



**Lympsham**  
C of E Academy

A Christian Community with Children at its Heart

# SEND Information Report



Date Agreed	3.12.26
Review Date	2.12.27

## How do we support pupils with SEND?

At Lympsham CofE Academy, we use the Somerset Graduated Response Tool as part of our whole school approach for assessing, planning, teaching and supporting children with SEND. This sets out the barriers to learning that pupils may have and the strategies and provision that could be in place to support them. You can learn more about the Somerset Graduated Response Tool [here](#)

Strategies, interventions and support should be put into place as a graduated response meaning that universal strategies and provision are the foundation for all of our pupils.

When a pupil has been identified as requiring SEND Support, they will have an Individual Learning Plan. This outlines their strengths and needs, their individual outcomes, the provision that is in place and strategies that are used to support them in achieving their outcomes and meeting their individual SEND needs. These plans will be reviewed three times a year by the class teacher, parents and pupil.

## What is the Local Offer?

The Children and Families Act 2014 requires the Local Authority (LA) and schools to publish and keep under review information about services expected to be available for children/young people aged 0-25 with SEND. The LA refers to this as the 'Local Offer'. Click [here](#) for more details.

## What kind of SEND are catered for at Lympsham CofE Academy?

SEND needs are defined into four broad areas of need:

**Cognition and Learning**  
**Interaction Social, Emotional and Mental Health**  
**Physical Needs**

**Communication and**  
**Sensory and/or**

Lympsham CofE Academy currently caters for the following kinds of need:

Area of need	Needs within this category
<b>Cognition &amp; Learning</b>	Moderate Learning Difficulties (MLD)      Specific Learning Difficulties (SpLD)  Children with MLD have difficulties in learning across the curriculum and they may require support in all or most areas of the curriculum. This category includes 'dyslexia', 'dyscalculia' and 'dyspraxia'. We use this definition if we feel the difficulties are specific in nature. The severity of the difficulty can range from mild to very severe.
<b>Communication &amp; Interaction</b>  Speech, Language & Communication needs (SLCN)  Autism Spectrum Condition (ASC)	Children with SLCN have difficulties in developing speech and communication. This could be a difficulty in expressive language with the development being delayed or disordered. This could be a difficulty in receptive language. The difficulty could be in speech production or in social communication.  Children with ASC have difficulties in understanding and using verbal and non-verbal communication. They may experience difficulties interacting with their peers and adults. Their thinking and behaviour can lack flexibility and they may demonstrate restricted, obsessional or repetitive activity. Children with ASC may find it difficult to understand the behaviour of others. They can also experience high levels of anxiety and stress which can lead to inappropriate behaviors. Some children may have sensory difficulties where their perception and reaction to sound, light, smell, touch and taste can be different.
<b>Social, Emotional &amp; Mental Health (SEMH)</b>	ADHD      Attachment Disorder      Emotional difficulties including anxiety  A child may have a diagnosis or difficulties may be evidenced as having their basis in social, emotional and mental health difficulties for those without a diagnosis. Children with SEMH difficulties may display behaviors or reactions that may be inappropriate or challenging in an educational setting. Their difficulties may create barriers to learning.
<b>Sensory &amp;/or Physical</b>	Sensory Processing Disorder (SPD) Children who struggle to correctly perceive the sensory world around them Can be present in many forms and can often result in behavioral difficulties as well as functional difficulties.

Pupils with medical conditions are supported through health care plans. Staff training is put in place to ensure they are aware of specific conditions and what actions are needed in certain circumstances.

## How do we identify pupils with SEND needs?

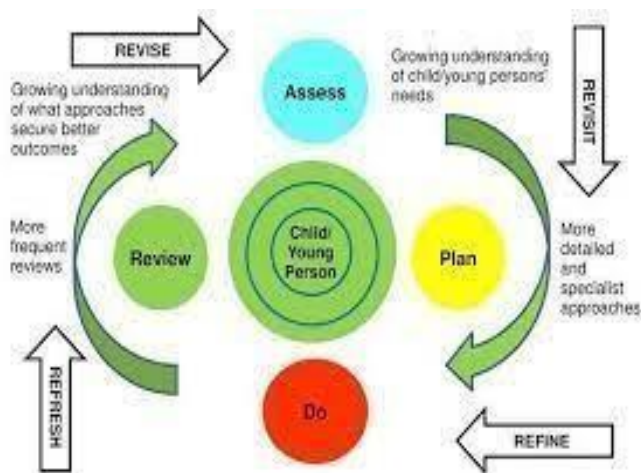
We assess each pupil's current skills and levels of attainment on entry. Your child will be closely monitored by their class teacher and progress is regularly monitored through regular assessments. Pupil Progress Meetings and SEND surgeries between

the class teacher and SENDCo. Class teachers identify the pupils in their class whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the pupil's previous rate of progress
- Fails to close the attainment gap between the pupil and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social and emotional needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. When deciding whether special educational provision is required, we follow the Graduated Response Flowchart – this can be found on our school website.

