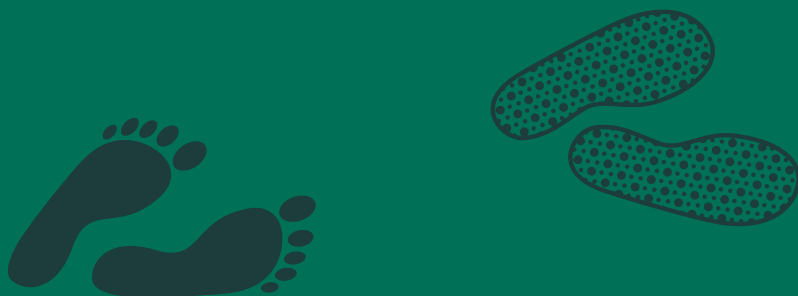




Navigating SEND:

The essential Parent Guide



Send Information Report

SEND, A Definition:

While we talk about children with SEND or SEND children, the reality is that SEND is an umbrella term to describe a variety of additional needs and disabilities. SEND is an acronym for Special Educational Needs and Disabilities and children with SEND broadly fall into one or more of the four distinct areas.

The Four Areas of SEND

1

Communication & Interaction

Children and young people with speech, language, and communication needs (SLCN) who have difficulty understanding and communicating with others. This includes children with autism.

2

Cognition and Learning

Children and young people who learn at a slower pace than their peers, and those with Specific Learning Difficulties (SpLD). These may include dyslexia, dyscalculia, and dyspraxia.

3

Social, Emotional & Mental Health difficulties

Children who may be withdrawn or isolated, as well as those displaying challenging, disruptive, or disturbing behaviours. The SEND Code of Practice states these behaviours may reflect underlying mental health difficulties or other additional needs. These could be linked to early trauma and may manifest in anxiety or depression.

4

Sensory and Physical Needs

This includes children with a disability that prevents or hinders them from making full use of general educational facilities. For example, those with visual or hearing impairments, multi-sensory impairments, and/or physical disabilities.

Schools identify any additional needs a child has within these areas. The 0-25 SEND Code (2015) emphasises: 'The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time. A detailed assessment of need should ensure that the full range of an individual's needs is identified, not simply the primary need.' (section 6.27)

There is a significant area change from the previous Code of Practice: 'Social, emotional and mental health' has replaced the 2001 Special Educational Needs Code of Practice's 'Behaviour, emotional and social difficulty'. This reflects the change in thinking around causes of 'challenging behaviour' and growing concern about young people's mental health.

It is important to remember that Special Educational Needs and Disabilities do not define a person nor should they be seen as a limitation rather they are a difference in how a person interacts with the world.

A child with SEND in a mainstream setting, such as Lyndhurst Primary School and Nursery, is still expected to meet the expectations set out in the school's behaviour (with adaptations made to support individual needs) policy although as outlined in the policy the consequences may be different to non-SEND pupils.



The SEND Register:

The school keeps a list of all pupils who have SEND, this list is called the SEND register. It allows us to track their progress and attainment and helps us monitor, identify and meet their needs. In addition, we can review participation in our Beyond the Curriculum offer and other aspects of the broader school offer.

We screen all children at several points in their school career to identify SEND. Most of the screening tools we use measure cognitive processing and depending on the outcome would then result in further exploration and assessment. Pupils can also be added to the list through referrals made to the Special Educational Needs and Disabilities Coordinator (SENDCO) by their class teacher or parent.

The SEND register identifies pupils as either SEN Support or as having an Education, Health Care Plan. This is primarily for the school's census reporting.

Details of the support your child could receive if on the SEND register (The Local Offer) can be found on [page 15 of this guide](#).

If a local authority is requested to carry out an EHC Needs Assessment by a parent, young person, school, or college, it must consider:

- ☒ whether the child or young person has or may have special educational needs; and
- ☒ whether they may need special educational provision to be made through an EHC plan.
- ☒ Despite the low threshold of the legal test for assessment, many LAs (Local Authority) have policies or criteria which set the threshold higher than the law.



