



**Lakelands**  
Academy

**Special educational needs  
(SEN) information report  
Summer Term 2024**

**Next Review Summer 2025**

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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy, you can find it on our website.

## 1. What types of SEN does the school provide for?

Our school provides for students with the following needs:

<b>AREA OF NEED</b>	<b>CONDITION</b>
<b>Communication and interaction</b>	Autism spectrum Condition (ASC)
	Speech and language difficulties
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
<b>Social, emotional and mental health</b>	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
<b>Sensory and/or physical</b>	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

## 2. Which staff will support my child, and what training have they had?



5.5 Level 1 TA's

### **Our special educational needs co-ordinator, or SENCO**

Our SENCO is Miss Aimee Warren

Miss Warren has 11 years' experience as a SENDCo and has worked as a SENDCo in a previous school. Miss Warren is a qualified teacher, holds a diploma in Teaching and Learning as well as achieving the National School Award in Special Educational Needs Co-Ordination which she gained in 2016.

### **Class/Subject Teachers**

All of our teachers receive in-house SEN training, and are supported by the SENDCo to meet the needs of students who have SEN.

Teaching staff have completed AET Level 1 training.

Specific teaching staff have had training regarding visual impairments and hearing impairments.

### **Teaching assistants (TAs)**

We have a diverse team of TAs, including five specialist teaching assistants for Cognition and Learning, Social emotional and mental health (ELSA), communication and interaction as well as a physical and sensory specialist. All of these teaching assistants are trained to deliver interventions such as Fresh Start, Emotional Literacy, Black Sheep press and Lego Therapy.

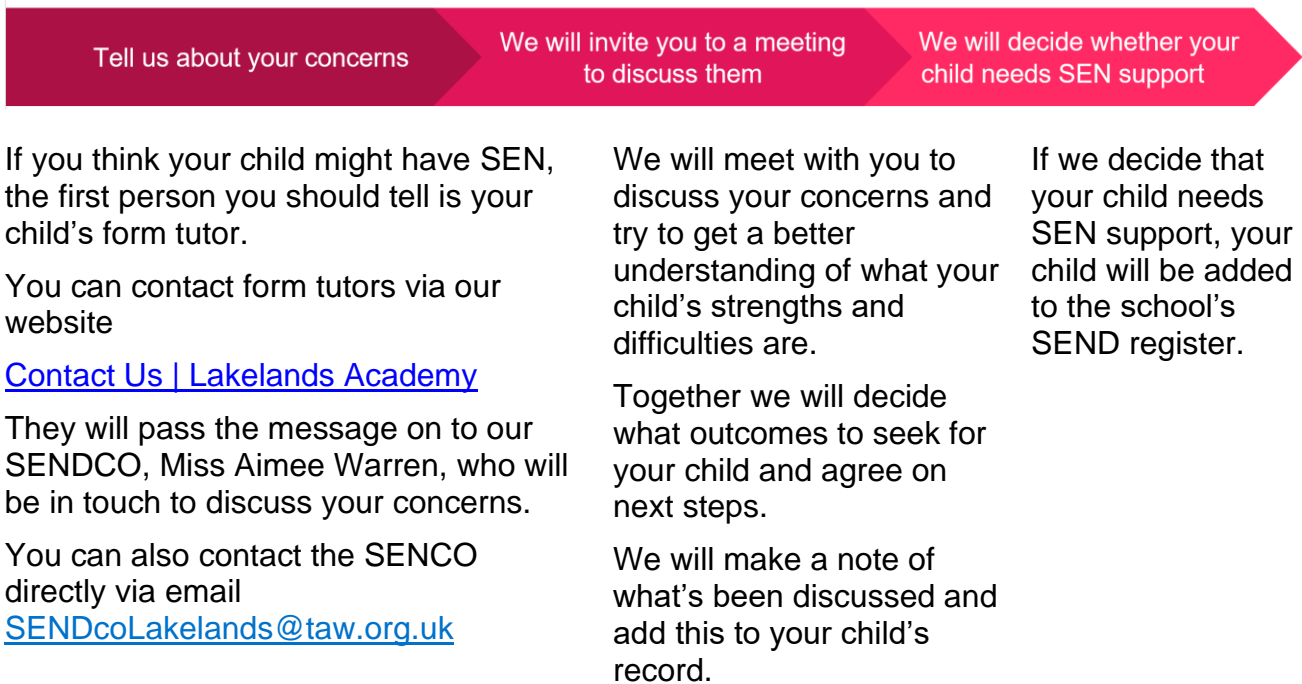
We have five point five teaching assistants that support within the classroom.

