

## Lyndhurst Primary School SEND Information Report

Here you can find all of the information you need about Special Educational Needs and Disabilities at Lyndhurst Primary School.

### Special Educational Needs Provision at The Lyndhurst Primary School

Lyndhurst Primary School is a two-form entry mainstream primary school. Qualified teachers lead our classes with class sizes of 30 pupils. Support staff (teaching assistants and learning mentors) are deployed to support children with additional needs across the school.

To enable pupils with SEND to fully participate in school life, through a 3-tiered approach to SEN support (See SEN Provision section), we make all reasonable adjustments possible to support a range of special educational needs and disabilities (SEND) across the four broad areas of need:

- Cognition and Learning
- Communication and Interactions
- Social, emotional and mental health
- Sensory and Physical

Cognition and Learning (C&L):

Difficulties might include:

- Challenges with reading and spelling.
- Learning new information and concepts.
- Working with numbers.
- Working memory and concentration.

Such difficulties might include 'Specific Learning Difficulties' (i.e. dyslexia, dysgraphia) and moderate learning difficulties.

Communication and interaction (C&I):

Difficulties might include understanding or using language and communicating socially with others. Challenges such as these might result from conditions or disorders such as specific language impairment, autism, and speech sound disorders/delay.

Social, Emotional and Mental Health (SEMH):

Difficulties might include experiencing anxiety, stress, distress or anger that impact accessing education.

Sensory and physical (S/P):

Sensory and physical needs might include:

- Sensory processing difficulties affecting movement and co-ordination
- physical disabilities
- sensory sensitives
- sensory impairment (i.e. Hearing Impairment)

It is common for children to have SEND difficulties that span two or more of these areas. If this is the case, SEN support is designed to best support your child's needs using available resources.

**How we Assess and Identify pupils with SEND**

For your child to access the best possible support, it is essential that SEND difficulties are identified early through assessment methods in line with the SEND Code of Practice. For more information about the SEND Code of Practice, visit:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Dependent on a child’s specific areas of need, assessment can take place in many ways:

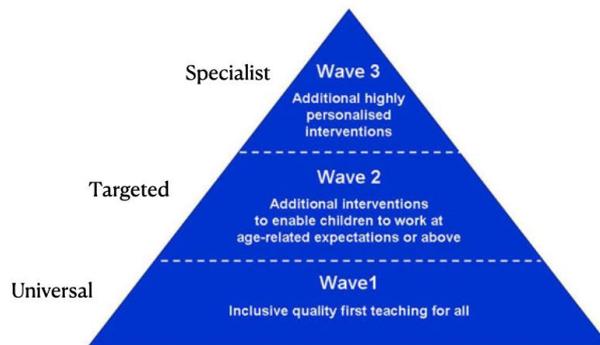
- observations
- pupil/parent/teacher questionnaires
- Screening
- Referral to external/partnership services

Assessments can involve the parents, the pupil, a range of staff members or external/partnership professionals, including community health services, speech and language therapy (SaLT), Educational Psychology (EP), Occupational Therapy (OT) and specialist teachers for sensory impairments.

Assessments and screening activities are always developmentally appropriate. We always work closely with families to agree on assessment methods.

**How we support pupils with SEND**

At Lyndhurst, we have a 3-tiered approach to SEND support across the school.



**Wave 1 – Universal Support**

Our priority at Lyndhurst is to ensure the highest standard of inclusive teaching possible for all children. This approach forms Wave 1 of our 3-tiered SEND offer.

This level of support will involve a range of evidence-informed strategies, including:

- flexible grouping of pupils

- supporting children to develop independent thinking and learning strategies
- explicit, precise instruction and explanation
- use of technology
- 'scaffolding' of work to allow children greater access to learning.
- Learning activities in school are differentiated or personalised for individual pupils' needs to access the curriculum.

### Wave 2 – Targeted Support

For children who require a slightly more personalised approach, in addition to the Wave 1 strategies, children will have access to more targeted, group-based support. This type of support is targeted to children's specific needs, time-limited, and run by teaching assistants or teachers. Wave 2 provision is available for difficulties across the broad areas of need such as:

- speech and language
- specific literacy and mathematical skills
- social skills
- physical and sensory development
- emotional literacy.

Wave 2 support aims to support children make accelerated progress against their targets and to be working at the age expected level. The impact of these targeted support strategies is evaluated by class teachers, parents and the inclusion team on a termly basis.

### Wave 3 – Specialist Support

A highly personalised approach to learning is required for a small number of children, using recommendations from external professionals such as:

- speech and language therapists (SaLT)
- Educational Psychologist (EP)
- therapists or specialists from other services

This type of support will vary hugely between individuals, dependent on strengths and difficulties. Children who require Wave 3 support will most often have or need an Education, Health and Care Plan (EHCP) for the school to be able to provide the level of specialist support.