Education, Health Care Plans:

For some children, our universal and targeted level of support (Waves 1 and 2 [see page 15](#)), are not enough to enable them to learn most effectively. For children with more complex or significant needs, a more personalised and specialist approach may be necessary and requires an Educational, Health and Care Plan (EHCP). This is a legal document that describes a child's special educational, health and care needs, the support they require and agreed outcomes to be achieved. The support in these plans must be provided by the local authority, meaning that an EHCP can afford a child extra educational support as well as giving parents more choice about which school their child will attend.

An EHCP can only be issued once an EHC needs assessment has been completed. This can be requested by school or parents.

The following stakeholders can all request an assessment for an EHC plan:

- Your child's school or nursery
- A health professional or other person involved with your child
- A parent, carer, foster parent
- A young person aged 16 or over and still in education



School initiated

If your child's teacher has concerns, they will first speak to you to ask for your thoughts and input. They may well speak also to the School's Special Educational Needs & Disabilities Coordinator (SENDCo) who would submit the request to the Local Authority, along with evidence of support already provided by the school.



Parent initiated

If you have concerns about your child's learning or development, in the first instance, speak to your child's class teacher. They will be able to give you feedback on how your child is progressing in class and you can develop a support plan for your child. It is also helpful to meet with the school SENDCO when considering making a request.



Health and Care Professional Initiated

If a concern is raised by a GP or health or care professional, they will usually communicate only with you, the parents, rather than the school. It is important that you share as much information about concerns raised or relevant diagnoses your child might have so we can put the right support in place. Please inform your child's class teacher if this is the case.

Applying for an EHCP

An application for an EHCP is not a quick process and involves multiple agencies many of which currently have long waiting lists. You can see the process below.

Steps to apply for an EHCP:

- ① 2x Rounds by the school of Assess, Plan, Do & Review (APDR)
- ② Application Submitted to Local Authority
- ③ Local Authority Needs Assessment to determine if EHCP application will be considered.
- ④ Co – Production Meeting with Local Authority, Family and School
- ⑤ Draft EHCP Created
- ⑥ EHCP Agreed

Examples of required evidence:

- Referral for Paediatric Assessment by Local Authority
- Paediatric Assessment
- Additional referrals if need such as Autism Related Disorders (ARD) Clinic – if required
- Educational Psychologist Report and/or specialist reports (Speech and Language or occupational Therapist)

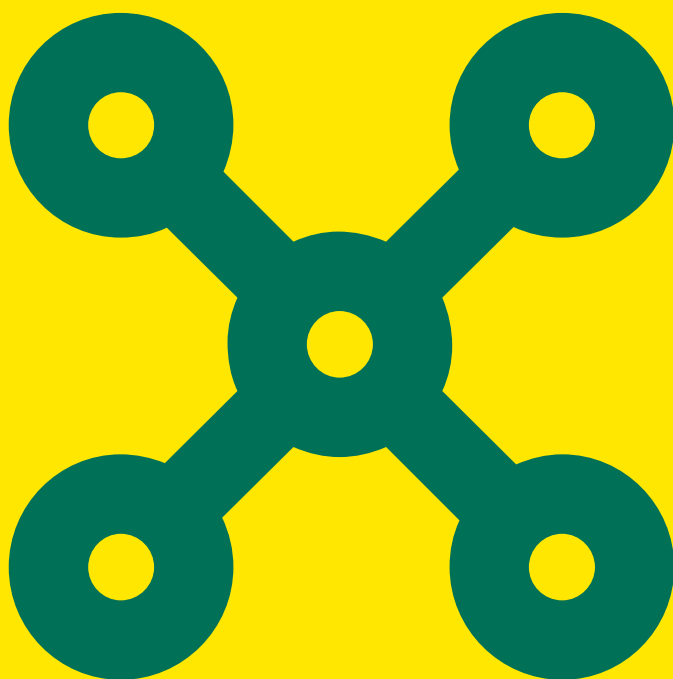
During this process the school, typically the SENDCo, will support and guide you to get the best deal from the local authority. They will provide guidance based on past experiences.

If you disagree with the Needs Assessment or the Draft EHCP you have options including going to tribunal—the SENDCO will talk through this option with you.

