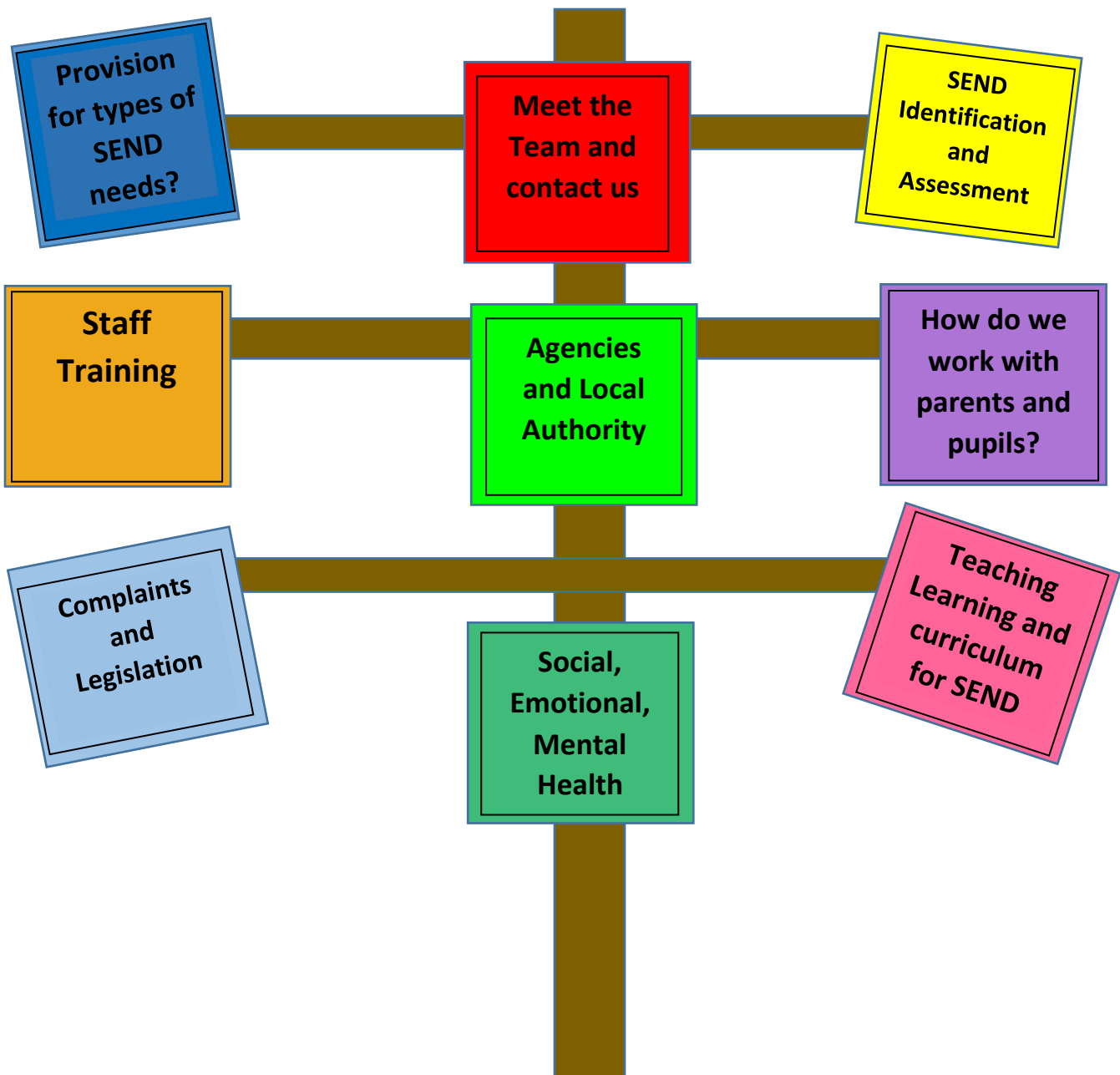


# Lyng Hall School Information Report



# Meet the Team and contact us

## Lead

Deputy Headteacher, Inclusion – Lynn Kingston

## SEND and Safeguarding

SENCo – Elizabeth Gaynon

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

Deputy SENCo – Michelle Carrier

Child Protection and Safeguarding Officer – Karen Gibson

Deputy Child Protection and Safeguarding Officer – Rhia Dhatt

Senior Leader for Safeguarding – Christine Green

## Key-stage Staff

Transition Co-ordinator and Lead Teacher for LAC KS3 – Debbie Hensman

Co-ordinator of exam access arrangements and Lead Teacher for LAC KS4 – Ravinder Bains

Head of Post 16 provision (KS5) – Dan Sanford Casey

## Foundation and SAIL

Stepheni Cook – Subject Lead for Foundation.

Louise Wilson – Director of SAIL

## Pastoral Year Coordinators

Year 7 Mrs Ellis	Year 10 Miss Archer
Year 8 Miss McGuinness	Year 11 Miss Bavington
Year 9 Mr Walker	Post 16 – Mr Baldwin

# Agencies and Local Authority

Lyng Hall works closely with the Local Authority to ensure we are providing the best for our students.

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

The SENCO liaises with the following:

- Coventry Educational Psychology Service
- Speech and Language Service
- 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/carers 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 built into the child's support plan and shared with parents/carers.

