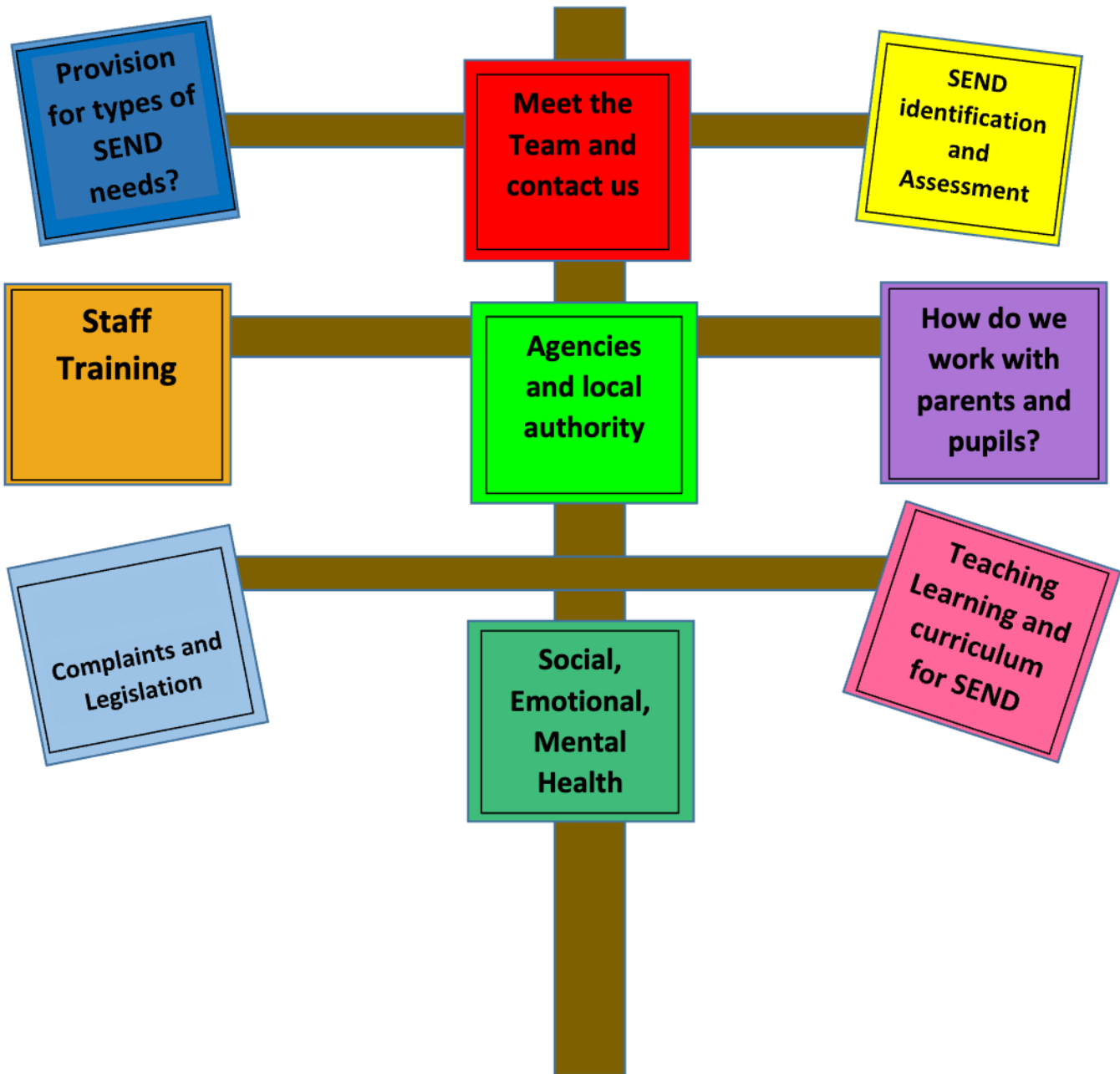


Lyng Hall School Information Report



September 2022

Meet the Team and contact us

Lead

Assistant Head in charge of Inclusion – Christine Green, cgreen@lynghallschool.co.uk

Mrs Green line manages the inclusion and foundation departments ensuring inclusive practice and progress for SEND Students which is at the forefront of our daily practice. Mrs Green is also the LAC Coordinator and oversees behaviour and attendance.

SEND and Safeguarding

SENCo – Elizabeth Gaynon, lgaynon@lynghallschool.co.uk

Mrs Gaynon oversees students with SEND needs, EHCP's and agency involvement.