EHCP Sections are:

- **Section A:** the views, interests and aspirations of the child and his parents or the young person;
- **Section B:** the child or young person's special educational needs ("SEN");
- **Section C:** health care needs which relate to their SEN;
- **Section D:** social care needs which relate to their SEN or to a disability;
- **Section E:** the outcomes sought for the child or young person;
- **Section F:** the special educational provision required to meet their SEN;
- **Section G:** any health care provision required by the learning difficulties or disabilities which result in the child or young person having SEN;
- **Section H:** any social care provision required from social services under the Chronically Sick and Disabled Persons Act 1970, and/or required by the learning difficulties or disabilities which result in the child or young person having SEN;
- **Section I:** the name of the school or other institution to be attended by the child or young person, and the type of that institution (or just the type if no specific institution is named);
- **Section J:** details of any direct payment which will be made;
- **Section K:** copies of all of the advice and information obtained as part of the EHC needs assessment

The EHCP will be reviewed annually as standard, however you can request an emergency review if circumstances change drastically. The SENDCO arranges all reviews, so please contact them if needed.



Assess, Plan, Do, Review

Assess, Plan, Do, Review refers to the process of identifying and meeting additional needs. As parents, you have vital and unique knowledge about your child's strengths, difficulties, interests, likes and dislikes. At Lyndhurst Primary School and Nursery, 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 school. It is typically expected that a school would complete two rounds of this before submitting an application to the local authority. Communication between school and parents should be two directional and the information below outlines what you can expect.

Assess, Plan, Do, Review process

Assess

Staff use information from parents, professionals involved and the pupil to identify areas of need.

Plan

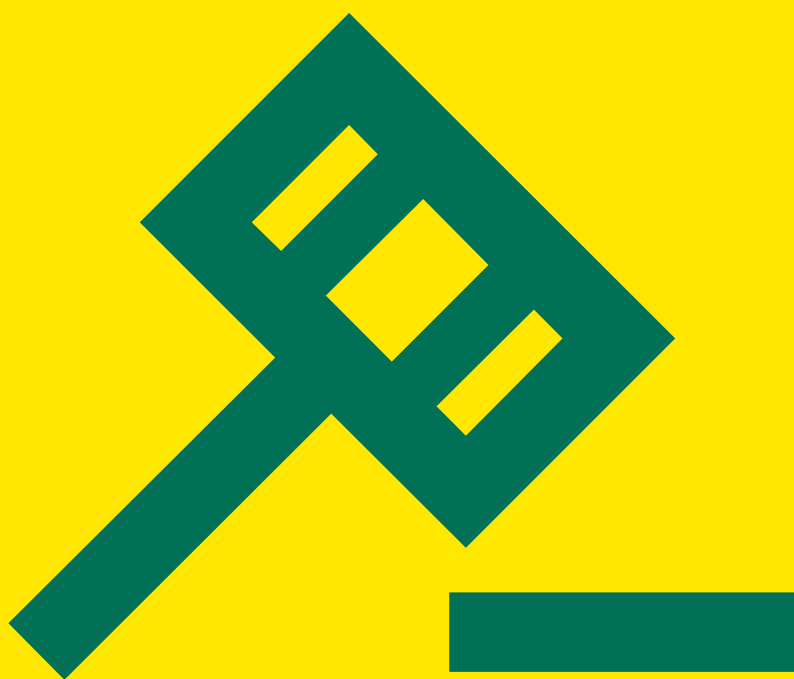
- once a child or young person's needs have been identified,
- staff work together with them and their family to decide what outcomes they want the child or young person to achieve and what support should be put in place to help them achieve those outcomes.

Do

the staff, supported by the special educational needs coordinator (SENDCo) where relevant, puts this support into practice.

Review

- the support received by the child or young person is reviewed by everyone involved to see if it is working. If it is, it might continue
- if progress is not evident and sufficient the support would be adjusted for the next cycle.



The Legal Framework & Funding

The SEND Code of Practice is the main statutory guidance for organisations that work with and support children and young people with special educational needs and disabilities.

It is a set of guidelines that the DfE say local authorities and schools should follow. It is not a legal document, but it does contain legal requirements and statutory guidelines as set out in the Children and Families Act 2014, the Equality Act 2010, and the Special Educational Needs and Disability Regulations 2014.

The current code of practice was introduced in 2015 following a few revisions and additions to the Code of Practice 2014.

Funding

For most pupils with SEND the provision will be covered by the school's budget. The Education, Skills and Funding Department are clear that schools have a notional amount that they can spend. The notional funding is £6,000.

