arts psychotherapy / dramatherapy, an intervention which overtime has proven to be effective in increasing self-esteem, enabling pupils to tolerate the challenges of exploring difficult issues that affect their daily lives.
- Sessions with our counselling psychologist who will carry out weekly sessions with pupils to promote mental well-being.

How are SEND Pupils involved in wider school life?

At Lynch Hill we offer a wide variety of extra-curricular activities which are open to all children. Subject to risk assessment, we ensure that all children particularly those with SEND are included within the activities available making additional arrangements if needed such as one-to-one support outside of school hours. We also run inclusion sports clubs and attend tournaments for pupils with SEND. In key stage 2, pupils with SEND can apply for the role of 'Inclusion ambassador'. Ambassadors are given additional responsibilities to promote inclusion in school and have additional opportunities to get involved with neurodiversity week.

Preparation for new and next steps

How will you help and prepare my child to join your school?
For children starting our Nursery or Reception, our staff conduct home visits as well as visit the child's previous setting where possible. Families are also invited to attend stay and play sessions where children can familiarise themselves with the setting. These visits are a very useful way of identifying with the parent if there are any concerns about the child starting school. It provides a very effective method of putting into place interventions at a very early stage in the child's life if appropriate and necessary.

How will you prepare my child/young person to join their next year group/school/stage of education or life?
Transition is important in every year group at Lynch Hill School and as soon as Term 3 begins, staff meet to discuss, plan and write transition plans for individual children. These meetings are often overseen by a member of the inclusion team who will pass on any records or other information.
We recognise that 'moving on' can be difficult for a child with SEN and take steps to ensure that any transition is as smooth as possible. This includes a 'meet the teacher' afternoon as part of a whole class as well as visits to the new class with a familiar adult either on a one-to-one basis or as part of small group. Children may also be provided with social stories or a transition booklet with details and photos of their new class and teaching staff.

If your child is moving to another school:

- We will contact the new school's SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.
- Where possible we will attempt to arrange additional visits.

Accessibility and specialist equipment

How accessible is the school environment?
The school's accessibility plan can be accessed via the school website.

Is your school wheelchair accessible?
Lynch Hill Primary Academy is semi-wheelchair accessible with most of the school accessible to wheelchair users except for a number of key stage 2 classrooms located on the second floor. These year groups are separated across both floors to ensure that arrangements can be made for pupils to enter classrooms alongside their peers.

Have adaptations been made to the auditory and visual environment?
All ramps, steps and changes in ground conditions are clearly marked with tape so that they are clearly visible to those who may have a visual impairment. We regularly consult with specialist teachers from the sensory consortium who can carry out assessments of the environment and provide appropriate adaptations depending on the needs of a child.

What changing & toilet facilities does the school have for children and young people with SEND?
Lynch Hill has three disabled toilets located in both key stages 1 and 2 as well as a disable to toilet located within the main office area. These toilets can be equipped with changing mats if necessary. There is a changing table located in the nursery setting.

Do you have disabled car parking for parents?
Lynch Hill has disabled parking bays within the staff car park which parents in possession of a blue badge are able to access.

What if my child needs specialist equipment or facilities?
The SEND team work closely with external professionals including occupational therapists, physiotherapists and specialist teachers to ensure that any additional resources or specialist equipment is provided in school.

How will my child/young person be included in activities outside the classroom including physical activities, school clubs and school trips?
We encourage all our children to take part in extracurricular activities. All our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. All pupils are encouraged to go on our residential trips (PGL). All pupils are encouraged to take part in sports day, class assemblies, school plays, special events, creative curriculum events and workshops. No pupil is ever excluded from taking part in these activities because of their SEND or disability. All SEND children are expected to take part in PE lessons and all planned trips and visits with support as required.

Training for staff, specialist services and further support

With regard to staff that support children with SEND, what expertise do they have and what training have they undertaken?

The SENCO Mrs Charley Seaman is an experienced teacher and has acquired the national award for SEN Coordination (NASENCO) qualification.

Staff throughout the school have undertaken a Level 2 qualification in understanding Autism. We also have a number of staff members with specific training in delivering a number of communication and language interventions such as; Speech Links, Wellcomm and Picture Exchange Communication System. We also have a fully trained Emotional Literacy Support Assistant, Counselling psychologist and Drama therapist on site.

We raise staff awareness and expertise through SEND staff meetings and training. We have covered issues such as supporting pupils with SEND within the classroom, supporting pupils with specific learning difficulties in relation to reading and spelling and supporting pupils with communication difficulties.

What other agencies do you involve to meet the needs of my child/young person and how can I access support from these agencies?
We liaise closely with professionals working on behalf of the local authority as part of the integrated support service such as SEND teacher advisors, autism specialists, early help practitioners and educational psychologists. We may also seek support from other services such as SENDIASS and CAMHS.

Any referrals to external agencies will be discussed with parents beforehand so that they are able to provide consent. Parents will also be provided with the contact details of professionals or agencies that may be able to provide support. These details are regularly shared via the school's newsletter alongside information on any workshops taking place in the local area.

Who should I contact to find out about other support for parents/carers and families of children and young people with SEND?

Special Educational Needs and Disabilities Information Advice and Support Service or SENDIASS is a confidential and impartial support and advice service. It is for parents, carers and children and young people (aged up to 25 years). SENDIASS focuses on issues to do with special educational needs and disabilities.

Website: Slough SEND Information Advice and Support Service (SENDIASS) – Slough Borough Council
Tel: 01753 787693

Please follow this link to Slough's Local Offer for information about other services that might be available to support your child/young person: Slough's Local Offer | Slough For You (sloughfamilyservices.org.uk)

Special educational needs and disability Code of practice 0:25 years
SEND code of practice: 0 to 25 years - GOV.UK (www.gov.uk)

A guide on the support system for children and young people with special educational needs and disability (SEND).
SEND: guide for parents and carers - GOV.UK (www.gov.uk)

Supporting pupils with medical conditions at school
Supporting pupils with medical conditions at school - GOV.UK (www.gov.uk)

Keeping children safe in education
Keeping children safe in education - GOV.UK (www.gov.uk)

Policies

Are you aware/familiar with the requirements of the Disability Discrimination Act 1995 (Special Educational Needs & Disabilities Act 2001) and the Equality Act 2010?
Yes

Where can I find other school policies relating to SEND?
The following SEND policies are available on the school website using the link below;
Policies and Procedures - Lynch Hill School Primary Academy (lhsprimaryacademy.org.uk)

SEND Policy
Child Protection and Safeguarding Policy
Accessibility Plan
Equalities Policy

Feedback and complaints

What do I need to do if I have a concern or complaint about the school and its provision for my child/young person?
Lynch Hill School Primary Academy will make its best endeavours to meet the requirements of pupils with special educational needs. Should parents of children with Special Educational Needs and Disability have a complaint about the school's provision it is envisaged that, in most cases, it should be possible to resolve the matter through informal discussion with the class teacher or the Inclusion Team. Parents are welcome to speak to the Inclusion Team, by telephone or to make an appointment at a mutually convenient time.

If parents are dissatisfied with the outcome, the complaint should be addressed to the Headteacher. If parents still feel the matter has not been resolved to their satisfaction, the Governing Body may be contacted. A copy of the complaints procedure is available via the following link;

Model complaints procedure (finalsite.net)

Last reviewed: September 2025
Date of next review: September 2026