Underpinning all provision in school is the **graduated approach**:



**ASSESS:** Identifying a pupil as needing support, drawing on assessments and their individual development in comparison to their peers.

**PLAN:** Appropriate support and intervention provided to meet the identified outcomes for the pupil.

**DO:** Implementing the agreed plan

**REVIEW:** Regular review of the effectiveness of support and interventions and their impact on the pupil's progress

## Education Health Care Plan (EHCP) High Needs Funding

If your child is not making sufficient progress despite a graduated response being implemented where 'the school having taken relevant and purposeful action to

identify, assess and meet the SEN of the child' (Code of Practice 6.63) then a statutory education health and care needs assessment (EHCNA) could be considered.

If the local authority makes the decision that an education health care plan should be issued to your child, the school will also receive additional high needs funding. The funding is allocated through a universal banding system in Somerset, based on the description of special educational need, which goes from band 1 to band 7. The allocation is to use towards providing additional support

## **How do we consult and involve pupils and their parents/carers?**

Parents/carers views are welcomed at any time and if you have any concerns your first point of contact will be your child's class teacher. However, if you have any ongoing concerns you are welcome to make an appointment with the SENDCo, Mrs K Whiting.

Following the Graduated Response Flowchart, we will have an early discussion with you, your child and their class teacher to identify whether they need special educational provision. We will formally notify parents when it is decided that a child will receive SEND support or when this level of support stops.

Our pupils are at the heart of everything we do at Lympsham CofE Academy. They have a strong voice in sharing their opinions about the provision they receive on a day today basis and their opinions and thoughts are also sought prior to reviews. Where appropriate, we are keen to invite pupils to come to meetings or offer their views in a way they feel comfortable.

## **How do we assess and review a pupil's progress towards their outcomes?**

The Graduated Response cycles are recorded on a pupil's Individual Learning Plan (ILP) and/or Individual Education Plan (IEP). The class teacher will work with the SENDCo to carry out a clear analysis of a pupil's need. This will draw on:

- The teacher's assessments and experience of the pupil
- Their previous progress and attainment or behaviour
- The pupil's development in comparison to their peers and national data
- The views and experience of parents/carers
- The pupil's own views
- Advice from external support services, if relevant

Parents/Carers will be invited to a meeting 3 times a year where progress towards outcomes and provision will be reviewed with school staff and your child. All teachers and support staff who work with

the pupil will be made aware of their needs, the outcomes sought, the support provided, and

any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on your child's progress.

## **How do we support children with SEND through transition?**

All staff work together to plan and prepare for the transitions between phases of education (when pupils enter or leave the school or when they move up to a new class). This applies to all pupils but especially those who have SEND.

Where a SEND need has already been identified in an early years setting, a School Entry Planning meeting (SEP) will be arranged. Parents/carers, Preschool staff, school staff and any professionals currently working with your child will be invited to this meeting so a successful transition into school can be planned.

At the end of each school year, transition meetings take place between teachers so they have all the information they need about your child's strengths and needs including SEND records. Pupils also have the opportunity to spend time in their new classroom with their new teacher and some pupils find a transition book a useful tool to support this process.

When a pupil moves to a new school, we contact the school SENDCo and ensure they know about any special arrangements or support that needs to be made for the pupil. We transfer their SEND records to their new school as soon as possible. Where a pupil has an EHCP, the new school/setting will be invited to attend the Annual Review prior to transition.

## **What adaptations to the curriculum and learning environment are made to support pupils with SEND?**

- Teachers plan using a pupil's achievement levels, adapting and scaffolding tasks to ensure progress for every pupil in the classroom.
- When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.
- These adaptations may include strategies suggested by the SENDCo and/or external specialists.
- In addition, if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help. All actions taken by the class teacher will be recorded and shared with parents

Please also refer to our Accessibility Plan.

## What expertise and training do Lympsham staff have?

Our SENDCo, Mrs Katie Whiting, has been a primary school teacher for 16 years and she achieved the National SENDCo Award in 2012. She has had 13 years' experience in the SENDCo role and 9 years' experience as a member of the senior leadership team.