It is important to note that the notional SEN budget is not intended to provide £6,000 for every pupil with SEN, as most such pupils' support will cost less than that. Nor is the notional SEN budget intended to provide a specific amount per pupil for those with lower additional support costs, even though the local authority may make reasonable assumptions about what those costs might be for the purpose of ensuring that their schools' notional SEN budget calculation is realistic.

Additional Top Up Funding is provided for pupils with an EHCP, this funding is based on the section F provision and costed out by the local authority using their Ready Reckoner— a tool used by the local authority to help ensure realistic costs for additional provision.

Funding Brackets (Based on 2023/24 figures)

Grant Rate A £4,291

Grant Rate B £8,531

Grant Rate C £12,770

Grant Rate D £17,009

This funding is to pay for the provision listed in section F of the EHCP document.

Our offer explained

Lyndhurst Local offer

At Lyndhurst, we pride ourselves on providing high quality SEND support for our children through our tiered approach. We work with Southwark Local Authority and as a network of schools across the trust, to provide the best possible support for children with a wide range of difficulties across the 4 broad areas of need.

Quality First Teaching

Many of the specific strategies and approaches advised by professionals for meeting additional needs are now incorporated into the daily practice of school staff. At Lyndhurst, we use an evidence based approach to teaching and pastoral care. Including regular research led staff learning beyond that offered by most schools.

Trauma Informed Staff

All staff at Lyndhurst are committed to a trauma informed approach. This includes regular opportunities for pupil voice and leadership alongside evidenced based approaches to supporting wellbeing.

For children who require a high level of support from specialist teachers and professionals, please contact the SENDCO directly to discuss the process for referrals.

Trauma Informed Staff

All staff at Lyndhurst are committed to a trauma informed approach. This includes regular opportunities for pupil voice and leadership alongside evidenced based approaches to supporting wellbeing.

At Lyndhurst, our local offer is made up of:

Class Sizes:

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

SEND Teaching Assistants:

With the exception of EYFS, where ratios of adults to children are higher, throughout the school, classrooms are run by the class teacher and we do not have class-based teaching assistants. Children with more complex needs might be supported at our wave 2 and 3 levels of support by a SEND Teaching Assistant or Higher-Level Teaching Assistant (HLTA) in a targeted intervention or specialist level of support. Typically, children who require this level of support will have an Education, Health and Care Plan (EHCP) which provides additional funding from the child's home Local Authority.

Trauma Informed Staff

All staff at Lyndhurst are committed to a trauma informed approach. This includes regular opportunities for pupil voice and leadership alongside evidenced based approaches to supporting wellbeing.

Accessibility:

Lyndhurst is a mainstream school in a Victorian building set across 3 floors each with lift access. Accessible toilets are available on the ground and first floors. For more information about accessibility, please check our accessibility policy.

Parent support:

We have a small team of SEND leaders who are always on hand to offer support and guidance. Contact aharwood@lyndhurst.southwark.sch.uk to organise a call or meeting.

Clubs and Activities

We have an array of after school clubs that children with SEND are encouraged to participate in. Please be in contact if you are interested in your child to take part and we will discuss the support that might be available.

Specialist Advice:

We have links with a network of experts and professionals across the broad areas of need. We can help you find the advice you need from professionals in the field. If your child is identified as having additional needs they may be referred by the SENDCO to our speech and language therapist, educational psychologist or other medical

Southwark Local Offer

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 which offers impartial advice to parents and young people. SIAS provide parents, children and young people with the information and support necessary. 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 allow them to make informed decisions about their education and 16 plus choices.

For more information, visit: <https://www.southwark.gov.uk/schools-and-education/information-forparents/southwark-information-advice-and-support-team-sias>

In Class Support:

Quality First Teaching is in place for all children at Lyndhurst, which benefits all learners, including those with SEND. There are several ways support can be provided in the classroom, and at Lyndhurst we know that every child is unique and does not fit into the one-size fits all approach. The Education Endowment Foundation (EEF) have used meta-analysis of multiple empirical studies to determine the five things that have the greatest impact for learners with SEND.

They are called 'Five a Day' and include:

1. Scaffolding
2. Explicit Instruction
3. Cognitive and Metacognitive Strategies
4. Flexible Grouping
5. Technology

Some pupils in receipt of top-up funding (those with an EHCP) may well have additional provision (section F) that will be provided by support staff.

