Lyne and Longcross Primary School

Faith, Courage and Respect

'Teach me knowledge and good judgement, for I trust your commands' Psalm 119:66

Lyne and Longcross C of E (Aided) Primary School

SEND Information Report

Approved: Chair of Governors and SEND Governor
Renewal: September 2027

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The purpose of this document is to help people understand how Special Educational Needs and Disabilities (SEND) are identified and the processes involved in assessing, monitoring and supporting our children. If you have any questions, you can contact our SENCo, Miss Jones, via the school office or by emailing senco@lyne.surrey.sch.uk. This report is updated annually and shared with the Governing Body.

What do we mean by 'Special Educational Needs'?

The term 'special educational needs' refers to needs which require additional and different support, beyond what you would usually expect to be on offer in a classroom. SEND can be divided into different categories or 'areas of need'.

We make provision for children with SEND within each of the four categories identified in the 2014 SEND Code of Practice.

Communication and Interaction: This includes children who find it difficult to understand what others are saying or have difficulties with fluency or forming sounds, words or sentences. We have a range of resources which are used with the school to support children's Speech and Language development. We also make provision for children with social communication difficulties. These children may have difficulties with communication, social interaction or imagination and find it harder to make sense of the world. We use a variety of strategies and individual support to enable them to succeed within their classrooms.

Cognition and Learning: We support children with Cognition and Learning difficulties through High Quality Teaching which includes effective adaptations. This includes children with Specific Learning Difficulties such as dyslexia or dyspraxia. We also support children with moderate learning difficulties and those with multiple learning difficulties. Adaptations may be in the form of breaking down work into more manageable and achievable chunks, providing resources and additional visual supports, additional technology or through providing adult support. We run a number of interventions to support class teaching.

Social, Emotional and Mental Health: Some pupils may require additional or different provision to support their social and emotional development. We offer individual or group sessions, pupil mentoring and social skills groups. If necessary we also contact outside agencies such as Mindworks, children and young people's Emotional Wellbeing and Mental Health Service in Surrey.

Sensory and/or Physical: We liaise closely with outside agencies to enable us to best support children who have sensory or physical difficulties. We source additional resources and training from experts. If necessary we make adaptations to the curriculum or environment in order to make lessons and learning opportunities available to all.

We involve parents and carers in all decisions and value their expertise and unique knowledge of their child's needs.

How does the school know who needs extra help and what happens?

At Lyne and Longcross C of E Primary we track and monitor the progress of all children throughout the school year. We are an inclusive school and each child who attends Lyne and Longcross is a valued member of our school family. All staff work hard to recognise the strengths and challenges faced by different pupils and look for different ways in which to develop children's knowledge and skills.

Every day, teachers evaluate their lessons and consider whether individual children are making expected progress. In addition to this progress of all children is tracked and rigorously monitored termly by every class teacher and the Senior Leadership Team at Pupil Progress Meetings. If any need for additional support has been identified, decisions are made as to the most appropriate steps to take which follows the school's graduated approach to meeting needs.

Throughout the year, if a teacher has concerns about a child in their class, they complete an initial concerns form and the SENCo will arrange to observe the child and meet the class teacher to discuss next steps. Concerns may also be raised by parents, outside agencies, or following health assessments. We refer to the Ordinarily Available Provision guide to help us identify and plan support for additional needs. The guide can be accessed here: Ordinarily available provision (schools) | Surrey Local Offer

We value the input of our children and, in an age appropriate way, will ask them about their learning and discuss what they find difficult and what might help them. We take time to explain to children how the activities or interventions might help with their learning. It is important to us that children feel confident to try, make mistakes and learn – whatever level they are working at.

Our SENCo oversees all additional support programmes and all teachers are teachers of special educational needs and disabilities as stated in the SEND Code of Practice. Decisions are made as to the most appropriate way of meeting the needs following the Assess , Plan, Do, Review cycle. We track the progress and attainment of all our pupils using Insight, online pupil tracking and use the data and assessments to identify any additional needs and to celebrate achievement. Once needs have been identified we match provision to need. We then monitor the impact of interventions through tracking records and informal discussions. We use a mixture of interventions, including research informed and evidence based interventions, and all are monitored and evaluated at regular intervals to ensure that they are effective. If the pupils are not making progress then advice is sought to discuss next steps.

What should I do if I think my child has a Special Educational Need and/or a Disability?