## External agencies and experts

Sometimes we need extra help to offer our students the support that they need. Whenever necessary we will work with external support services to meet the needs of our students with SEN and to support their families. These include:

- Speech and language therapists
- Physiotherapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- BeeU
- Education welfare officers
- Social services and other LA-provided support services
- Spectra
- Sensory Impairment Service for both Hearing and Visual impairment.

## 3. What should I do if I think my child has SEN?



## 4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any students who aren't making the expected level of progress in their schoolwork or socially. This might include reading, spelling, handwriting and numeracy. Teachers and pastoral staff work closely with

the SEN department to help identify any students who may require additional support with understanding emotions and communication and interaction needs.

If the teacher notices that a student is falling behind, they try to find out if the student has any gaps in their learning. If they can find a gap, they will adapt lessons to support the students needs. Students who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the student is still struggling to make the expected progress, the teacher or pastoral staff will liaise with the SENDCO, and will contact you to discuss the possibility that your child has SEN.

The SENDCO or one of our specialist Teaching Assistants will have an initial meeting with the student and if necessary, will observe in the classroom to identify their strengths and difficulties. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They may also, where appropriate, ask for the opinion of external experts such as Spectra, an educational psychologist, Occupational Therapist or a paediatrician.

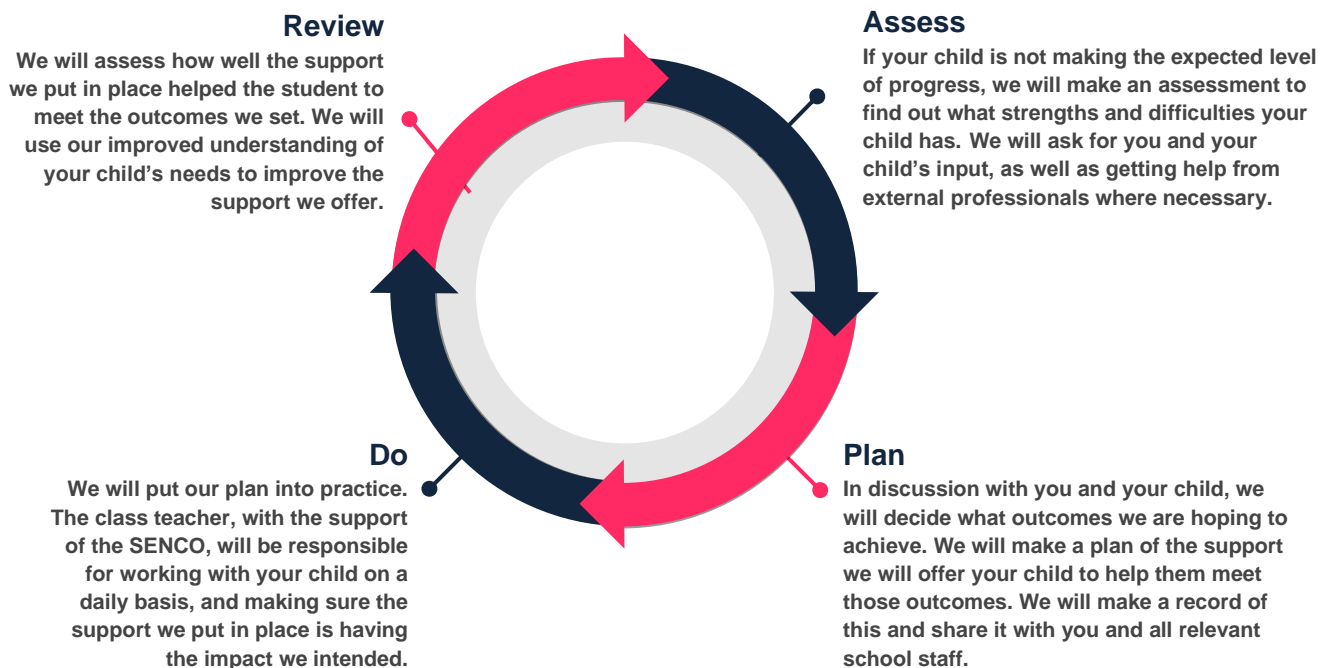
Based on all of this information, the SENDCO will decide whether your child needs SEN support.

If your child does need SEN support, their name will be added to the school's SEN register, and the SENDCO will work with you to create a SEN support plan for them.

