SEND information report
March 2026



Raquel Robles, SENDCo

SEND information report 2026

This report outlines how Lynch Hill Enterprise Academy supports students with Special Educational Needs and Disabilities (SEND), in line with the SEND Code of Practice (2015) and the Children and Families Act (2014).

This report should be read alongside the school's SEND Policy, which is available on the school website.

The Slough Local Offer can be found here:

Slough Local Offer

For further advice and independent support, Slough SENDIASS can be contacted via:

Slough SENDIASS

1. What kind of Special Educational Needs does the school provide for?

Lynch Hill Enterprise Academy is an inclusive mainstream secondary school.

We support students across the four broad areas of need identified in the SEND Code of Practice:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health (SEMH)
- Sensory and/or Physical Needs

Provision is tailored to individual needs and is designed to remove barriers to learning so that students can achieve their potential academically, socially and emotionally.

2. How does the school identify students who may have SEND?

We use a graduated and evidence-informed approach to identification.

Students may be identified through:

- Liaison with feeder primary schools
- Prior SEND records or EHCPs
- Baseline assessments (including literacy and numeracy)
- Ongoing teacher assessment
- Progress tracking data

- Behaviour and attendance patterns
- Concerns raised by parents/carers
- Concerns raised by staff
- Student voice
- Advice from external professionals

It is important to note that slow progress or low attainment alone does not automatically mean a student has SEND. Some students may experience temporary barriers to learning that can be addressed through high quality teaching and pastoral support.

When a student requires provision that is additional to or different from that normally available in the classroom, they may be placed on the SEND register following discussion with parents/carers.

The SEND register is reviewed regularly.

3. What is the school's approach to supporting students with SEND?

Lynch Hill Enterprise Academy follows a Graduated Approach, as outlined in the SEND Code of Practice.

Wave 1: Universal provision (High Quality Teaching)

All students receive high quality, adaptive teaching. This includes:

- Differentiated and scaffolded learning
- Clear routines and expectations
- Literacy support across the curriculum
- Behaviour and pastoral systems
- Seating plans and structured classroom strategies

The majority of students' needs are met at this level.

Wave 2: Targeted SEN support

Where a student does not make expected progress despite high quality teaching, additional targeted support may be implemented.

This may include:

- Small group academic intervention (e.g. literacy or numeracy support)
- Emotional regulation support
- Social communication support
- Executive functioning support

- Mentoring or structured pastoral support
- Short-term internal specialist support where required to address identified barriers

Support is time-limited, outcome-focused and regularly reviewed.

Wave 3: Specialist and statutory provision

Where needs are complex and persistent, support may include:

- Involvement of external professionals (e.g. Educational Psychologist, Speech and Language Therapist, CAMHS)
- Multi-agency planning meetings
- Application for an Education, Health and Care Needs Assessment (EHCNA)

Students with an Education, Health and Care Plan (EHCP) receive provision in line with Section F of their plan.

4. How does the school follow the Assess–Plan–Do–Review cycle?

When a student is identified as requiring SEND support, we follow a structured four-stage process:

Assess: We gather information from teachers, parents/carers, the student, assessments and relevant professionals to identify barriers to learning.

Plan: We agree outcomes and identify the support required. This is recorded in a Learning Plan and Pupil Passport and shared with relevant staff and parents/carers.

Do: Support is implemented by teachers and support staff.

Review: Impact is evaluated. Adjustments are made where necessary. Parents/carers and students are involved in this process.

This cycle is repeated as required.

5. How is progress monitored?

The progress of all students is monitored through:

- Regular teacher assessment
- Whole school tracking systems
- Reading and literacy assessments
- Behaviour and attendance data

- Student progress meetings

For students receiving targeted SEND support:

- Interventions are monitored against clear intended outcomes
- Baseline measures may be used where appropriate
- Impact is reviewed at regular intervals
- Provision is adjusted where necessary

Students with EHCPs have a statutory Annual Review.

6. What additional support may be available?

Support is personalised and based on identified need. Depending on need, this may include:

- Small group academic support
- Emotional wellbeing support
- Social skills support
- Speech and language strategies
- Access arrangements for examinations
- Assistive technology or adapted resources
- Structured pastoral or mentoring support

Provision may be delivered within the classroom or in small group settings, depending on what best supports progress.

Support is not one-size-fits-all and may change over time as needs develop.

7. How does the school support emotional and social development?

We recognise that emotional wellbeing is fundamental to learning. Support may include:

- Access to a key adult
- Emotional regulation strategies
- Social skills development
- Pastoral mentoring
- Referral to specialist services where appropriate

The school operates clear anti-bullying procedures and students are encouraged to report concerns.

8. How does the school work with parents/carers?

We value partnership with parents/carers.

Parents/carers are:

- Informed if their child is added to or removed from the SEND register
- Invited to review meetings
- Included in the Assess–Plan–Do–Review cycle
- Invited to Annual Reviews if their child has an EHCP
- Encouraged to contact the SEND team with concerns

We aim to respond to SEND queries within two working days.

9. How are students involved in decisions about their support?

Student voice is central to our approach. Students are:

- Invited to share their views during reviews
- Supported to contribute to their Learning Plan or Pupil Passport
- Involved in setting outcomes where appropriate
- Encouraged to reflect on what helps them learn best

10. What specialist services does the school work with?

Where appropriate and with parental consent, the school may involve:

- Educational Psychology Service
- Speech and Language Therapy
- Occupational Therapy
- CAMHS
- Early Help
- Local Authority SEND services

We work collaboratively to ensure coordinated support.

11. How does the school support transition?

We provide structured transition support at key stages:

- Year 6 to Year 7 transition meetings and enhanced visits
- Option guidance for KS4

- Careers guidance and post-16 planning
- Multi-agency planning for students with EHCPs

Information is shared securely between settings to ensure continuity.

12. What are the arrangements for complaints?

If a parent/carer has concerns about SEND provision:

- Contact the subject teacher or form tutor
- Contact the SENDCo
- Follow the school's formal complaints procedure if necessary

Parents/carers may also seek advice from SENDIASS.

13. How can parents request a Personal Budget?

Parents of students with an EHCP may request a Personal Budget through the Local Authority.

The SENDCo can provide guidance on this process.

14. Who can I contact about SEND?

SENDCo: Raquel Robles	r.roblesvega@lhea.org.uk
Assistant SENDCo: Melissa Oakley	m.oakley@lhea.org.uk
General SEND enquiries	sendteam@lhea.org.uk
School phone number	01753 691583