

Lawnside Academy

SEND Information Report: This provides information about how we are implementing our SEND Policy

<p>What types of SEN do we provide for?</p>	<p>At Lawnside Academy, we believe that every pupil, regardless of gender, race or disability, has a right to equal access to a broad, balanced and relevant curriculum.</p> <p>We consider it essential that the curriculum is presented in a supportive and stimulating environment, which values each child and encourages them to achieve their full potential.</p> <p>This encompasses the four main areas of SEND.</p> <ul style="list-style-type: none"> ➤ Communication and interaction ➤ Cognition and learning ➤ Social, emotional and mental health ➤ Sensory and/or physical <ul style="list-style-type: none"> • We are a mainstream academy for young people aged 4 – 11 years • Our site is fully accessible.
<p>How do we identify and assess pupils with SEN?</p>	<p>Our SEN policy sets out clearly what our process for assessing pupils with SEN needs are. It is the role of teachers, supported by the SENCO, to assess the needs of the young person in the classroom, and to identify those who may need further support because of a learning difficulty or disability. This will routinely be done through regular ongoing in class assessments, but may involve more specialised assessment from our SENCO or outside agencies.</p> <p>Limited progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN.</p> <p>Some students have an Education, Health and Care plan, which clearly set out the needs of the young person.</p>
<p>Who is our special educational needs co-ordinator (SENCO) and how can they be contacted?</p>	<p>The school's SENCo is Mrs Clair Hanmer, she can be contacted by phone on 01767 312313 or by email via the school office: LSA-office@bestacademies.org.uk</p>
	<p>Special educational provision is educational provision that is additional to or different from that made generally for other children of the same age.</p>

What is our approach to teaching pupils with SEN?

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.

Lawnside Academy will take a graduated approach to supporting children with SEND and this is very specifically defined by the local authority's two documents applicable to our age range:

- Guidance on SEND in the early years - a graduated approach 2018.
- Guidance on SEND age 5 – 16 – graduated approach 2024.

Both of these documents can be found on Central Bedfordshire's website under the SEND local offer.

- <https://Localoffer.centralbedfordshire.gov.uk>
- [Graduated Approach](#)

The special educational provision in place should follow the four-part cycle:

1. **Assess** - This could involve a range of methods including, but not limited to, teachers' assessment of pupil progress, attainment and behaviour, results of standardised tests, screening, questionnaires of parents and children and observations.
2. **Plan** - This is likely to involve the SENCo, working with teachers to plan appropriate provision, which is clearly communicated with all concerned. This may be in class support or more targeted provision. Any planning will have a clear focus on expected outcomes for the child or young person.
3. **Do** - The SEND Code of Practice places the teacher at the centre of the day-to-day responsibility for working with all pupils, it is imperative that teachers work closely with any teaching assistants or specialist staff involved to plan and assess the impact of targeted interventions.
4. **Review** - The progress of pupils who are receiving SEN Support should be reviewed termly and teachers should meet with parents three times a year.

<p>How do we adapt the curriculum and learning environment?</p>	<p>At Lawnside Academy, lessons are differentiated to allow pupils of all abilities to access the curriculum. This could include, for some children with SEND a completely individualised curriculum and, if necessary, timetable. This will be upon the guidance of external agencies to ensure that we best provide for each child's needs.</p> <p>Our site is fully accessible and meets the requirements of the Equalities Act 2010.</p>
<p>How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?</p>	<p>At Lawnside we are a fully inclusive school. We actively encourage children with SEND to take part in all of the activities that are available at Lawnside. Sometimes children will be unable to do so in exactly the same way so we will find a way to adapt the activity to ensure that they are still able to take part. For example, specialised equipment, simplifying the activity, providing adult or resource support for the child to complete the same activity.</p>
<p>How do we consult parents of pupils with SEN and involve them in their child's education?</p>	<p>We endeavour to involve parents of pupils with SEND at each stage of the Assess, Plan, Do and Review process. Our initial contact with parents will be when teachers or parents identify an additional need in a child which is presenting as a barrier to their learning. We will discuss with parents strategies that all find effective when supporting the child, we will create a plan to support the child, this may be through an IPP (Individual Provision Plan) or SEND Support Plan where all parties will be part of supporting the child.</p> <p>Parents are able to contact the school at any time: by phone, email or to make an appointment to have a conversation about their child's progress in school or concerns regarding SEN.</p>
<p>How do we consult pupils with SEN and involve them in their education?</p>	<p>All children at Lawnside Academy are expected to talk about their learning to each other and to adults. Part of this is to discuss their strengths and areas from development and subsequently, we encourage pupils with SEND to take part in identifying their strengths, needs and areas for development when creating support plans.</p>
<p>How do we assess and review pupils' progress towards their outcomes?</p>	<p>Pupils' progress is assessed against the expectations of the National Curriculum (2014) for each year group. In addition, they will be subject to statutory testing at different points of their time with us. Some children will not reach National Curriculum standards and these children will either be assessed against the Pre-key Stage Levels. These will be discussed with parents.</p>
<p>How do we support pupils moving between different phases of education?</p>	<p>The SENCo will support pupils moving into and out of the school by liaising with the SENCo of the previous or next school and sharing any plans and strategies that have been used at the child's previous setting.</p> <p>Additional visits can be arranged for pupils who need extra time to feel comfortable in their new middle school or when settling into Lawnside.</p>