## 5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set short term outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a student has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue, and the school's targets, strategies and provisions will be revisited and refined.

## **6. How will I be involved in decisions made about my child's education?**

We will provide two reports a year on your child's progress.

You will have the opportunity to meet the SENDCO termly to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, allowing you to provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff.

If you have concerns that arise between these meetings, please contact the SENDCO [SENDcoLakelands@taw.org.uk](mailto:SENDcoLakelands@taw.org.uk).

## **7. How will my child be involved in decisions made about their education?**

The level of involvement will depend on your child's age, and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes.
- Discuss their views with a member of staff who can act as a representative during the meeting.

## 8. How will the school adapt its teaching for my child?

Your child’s teachers are responsible and accountable for the progress and development of all the students in their class.

Impactful teaching is our first step in responding to your child’s needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the student works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all students are able to access it, for example, by grouping, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE STUDENTS
<b>Communication and interaction</b>	Autism spectrum disorder	1:1 Mentoring Anxiety Gremlin Visual timetables Social stories Comic Strips Lego Therapy Shared Activity (social skills) Zones of regulation Homework Support Nurture group Lunch Time support



	Speech and language difficulties	Black Sheep Press ELKLAN
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Beat Dyslexia Fresh Start Touch Typing Use of a laptop in lessons Occupational Therapy Support Overlays
<b>Social, emotional and mental health</b>	ADHD, ADD	Transition Group 1:1 Mentoring Quiet workstation ELSA Understanding emotions No Worries Art Therapy Anger Management Resilience building Zones of Regulation
<b>Sensory and/or physical</b>	Hearing impairment	Use of Radio Aids 1:1 Mentoring Support with pre learning vocab
	Visual impairment	1:1 mentoring Bespoke programme according to individual needs
	Physical impairment	1:1 Mentoring Bespoke programme according to individual needs.

These interventions are part of our contribution to Shropshire's local offer and should be read alongside our accessibility policy which can be found on our website.

## **9. How will the school evaluate whether the support in place is helping my child?**

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their outcomes each term
- Reviewing the impact of interventions after twelve weeks.
- Monitoring by the SENDCO
- Holding an annual review (if they have an education, health and care (EHC) plan)

## **10. How will the school resources be secured for my child?**

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

## **11. How will the school make sure my child is included in activities alongside students who don't have SEND?**

All of our extra-curricular activities and school visits are available to all our students, including our after-school clubs.

All students are encouraged to go on our school trips, including our residential trip(s).

All students are encouraged to take part in all aspects of school life including sports day, school plays and workshops.

No student is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

## **12. How does the school make sure the admissions process is fair for students with SEN or a disability?**

### **Students with an Education and Health Care Plan EHCP)**

Students with a statement will not be part of an oversubscription process and will receive a place at the academy in the event of the academy being oversubscribed.

Full details of these criteria are given in the Parents' Guide booklet; therefore, it is recommended that parents read the booklet before completing an application. In general terms, they are based upon the following (in order):

“Children who have a Education and Health Care Plan from Shropshire Council, which names the school/academy which the child should attend because their needs can be met best by that particular school/academy, will be offered places before other children.”

After that places will be offered up to the admission number in the following priority order:

### **Admissions Priority Order**

#### **Priority 1:**

'Looked after children' or children who were previously 'looked after' but immediately after being looked after became subject to an adoption, child arrangements, or special guardianship order<sup>1</sup> including those who appear to the admission authority (Shropshire) to have been in state care outside of England and ceased to be in state care as a result of being adopted.

#### Notes:

*A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989).*

*<sup>1</sup> An adoption order is an order under the Adoption Act 1976 (see Section 12 adoption orders) and children who were adopted under the Adoption and Children Act 2002 (see Section 46 adoption orders).*

*A 'child arrangements order' is an order settling the arrangements to be made as to the person with whom the child is to live under Section 8 of the Children Act 1989 as amended by Section 14 of the Children and Families Act 2014.*

*Section 14A of the Children Act 1989 defines a 'special guardianship order' as an order appointing one or more individuals to be a child's special guardian (or special guardians)*

#### **Priority 2:**

Children living inside the catchment area will have next priority. If there are not enough places for all the children living in the catchment area, we will look at the following two criteria:

- 1) Priority will be given to children living within the catchment area who will have an older sibling of compulsory school age (11 – 16) at the academy on the day they are due to start there.
- 2) After that, priority will be given to other children who live within the catchment area.