Parents/ carers are encouraged to speak to your child's class teacher in the first instance. Parents are also welcome to make contact with our SENCo, Miss Jones. Miss Jones works Wednesday - Friday and can be contacted by emails: senco@lyne.surrey.sch.uk or by contacting the school office: 01932 872327. We liaise with outside agencies and welcome joint meetings and contact with any professionals involved with your child. We pride ourselves on building positive relationships with parents with honesty and openness at the core. If you are worried about your child, we want to know about it so that we can help.

Reviewing Progress and Communicating with parents and children

We hold parents evenings in the Autumn and Spring term where parents/carers have the opportunity to discuss their child's needs, support and progress. The SENCo is available for appointments during Parents Evening and throughout the school year. We give all parents the opportunity to share their views on their child's learning by completing a 'Parent view profile' which is passed on to their child's new teacher to support transition.

Parents/carers are also welcome to make an appointment to meet with the class teacher, SENCo or Head teacher to discuss how their child is progressing. We suggest that parents approach the class teacher in the first instance, as it is they who are in the classroom with the child each day.

We give a written report at the end of the year. SEN Support plans are updated termly and parents are given digital access to view or a paper copy will be provided on request. Parents are invited to share comments and discuss the progress that has been made during Parents Evening meetings. Parents of children with Education Health Care Plans are invited to attend an Annual Review each year.

We share information about the curriculum at the annual year group meetings in September and the information is also on the website. The website also has additional information to help families to support their child's learning. We also deliver parents workshops on various curriculum areas. We value your contribution so we can work in a meaningful partnership. Parents and carers may be contacted to discuss the support that the school is providing and how they can help their child at home. The class pages on the school website provides a wealth of information about each class and information about home learning.

The views of our children are also extremely important to us. Our approach to teaching means that our staff regularly reflect with the children on progress that has been made, strategies that have been helpful and challenges that are faced. Our Feedback Policy gives more detail about the ways in which children are involved in reviewing and commenting on their work and progress. We involve children wherever possible in discussions about their learning and value their feedback about what they feel has helped them to make progress.

How will my child be supported and who will oversee this?

All of teachers are responsible for delivering a curriculum that is accessible to all pupils, with the support and oversight of the SENCo. SEN Support plans are regularly monitored to ensure that targets are appropriately challenging, successes are celebrated and support is appropriate. Decisions are made as to the most appropriate way of meeting the needs following the Assess, Plan, Do, Review cycle. We track the progress and attainment of all our pupils and use the information gathered to identify any additional needs and to celebrate achievement. It is a responsibility of the SENCo to monitor and evaluate the support we have in place and to make changes to provision if this is appropriate.

We refer to the Ordinarily Available Provision guide to help us identify and plan support for additional needs. The guide can be accessed here: Ordinarily available provision (schools) | Surrey Local Offer

Universal: Provided for all children as part of High Quality teaching

School SEND support: additional intervention and support provided by the school. This might mean some additional small group work, an intervention programme or specific strategies to support learning.

Specialist SEND Support: provided by specialist practitioners, such as Occupational Therapists, Educational Psychologists or Speech and Language Therapists. This is where more structured support following the advice of specialists is built into provision for a child. Children have to meet a certain threshold of need to receive this support.

Statutory Assessment: Where needs are having a significant and sustained impact on a child's ability to access education and make progress, the school, family and other professionals involved may decide to apply for a full assessment of a child's needs. This follows a graduated approach, where alternative interventions and support have been tried and evaluated but have not resulted in significant progress. This assessment may lead to an Education Health and Care Plan (EHCP) which is reviewed annually with input from parents, the child themselves, staff and wider professionals.

Once the correct level of intervention is in place, we monitor the impact of provision and interventions through Pupil Progress meetings, intervention tracking records and informal discussions.

We use a range of strategies to support learning and all are monitored and evaluated at regular intervals to ensure that they are effective. If the pupils are not making progress then advice is sought to discuss next steps. We appreciate that support for SEND is not a 'one size fits all' process and encourage staff to be reflective and to try different strategies and ideas until we find what is best suited to the individual child.

How school governors involved and what are their responsibilities?

We have a designated SEND Governor who liaises regularly with the SENCo. The SEND Governor reviews the policy and discusses the provision in place with the SENCo as part of our monitoring process. They take part in learning walks around the school to see evidence of support in practice and speak to pupils to collect their views. Regular updates are shared with the Governing Body at relevant meetings.

How does the school adapt the curriculum and learning environment for pupils with SEND?

We expect all teachers to deliver high quality teaching which consider the needs of learners which then informs planning and delivery to make learning accessible to all children. This may include adaptations to meet the needs of all learners- this may be done through resources, teaching or support. We personalise learning to enable all pupils to make progress.