For more information about what this might look like for your child, contact Ali Jones (SENCo) at:  
[ajones@lyndhurst.southwark.sch.uk](mailto:ajones@lyndhurst.southwark.sch.uk)

**Is Lyndhurst the school for my child?**

At Lyndhurst, we pride ourselves on providing high quality SEND support for our children through our tiered approach. Through working with the Local Authority and as a network of schools across The Charter Schools Educational Trust (TCSET), we aim to provide the best possible support for children with a wide range of difficulties across the four broad areas of need.

Some children require a higher level of support than can be provided in a mainstream school. Examples may include the need for:

- extensive specialist teaching
- support from a range of external professionals
- access to facilities or specific types of environment.
- smaller class sizes
- highly personalised curriculum

In these cases, it can be challenging to meet a child's needs alongside other children in the school. Children, who require high levels of specialist support, may benefit from attending a resource base (specialist base attached to a mainstream school) or a specialist school. Resource bases and special schools often have specialist teachers, speech and language therapists and other specialist professionals who work with the school for a greater amount of time. Schools such as these often also have higher ratios of adults to children.

If you have any questions about the type of support or school your child may need, please email: Ali Jones (SENCo) at [ajones@lyndhurst.southwark.sch.uk](mailto:ajones@lyndhurst.southwark.sch.uk).

**Class Sizes:**

Lyndhurst Primary School is a two-form-entry a mainstream school with 60 children in each year group - 30 in each class.

**Teaching Assistants:**

Except for reception, where ratios of adults to children are higher, classrooms are led exclusively by the class teacher. We do not have class-allocated teaching assistants. Support staff are deployed based on SEND needs across the school to facilitate wave 2 and 3 provision. Typically, children who require wave 3 support will have an Education, Health and Care Plan (EHCP).

**Accessibility:**

Lyndhurst is a mainstream school in a Victorian building set across 3 floors, each with lift access. Accessible toilets are available.

## **Working with Parents and pupils**

As parents/carers, you have vital and unique knowledge about your child's strengths, difficulties, interests, likes and dislikes. At Lyndhurst, we believe that you should be fully involved in every step of the SEND process, from initial identification right through to making decisions about support in place in school. We call this SEND process the **Assess, Plan, Do, Review** (APDR) or Graduated Approach model. Communication between school and parents should be two-directional, and the information below outlines what you can expect.

### **Assess**

Assessment of needs or difficulties is the first step. It may be initiated by the school, parents or health and care professionals (GP/social worker).

### **School initiated**

At the first stage, if your child's teacher has concerns, they will speak to you to ask for your thoughts and input. They may talk to the School's Inclusion Team and Special Educational Needs Coordinator (SENCO) for tips and advice.

### **Parent initiated**

If you have concerns about your child's learning and progress, speak to your child's class teacher in the first instance. They will be able to give you feedback on how your child is doing in class, and if necessary, they can work with you to develop a support plan for your child. Your concerns may be shared with the Inclusion Team and SENCO to monitor progress and consider further next steps.

### **Health and Care Professional Initiated**

If a concern is raised by a health or care professional, they will usually only communicate with you rather than the school. It is essential that you share as much information about concerns raised or relevant diagnoses your child might have so we can put the best support in place. Please inform Ali Jones (SENCo) at: [ajones@lyndhurst.southwark.sch.uk](mailto:ajones@lyndhurst.southwark.sch.uk) if this is the case.

	<p><b>Further Assessment</b></p> <p>For some children, the type of assessment may need to be more specific, including formal screening in school for particular needs or referral to a qualified professional such as an educational psychologist, speech and language therapist, or paediatrician. The school would always contact you to ask for your consent and contributions towards any referral.</p> <p><b>Plan, Do &amp; Review</b></p> <p>If your child has special educational needs, you (and your child, where appropriate) will be invited on a termly basis to review and co-produce your child's learning objectives. This is an opportunity to meet your child's teacher and/or SENCo to discuss what is going well, what's not going so well and what support could be required in the coming term.</p>
<p><b>How we monitor progress and keep you involved.</b></p>	<p>At Lyndhurst, your child's progress and attainment is continually monitored and reviewed on a termly basis by their class teacher, SENCO and the Senior Leadership Team. Monitoring is an important step to ensure pupils remain on track to meet their objectives.</p> <p>If your child has an EHCP, you will be invited to a termly progress meeting and an annual review meeting. (The annual review is the statutory process of looking at the needs, provision and outcomes specified in an EHC plan and deciding whether these need to change.)</p> <p>In addition to the information shared in the section above, progress reports on how your child is doing might take place in different ways:</p> <p><b>Parents' evening Meetings</b></p> <p>These meetings take place termly (3 times a year). These are a perfect opportunity to meet your child's teachers, discuss progress against objectives and shape the planned support for your child. You can request meetings directly with the SENCo by emailing Ali Jones (SENCo) at: <a href="mailto:ajones@lyndhurst.southwark.sch.uk">ajones@lyndhurst.southwark.sch.uk</a>.</p>