# 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*

Provision available includes:

## **Learning interventions:**

*Reading  
Handwriting  
Dyslexia/Dyspraxia support*

## **Wellbeing interventions:**

*Lego therapy  
Social Stories  
Anger management  
Self Esteem  
Thrive  
Mentoring  
Cognitive Behaviour program  
Communication*

## **High Needs:**

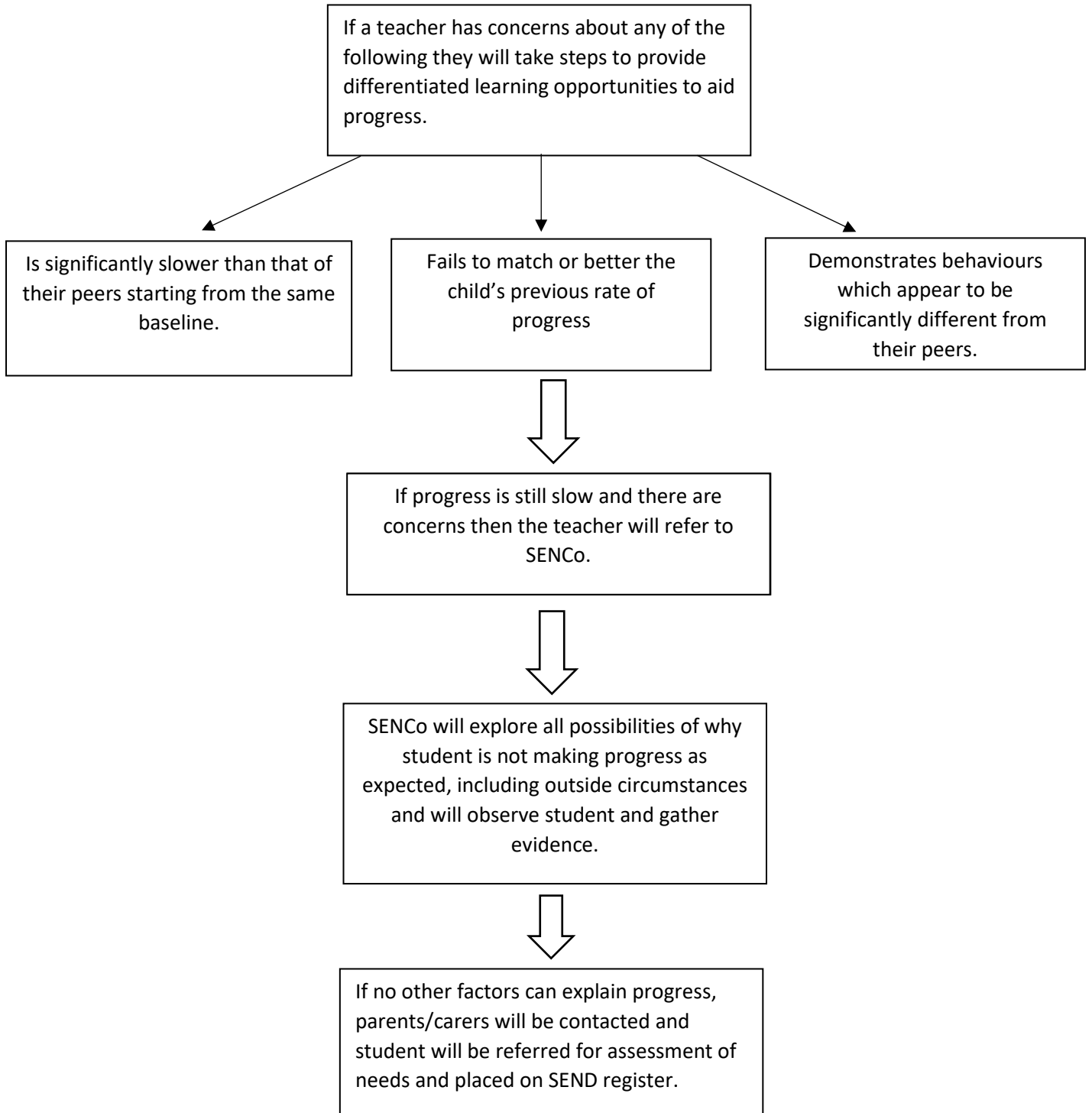
Foundation group  
*(Smaller class size by year group with differentiated curriculum, Specialist staff, additional adult support)*

## SAIL

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

# How do we work with parents and carers?

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:



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

If your child is on the SEN register, regular communication will be had with either the Director of Key Stage, PYC, SENCo or Associate Teacher.

We will have an early discussion with the pupil and their parents/carers 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 strength 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 pupil files and support plans adjusted. Copies of support plans will be given to parents/carers.

## 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.

### Concerns/Complaints about SEN provision

Concerns about SEN provision at our school should be made initially to the SENCO who will work closely with parents/carers in the best interest of the student. Lyng Hall also has a complaints policy should parents/carers wish to escalate their concerns. The complaints form is available either by post from the school or on our school website.

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.

Our SENCo and Deputy SENCo attend training courses and local network meetings to ensure the school has the most up to date information. This is subsequently delivered to the senior leadership team and relevant staff.

A CPD programme 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 through the weekly SEND newsletter.

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

- Reviewing pupils' individual progress towards their goals each term.
- Reviewing the impact of interventions.
- Using pupil questionnaires.
- Monitoring by the SENCo.
- Monitoring by the Assistant Headteacher 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 parents' evenings or structured conversations and coffee meetings.

## 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 encouraged to join school clubs which promote teamwork/building friendships etc.
- Intervention groups and mentoring programmes around social emotional needs.
- We have a zero tolerance approach to bullying.
- 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 pupil 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, taking into account the wish of the parents/carers and needs of the individual as far as possible. 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.