Designated Safeguarding Lead – Pat Grainger, pgrainger@lynghallschool.co.uk

Deputy Designated Safeguarding Lead – Karen Gibson, kgibson@lynghallschool.co.uk

Key-stage staff

Debbie Hensman *Mrs Hensman leads transition for students from Y6 to Y7. dhensman@lynghallschool.co.uk*

Pastoral Year Co-ordinator (PYC) Y7 Lucy McGuiness; lmcguiness@lynghallschool.co.uk

PYC Y8 Harry Walker; hwalker@lynghallschool.co.uk

PYC Y9 Laura Archer; larcher@lynghallschool.co.uk

Ravinder Bains *Ms Bains leads exam access arrangements. rbains@lynghallschool.co.uk*

PYC Y10 Sophie Bavington McPartland; sbavington@lynghallschool.co.uk

PYC Y11 Dawn Ellis; dellis@lynghallschool.co.uk

Acting Assistant Headteacher KS5 – Dan Sanford - Casey ; dsanford@lynghallschool.co.uk

Mr Sanford-Casey is in charge of 16+ education

Foundation and SAIL

Steph Gater – Subject Leader for Foundation; sgater@lynghallschool.co.uk

Ms Gater oversees the students in the foundation classes

Louise Wilson – Director of SAIL; lwilson@lynghallschool.co.uk

Agencies and local authority

Lyng Hall works closely with the local authority to ensure we are providing the best care, support and education for our students.

We also buy into a number of agencies who support our pupils through one to one work, small groups, training and assessment.

The SENCO liaises with the following:

- Coventry Educational Psychology Service
- Speech and Language
- CAMHS (Children and Adolescent mental health service)
- CIASS (Communication and interaction including Autism)
- Sensory support service including visual and hearing teams
- SEMH and Learning team.

Agencies provide written reports which are shared with parents and are used to put support plans in place.

Recommendations are often made by agencies and the support team work with the key worker to identify which recommendations are relevant and suitable for the child and the setting. These recommendations are placed into the child's support plan and shared with parents.

Parents can discover what Coventry offers in the way of support on the following site:

<https://www.coventry.gov.uk/SENDlocaloffer>

Provision for types of SEND needs?

Our school currently provides additional support and provision for a range of needs, including:

Interaction and Communication:

Such as Autism and Speech and Language

Cognition and Learning:

Such as Dyslexia, dyspraxia, moderate learning difficulties

Social, Emotional, Mental Health

Such as ADHD, Depression, Anxiety

Sensory/Physical needs

Such as Visual Impairment, Sensory processing, hearing impairment

We are also a school which is very sensitive to the impact of trauma on children.

We are currently exploring new ways of working with children who are Neurodiverse.

Provision available includes:

Learning interventions:

Reading

Numeracy

Handwriting

Dyslexia/Dyspraxia support

Wellbeing interventions:

Lego therapy

Social Stories

Anger management

Self Esteem

Thrive

Bereavement counselling

Mentoring

High Needs:

Foundation group

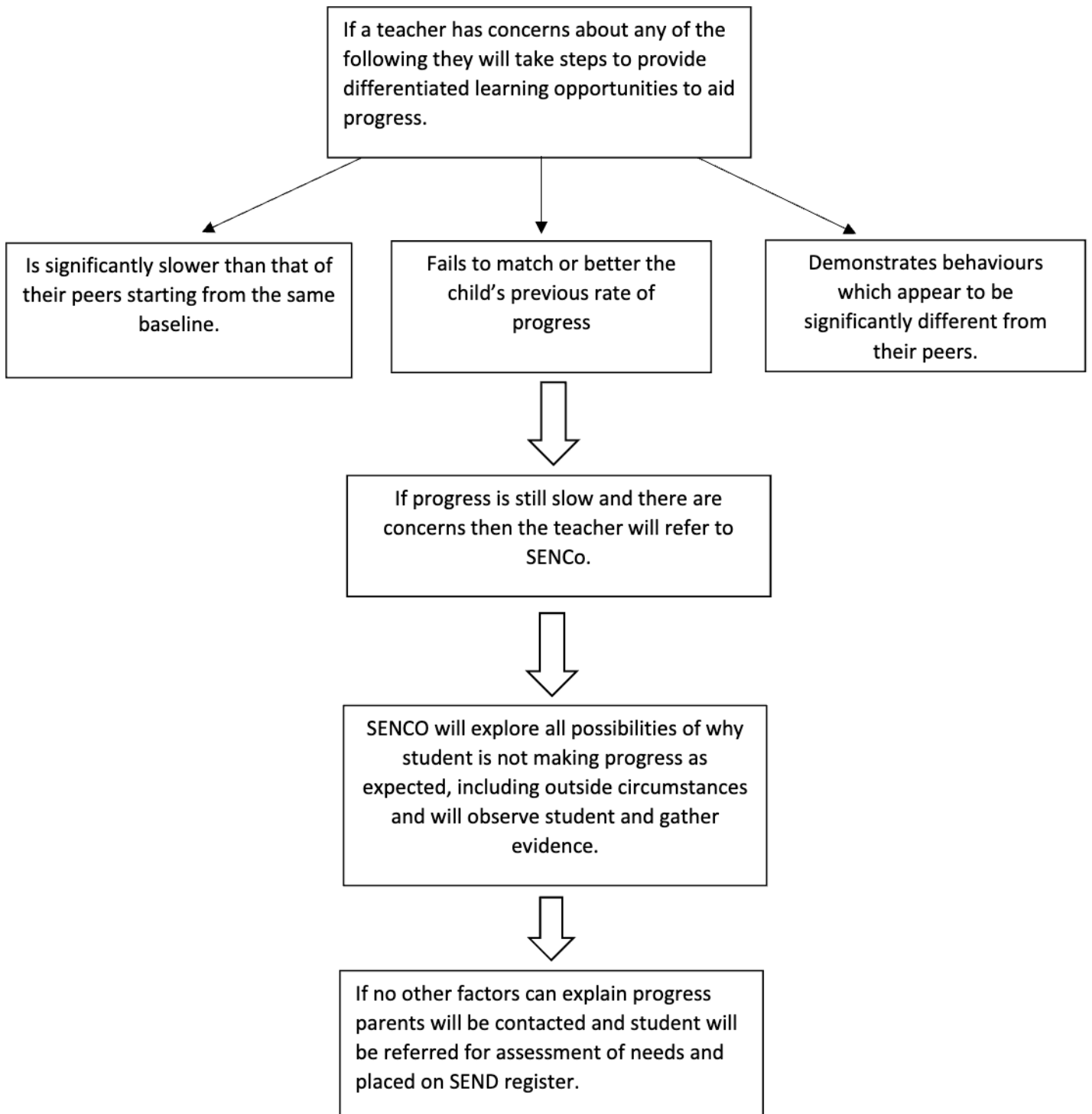
(Smaller class size by year group with differentiated curriculum, Specialist staff, additional adult support)