	<p><b>School Report</b></p> <p>You will be sent a mid-year and end-of-year school report. These reports will include your child’s assessment information over the year and feedback on engagement in subjects across the curriculum.</p>
<p><b>Education, Health and Care Plans (EHCPs)</b></p>	<p>For some pupils, wave 1 and 2 provisions are not enough to support learning. For children with more complex needs, a more personalised and specialist approach may be needed and may require an Educational, Health and Care Plan (EHCP) to allow this. An EHCP is a legal document that describes a child’s special educational needs, the support they require and intended outcomes for the appropriate key stage.</p> <p>With the help of the local authority, schools must provide support outlined in EHCPs. An EHCP can give a child extra educational support and give parents more choice about which school their child can attend.</p> <p>An EHCP can only be issued after a child has gone through the EHC needs assessment. An EHC needs assessment can be requested by the school or parents.</p> <p>For more information about EHCPs, what they are and how to request one, visit the sites below  <a href="https://www.ipsea.org.uk/pages/category/education-health-and-care-plans">https://www.ipsea.org.uk/pages/category/education-health-and-care-plans</a>  <a href="https://localoffer.southwark.gov.uk/education-health-and-care-plan/">https://localoffer.southwark.gov.uk/education-health-and-care-plan/</a></p> <p>Alternatively, email Ali Jones (SENCo) at:  ajones@lyndhurst.southwark.sch.uk.</p>
<p><b>Local Offer</b></p>	<p>A local offer refers to activities, services, events, or support available to parents of children with special educational needs. As part of the Charter Schools Educational Trust, we are proud of our own ‘TCSET Local Offer’, open to families in our communities and schools. We also signpost families to the ‘Southwark Local Offer’.</p> <p><b>TCSET Local offer</b></p>

At The Charter Schools Educational Trust, our local offer comprises of:

- Parent SEN workshops - interactive sessions that run throughout the year where families are encouraged to learn and share ideas about special educational needs. The schedule for these sessions will be published on the school website and in emails. For more information or requests for specific workshops, contact Will Cannock (wcannock@tcset.org.uk)
- Parent support – We have a team of SEND leaders who always offer support and guidance—Email Ali Jones (SENCo) at: ajones@lyndhurst.southwark.sch.uk or Will Cannock wcannock@tcset.org.uk.
- Clubs and Activities – we have an array of after school clubs that children with SEND are encouraged to participate in.
- Specialist Advice – we work with a network of experts and professionals across the broad areas of need. We can help you find the advice you need from experts in the field.

### **Southwark Local Offer**

Southwark's Local Offer shows what's available in the borough for children, young people and adults (aged 0-25) who have Special Educational Needs and Disabilities. It includes up-to-date information on opportunities and services that are available to you.

To learn about the Southwark Local Offer, follow this link: <https://localoffer.southwark.gov.uk/>.

### **Southwark Information, Advice and Support Team**

The Southwark Information Advice and Support team (SIAS) is an arms-length service that offers impartial advice to parents and young people. SIAS provides parents, children, and young people with the necessary information and support.

SIAS was established to ensure that parents, carers of children, and young people aged 0 to 25 years old with Special Educational Needs and Disabilities (SEND) have access to information, advice, and guidance to make informed decisions about their education 16 plus choices. For more information, visit <https://www.southwark.gov.uk/schools-and->

	<p>education/information-for-parents/southwark-information-advice-and-support-team-sias.</p>
<p><b>How we manage complaints about SEND provision.</b></p>	<p>If you are concerned about any aspects of SEND provision in school, you should contact Ali Jones (SENCo) at: <a href="mailto:ajones@lyndhurst.southwark.sch.uk">ajones@lyndhurst.southwark.sch.uk</a> or your child's class teacher in the first instance. If we cannot resolve a complaint, the school will then refer parents to the school's complaints policy.</p> <p>The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if it is believed that the school has discriminated against their children. Parents can make a claim about alleged discrimination regarding:</p> <ul style="list-style-type: none"><li>• Exclusions</li><li>• Provision of education and associated services</li><li>• Making reasonable adjustments, including the provision of auxiliary aids and services</li></ul> <p>The SENCo and Senior Leadership Team will review this policy and information report every year. It will also be updated if any changes to the information are made during the year. It will be considered and approved by the governing board.</p>