In addition to in-class support, pupils may take part in academic or pastoral Interventions.

Wave 1 – Universal Support (in class)

Our priority at Lyndhurst is to ensure the highest standard of inclusive teaching possible for all children, using a range of evidence-informed adaptive strategies. This forms Wave 1, the first of our 3-tiered SEND offer. This level of support will involve a range of strategies including our 5-a-day model of inclusive teaching: 1. flexible grouping of children 2. supporting children to develop independent thinking and learning strategies 3. precise instruction and explanation 4. effective use of technology 5. visual 'scaffolding' of work to allow children greater access to learning.

Wave 2 – Targeted Support

For children who require a slightly more personalised approach to specific areas of learning, in addition to the Wave 1 strategies, children will have access to group-based interventions. These sessions, run by SEND Teaching Assistants or Class Teachers, include support for difficulties across the 4 broad areas of need such as: speech and language, specific literacy and mathematical skills, social skills, physical and sensory development and emotional literacy. Wave 2 support aims to enable children to make accelerated progress against their targets and to be working at the age-expected level.

Wave 3 – Specialist Support

For a small number of children, a highly personalised approach to learning is required, using recommendations from external professionals such as a speech and language therapist (SaLT), Educational Psychologist (EP) or therapists from other services. This type of support will vary hugely between individuals dependent on strengths and difficulties. Children who might benefit from Wave 3 Personalised Support support will often have or require an Education, Health and Care Plan (EHCP) for the school to provide the level of specialist support. All support across the school is monitored and evaluated termly. This is to ensure that the support in place is meeting the needs of individual children.

Adaptive Teaching.

At Lyndhurst all of our staff are trained in using adaptive teaching strategies to ensure that the curriculum and learning environment are accessible to all. This might include additional resources, small group support from a teacher and differentiated support for activities.

A Year in the life of a SEND pupil and parent:

At the end of each academic year we begin work to support pupils with send with the transition to their new class. This could include additional visits to the new teacher and classroom, social stories and support with managing the change in routine. These may include: the EHCP, Pupil Profile, Positive Support Plan and any specialist reports. In addition, they will have looked at the academic and pastoral information from the previous year.

Families whose child has an EHCP will have an Annual Review—this is a chance to review the provision granted in the EHCP, to look at how your child is progressing and the ensure that the Plan is kept up to date. The SENDCo will arrange and invite you and those involved in your child's support to this meeting.

Each year we will let all families know what interventions and support your child has received (wave 2-3) in addition to reporting on their attainment in their termly reports. At any point you can ask to meet with your child's class teacher or the SENDCo to discuss your child's need and support.

Finding out how your child is doing throughout the year.

- ☑ **Parents' Evening Meetings:** These meetings take place twice a year. They are a perfect opportunity to meet your child's teacher, discuss progress against learning plan targets and to shape the planned support for your child. The SENDCo can be invited to this meeting, if you have specific questions – just be sure to make a note when booking your appointment. Copies of learning plans will be shared after the meeting, once finalised.
- ☑ **School Report:** You will be sent a summary school report termly and this will include your child's assessment and progress information over the year.
- ☑ **Social Media:** At Lyndhurst, we love to share what our children are up to! Many parents have shared how much they enjoy seeing their children's lessons and activities online – giving them lots to talk about and discuss at home. Follow the school twitter and Instagram accounts to get in insider's view! Twitter: @LyndhurstSE5 Instagram: @Lyndhurst_SE5
- ☑ **Assess Plan Do Review Document:** this is a short document that outlines a child's targets and the support they are receiving
- ☑ **Personal Support Plan -** this outlines any adaptations that are needed to ensure your child or others safety.
- ☑ **Specialist Reports-** these are reports from external specialists.

Concerns & Complaints.

If you have any concerns about the provision made for your child, please contact the SENDCO.

For complaints, please refer to our complaints policy [here](#).

Directory of Support:

Many conditions have specialist organisations that offer support.

Autism Spectrum Disorder

Attention Deficit Hyperactivity Disorder

Pathological Demand Avoidance

Dyslexia

Dyspraxia

Speech and Language

Southwark Information and Advice Service and Support Team

Council for disabled Children

IPSEA legal Advice

For information about EHCPs generally

Down's Syndrome



Lyndhurst
Primary School
& Nursery
lyndhurstprimaryschool.com