SAIL

(High level of support area for students struggling to access school setting)

SEND identification and Assessment

We assess each pupil's current skills and levels of attainment on entry, which will build on previous setting data and information. Class teachers will make regular assessments for all pupils and identify those who don't progress at expected level:



How do we work with parents and carers?

Lyng Hall believes that a close working relationship with parents is vital.

If your child is on the SEN register regular communication will be had with either the subject leader for Foundation, SENCo, associate teacher or pastoral year co-ordinator.

We will have an early discussion with the pupil and their parents when students are on or placed on the SEN register. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strengths and difficulty.
- Any parental concerns are addressed
- Outcomes are agreed for the child
- Next Steps are explored
- Parental views will always be considered and valued.
- Personal targets are reviewed to ensure progress.

During meetings notes will be taken and added to pupils file and supports plan adjusted. Copies of support plans will be given to parents.

Complaints and Legislation

Legislation

This information report is based on the statutory Special Educational Needs and Disability SEND code of practice and the following legislation:

- Part 3 of the children and families act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities.
- The Special Educational Needs and Disability regulations 2014, which set out schools' responsibilities for education, health and care plans EHCP, SEN coordinators SENCOS and the SEN information report.

Complaints about SEN provision

A complaint about SEN provision in our school should be made to the SENCO or Senior Leadership Team. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services.

Staff Training and evaluating effectiveness of provision

We aim to keep all school staff up to date with relevant training and developments in teaching practice for students with SEN.

The Senco attends training courses and local network meetings to ensure up to date information is gathered. The SENCOs will then deliver this to the senior leadership team and relevant staff.

A comprehensive CPD program for staff is available covering a wide range of SEN specific training. This is also available digitally so that staff can ensure participation and review. Staff are provided with CPD resources containing information relevant to the teaching of SEND students and examples of good practice.

At Lyng Hall we evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupil's individual progress towards their goals each term.
- Reviewing the impact of interventions.
- Using pupil questionnaires.
- Monitoring by the SENCO.
- Monitoring by the assistant head teacher for inclusion.
- Using provision maps to measure progress.
- Holding annual reviews.

Parents and students are encouraged to give feedback during the academic year. Parents and students are given an opportunity to evaluate the effectiveness of provision by means of parent's evenings or structured conversations.

Social, Emotional, Mental Health

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council.
- Pupils with SEN are also encouraged to be part of any clubs that run in school to promote teamwork/building friendships etc.
- Intervention groups and mentoring programs around social emotional needs.
- Counselling with the Baxter project
- We take any issues or concerns raised by students or parents very seriously.
- Sensory support room.
- Student working groups.

Teaching Learning and curriculum for SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their classes as stated in the code of conduct.

High quality teaching is our first step in responding to pupils with SEN. This will be differentiated for individual pupils.

Staff are made aware of a pupils needs and are provided with information, training and resources to assist their planning. It is expected that all staff plan for students with SEND needs providing differentiated resources, delivery and provision within their class.

As a school we are committed to providing teachers with the skills needed to deliver the above. Providing resources, examples of good practice, training and CPD.

Students with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, taking into account the wish of the parents and need of the individual. We make the following adaptations to ensure pupil's needs are met:

Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson etc.

- Adapting resources and staffing
- Using recommended aids, such as laptops, overlays, visual timetables, large font etc.
- Differentiating out teaching, for example, additional time, pre teaching, key words, scaffolding.