### **Priority 3:**

After that, any places that are left will be offered to children who live outside the catchment area. If there are not enough places for all of them, we will look at the following two criteria:

- 1) Priority will be given to children living outside the catchment area who will have an older sibling of compulsory school age (11 – 16) at the academy on the day they are due to start there.
- 2) Secondly, priority will be given to children living outside the catchment area without an older sibling at the academy, but who have attended a state-funded or publicly - funded primary school that lies within the secondary academy's catchment area, for more than a whole academic year immediately prior to transfer.
- 3) After that, priority will be given to other children who live outside the catchment area.

### **Notes which apply to the oversubscription criteria:**

Very exceptionally, where a child has a particular health reason requiring them to attend a specific school/ Academy, that child may be given a place before any of the children who qualify under Priorities 2 and 3 above. This will only be allowed if parents/carers can provide written evidence from a medical professional that attending that particular school/ academy is **essential** to the medical well-being of the child. The Council reserves the right to check the relevance of the medical condition.

This extract should be read alongside the full admissions policy which can be found on the Academy website.

### **13. How does the school support students with disabilities?**

We pride ourselves at Lakelands as being a fully inclusive school. After supporting children with complex disabilities over the years we have an environment which is designed to meet all needs.

Please read our accessibility plan which will give you greater insight into how we ensure the Academy site is accessible to all. This can be found:

We have a range of facilities to help disabled students access school and allow them to take better advantage of their education, these include:

Fully accessible site for wheelchair users including lifts to our upper floor.

Fully functional disabled changing facilities, including a hoist and changing bed.

Height adjustable tables in classrooms.

Specialist chairs for students to use to help them access lessons safely.

## **14. How will the school support my child's mental health and emotional and social development?**

We provide support for students to progress in their emotional and social development in the following ways:

- Students with SEN are encouraged to be part of the school council.
- We provide extra pastoral support for listening to the views of students with SEN by our Specialist Social, Emotional and Mental Health Teaching assistant.
- We run a nurture club for students who need extra support with social or emotional development at Lunchtimes.

## **15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?**

### **Between schools**

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

### **Between phases**

The SENDCO of the primary school meets with our SENDCO to discuss the needs of the incoming students near the end of the summer term.

SENDCo will be available on the Year 6 Move Up evening to meet with the parents of incoming students to discuss how we can best welcome their child into our community.

### **Onto Adulthood**

We provide all our students with appropriate advice on paths into work or further education.

We work with the student to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

## **16. What support is in place for looked-after and previously looked-after children with SEN?**

Miss Warren, our SENCO, is the designated teacher of looked after or previously looked after children. She will work with Teachers to make sure they understand how a looked-after or previously looked-after student's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after students will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

## 17. What should I do if I have a complaint about my child's SEN support?

Please refer to our Complaints Policy which can be found on the Academy Website.

## 18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Shropshire's local offer. Shropshire publishes information about the local offer on their website:

<https://www.shropshire.gov.uk/local-offer/>

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

<https://www.cabshropshire.org.uk/shropshire-iass/>

Local charities that offer information and support to families of children with SEND are:

Empathy <https://www.empathyforspecialchildren.org/>

Autism West Midlands <https://autismwestmidlands.org.uk/>

National charities that offer information and support to families of children with SEND are:

- > [IPSEA](#)
- > [SEND family support](#)
- > [NSPCC](#)
- > [Family Action](#)
- > [Special Needs Jungle](#)

## 19. Glossary

- > **Access arrangements** – special arrangements to allow students with SEND to access assessments or exams
- > **Annual review** – an annual meeting to review the provision in a student's EHC plan
- > **Area of need** – the 4 areas of need describe different types of needs a student with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- > **CAMHS** – child and adolescent mental health services
- > **Differentiation** – when teachers adapt how they teach in response to a student's needs
- > **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.

- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child’s needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority’s decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the student’s needs, planning the provision, implementing the plan, and reviewing the impact of the action on the student
- **Intervention** – a short-term, targeted approach to teaching a student with a specific outcome in mind.
- **Local offer** – information provided by the local authority which explains what services and support are on offer for students with SEN in the local area.
- **Outcome** – target for improvement for students with SEND. These targets don't necessarily have to be related to academic attainment.
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child’s disability.
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities.
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND.
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports students with SEN.
- **SEN support** – special educational provision which meets the needs of students with SEN.
- **Transition** – when a student moves between years, phases, schools or institutions or life stages.