	<p>Ms Johnson (Principal), Mrs Hanmer (SENCo), Mrs Gardner (School Family Support Worker) and the class teachers are always willing to meet parents/carers prior to their child joining or leaving the school.</p> <p>Secondary school staff visit pupils prior to Year 6 joining their new school and the Year 6 pupils visit Secondary schools across their last year at Lawnside to ensure they are familiar with their new environment.</p> <p>Where a pupil may have more specialised needs, a separate meeting may be arranged with the SENCo, external agencies and the teacher to discuss their requirements and any additional needs.</p>
<p>What expertise and training do our staff have to support pupils with SEN?</p>	<p>The SENCo attends regularly termly updates. Staff are also encouraged to continue to train as part of their own performance management.</p> <p>We undertake in house training on SEN. In addition to this, staff who work with pupils who have specific learning difficulties and needs can receive tailored training from external advisors such as advisory teachers, educational psychologists, occupational therapists, hearing and visual team, speech therapist and outreach advice from Ivel Valley and Jigsaw. These professionals are engaged as soon as school staff, in agreement with parents, decide that more specific advice is required to enable the pupil to progress. These professionals can also give advice for equipment and facilities that can be used to support pupils more effectively. In recent years staff have had training on Therapeutic Thinking, De-escalation strategies, Attachment Styles, Attachment and Trauma, working with children with mental health needs, Emotion coaching, Dyslexia, managing challenging behaviour, PDA, ELSA, Hamish and Milo, ELKLAN, lift off to Language - Speech and Language, and also supporting children with Autism and ADHD.</p>
<p>How do we evaluate the effectiveness of our SEN provision?</p>	<p>As with all practice at the school, staff evaluate the impact of the provision we make for pupils with SEND with regular monitoring including the use of assessments. These are used for all areas of additional need pupils may have.</p> <p>The SENCo meets termly with staff to evaluate and discuss the effectiveness of provision provided and plan the next steps.</p>
<p>How do we handle complaints from parents of children with SEN about provision made at the school?</p>	<p>The school has a Parental Complaints Policy which is available on the school website and from the school office.</p>
	<p>Parents can access support from class teachers, the SENCo, the School Family Support Worker (Mrs Gardner) and the Principal at Lawnside.</p>

<p>How do we involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children 's SEN and how do we support families?</p>	<p>We also draw on a range of local providers such as:</p> <ul style="list-style-type: none"> • NHS, Child Development Centre, local GPs, School Nurse; • CAMHs; • CHUMS; • Children's Social Care; • Early Help Intervention from CBC; • Education Psychology Service; • Central Bedfordshire Visual Impairment Team; • Central Bedfordshire Hearing Impairment Team; • Outreach ASD service from Ivel Valley School; • EIT – Early Intervention Team; • Jigsaw – Behaviour support; • Speech and Language Team; • Occupational and Physio Therapists; • SEND Team (CBC) & SEND Advisory Teacher (CBC); • EYSEND Team (CBC) <p>Also available for families is support given by the Special educational needs and disability (SEND) parent, children and young person partnership service (SENDIASS) of Central Bedfordshire Council. They can be contacted at: Central Bedfordshire SEND information, advice and support: SENDIASS</p> <p>SNAP parent carer forum have produced a neurodiverse booklet to support parents. A hard copy can be collected from the Children Centre or you can download a copy at: Supporting Your Neurodiverse Child/Young Person - SNAP PCF - Central Bedfordshire</p>
<p>What support have we got in place for improving emotional and social development of our children?</p>	<p>We have a school Family Support Worker (Mrs Gardner) – Mrs Gardner works 4 days a week. We actively identify children who would benefit from social and emotional support. We run weekly nurture provisions for all Key Stages.</p>
<p>Where can the LA's local offer be found?</p>	<p>The local authority's local offer can be found at: https://Localoffer.centralbedfordshire.gov.uk</p>

Version	Date	Author	Notes on revision(s)
1	April 2020	Mrs Clair Hanmer	
2	April 2021	Mrs Clair Hanmer	Amendments of Pastoral Support Officer to School Family Support Worker
3	January 2022	Mrs Clair Hanmer	Amendments to Central Bedfordshire Local Offer link, link updated to new website
4	January 2023	Mrs Clair Hanmer	No amendments
5	January 2024	Mrs Clair Hanmer	Amendments to Graduated Approach guidance – link added to new 2024 guidance. All links checked that they are up to date. Amendments made to staff training and support form external professionals. Amendments made to supporting pupils moving between different phases of education – transition from Middle School’s to Secondary Schools.
6	January 2025	Mrs Clair Hanmer	Amendments to age range within Lawnside Academy – transitioning from a lower school to a primary school. Amended training for staff – added whole school Therapeutic training, ELSA, PDA, ELKLAN, Lift off to language, Hamish and Milo. Added link for SNAP neurodiverse booklet – to support parents.
7	January 2026	Mrs Clair Hanmer	Updated Graduated Approach link – The Graduated Approach document is now live and can be accessed on the link provided in this document. Checked live links Amended training for staff – added Emotion Coaching and Dyslexia training.

			Amended Family Support Worker's availability (Mrs Gardner) – 4 days per week. Added to the support from external providers.
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