We have a team of teaching assistants (TAs) who are trained to deliver SEND provision across the four broad areas of need. We have staff trained in the following:

- ELSA (Emotional Literacy Support Assistant)
- Autism Education Trust – level 1
- Emotion Coaching
- Zones of Regulation
- Team Teach including de-escalation strategies
- Working with the Traumatized Child
- Understanding Autistic Masking
- ADHD

All teachers are seen as teachers of SEND and staff meeting sessions are used to ensure whole staff awareness of specific needs. This training may be delivered by the SENDCo or external advisors.

Where pupils have highly individualised needs, additional training is delivered to ensure staff are aware of the difficulties they may experience.

## Staff Deployment

Considerable thought, planning and preparation goes into utilising our support staff to ensure our pupils achieve the best outcomes and gain independence. They are deployed according to their previous experience, training and expertise and will either work with individual pupils with high needs or with individuals or groups of pupils needing additional provision and/or interventions. They work closely with the class teachers to ensure that any work done with them is transferred back to their work in the classroom.

## How do we evaluate the effectiveness of our provision for pupils with SEND needs?

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupil's individual progress towards their outcomes each term
- Reviewing the impact of interventions by looking at progress data or completing entry/exit assessments prior to and following an intervention
- Using pupil questionnaires
- Monitoring by the SENDCo including work scrutiny and learning walks
- Using individual support plans and provision maps to measure progress

- Holding annual reviews for pupils with EHC plans

## **How do pupils with SEND engage in activities at Lympsham CofE Academy?**

- All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.
- All pupils are encouraged to go on our school trips
- All pupils are encouraged to take part in sports day/school plays/special workshops.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability.

## **What support is in place to improve the emotional and social development of pupils with SEND?**

We provide support in the following ways:

- Pupils are supported with their social and emotional development throughout the school day, through the curriculum and extra-curricular activities.
- Personal, Social and Health Education is integral to our curriculum and is also taught explicitly through assemblies and the Jigsaw curriculum
- We support the social and emotional needs of our pupils who have been identified through the Boxall Profile assessment tool or an ELSA assessment
- We regularly monitor attendance, support pupils returning to school after absence and take the necessary actions to prevent prolonged unauthorised absence
- Relevant staff are trained to support medical needs. We have a medical policy in place and pupils are supported by care plans where necessary
- We have a zero-tolerance approach to bullying
- We have staff who are trained mental health first aiders
- Our SENDCo is also our Senior Mental Health Lead and Designated Safeguarding lead in school

## **How does Lympsham CofE Academy work in partnership with other agencies?**

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's areas of need, we will consider involving specialists. This could include a referral to:

- Advisory Teacher for Learning Support
- Advisory Teacher for Autism & Communication
- Educational Psychologist
- Speech & Language therapist
- Occupational Therapist
- Physiotherapist

- School Nursing Team
- Family Intervention Service (FIS)

Parents will always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed is recorded and shared with parents and teaching staff supporting the pupil in the same way as other SEN support.

## Early Help

If the school feel that a family or child would benefit additional support from outside agencies, then an Early Help Assessment (EHA) will be completed. An EHA is a simple, easy to use assessment, which captures all of a child/young person's and family's needs at the earliest opportunity. It is a shared tool, which can be used by all agencies in Somerset who are delivering early help in a coordinated way, so that they understand and respond to the needs of children/young people.

Before the school complete an EHA, the parents/guardians will be asked to give their consent. Parents/Guardians will then be invited to discuss the assessment before it is sent to the relevant agencies. You can find out more about Early Help at:

<https://professionalchoices.org.uk/eha/>

## What do I do if I have a complaint about SEND provision?

Complaints about SEND provision should be made to your child's class teacher in the first instance. You may also ask to speak to the SENDCo or the Head teacher if needed. Please refer to the school's Complaints Policy and Procedures for further details of the procedures to follow.

## Who can I contact for further information or to discuss a concern?

- The first point of contact is your child's class teacher
- You can also arrange to meet with the SENDCo via the school office
- You can refer to the SEND policy on our website.
- You can visit Somerset Choices: <https://www.somersetchoices.org.uk/>

Somerset SENDIAS (Special Educational Needs and Disability Information, Advice and Support) can give children, young people and their parent/carers information, advice and support about SEND. This can include information on Education, Health and Care (EHC) Needs Assessments and Plans. The service is free, confidential and impartial.

Phone: 01823 355578

Email: [somersetSENDIAS@somerset.gov.uk](mailto:somersetSENDIAS@somerset.gov.uk)

## **What are the monitoring arrangements for this report?**

This information report will be reviewed by the SENDCo every year. It will also be updated if any changes to the information are made during the year.