All teachers are provided with information on the needs of individual pupils so that they can ensure that all pupils are able to make progress. Training for teachers and learning support assistants ensures that all teachers are well equipped to deliver high quality teaching and have the skills and knowledge required to adapt approaches to help meet the needs of pupils in their class.

Adapted tasks, activities and support are planned for groups and individuals according to need: for example, if a child has Speech, Language and Communication Needs, teachers will use simplified language and/or pictures to support them to understand new vocabulary.

We have an Accessibility Plan in place and, when feasible, make reasonable adjustments to improve the accessibility of our environment, including the curriculum and access to information. Our policy and practice adhere to The Equality Act 2010.

Where outside support/resources are needed, our SENCo liaises with the relevant Surrey Services and parents to ensure additional provision is in place. The school works with outside agencies such as the

Occupational Therapist or Vision Impairment Team, to ensure appropriate adaptations and equipment is in place.

What additional support for learning is available to pupils with SEND?

Our focus for all children is on providing inclusive, high quality teaching throughout the school. We believe that the best way to help children make progress is to ensure that staff are skilled and confident in their delivery of the curriculum. The SENCo and Senior Leadership Team work alongside staff to develop skills and identify areas for further training as part of a continual cycle of improvement. We regularly monitor and assess pupil progress and provided additional group support to consolidate learning and help close gaps.

If additional support is needed, above and beyond what would usually be provided to support learning, then the class teacher will complete an initial concerns form, meet with the SENCo and discuss with parents/ carers before introducing a higher level of support intervention. All interventions are monitored for impact and the desired outcomes are defined at the start. Additional support may be in the form of resources, technology or adult support. We aim to create independent learners and so are mindful not to create dependency on adult support.

How are pupils with SEND enabled to engage in the activities of the school?

At Lyne and Longcross CE Primary School, we pride ourselves on being an inclusive school where every individual is valued. We expect all pupils to be able to join in with all aspects of the curriculum; including activities outside the classroom. Across the curriculum, leaders have considered what potential barriers to learning might be and how these can be removed. Where there are concerns of safety and access, further consideration is put in place to ensure that needs are met, we would involve parents/ carers in these discussions and are prepared to adapt and modify when necessary. Risk Assessments are always carried out as appropriate and plans put into place to meet any requirements. We work closely with families of pupils with more complex needs to ensure that we include all children as effectively as possible. Where a child is struggling to access the age related curriculum, we will look for ways to personalise their learning to respond to their skills, strengths and interests. We pride ourselves in getting to know our children really well and listening to their views about their learning and what helps them to make progress and feel positive about what they can do.

What support is available for improving the emotional, mental and social development of pupils with SEND?

Regular meetings for all staff mean that communication is effective in sharing strategies and concerns for any pupil. We have a 'Tender Loving Care' folder in the staff room which shares triggers, specific strategies and approaches for our more vulnerable children. Teachers and learning support assistants are also involved in break and lunch time supervision. All of our staff provide a high level of pastoral support and pupils are encouraged to talk to staff if the need arises. Regular assemblies promote sharing of concerns

and questions. Each class teacher makes time for children to share any worries or concerns they have by providing regular time for discussion and we value our close liaison with parents and carers.

The SENCo is familiar with the needs of the pupils and is available to provide additional support and advice. Our Behaviour Policy gives clear guidance on expectations, rewards and sanctions and is fully implemented throughout the school, with an emphasis on a restorative approach to behaviour management. We follow the 'good to be green' approach which is introduced gradually during the children's Reception year and then followed throughout the school. We are prepared to personalise this system so that it can be fairly applied to all pupils. Each pupil belongs to a house and house points for work, participation, attitude and behaviour are given throughout the week.

We have a school council to elicit views of the pupils. Pupils are encouraged to share their ideas and have been able to influence policy and practice within the school.

We rigorously monitor attendance and work with our Education Welfare Officer to take necessary actions to prevent prolonged, unauthorised absence.

We have an Emotional Literacy Support Assistant (ELSA) who, in discussion with the SENCo, will support identified pupils. Some children will have additional support with managing their emotions and in using strategies to help regulate themselves.

The school has a Mental Health lead who works alongside staff and governors to make sure appropriate measures are in place to prevent bullying behaviour wherever possible and respond quickly and effectively to any incidents. We also arrange a whole school Anti Bullying Week in the Autumn term. Circle Time or other opportunities are used to discuss friendship/playground issues within the classroom.

Our Collective Worship program includes the teaching of key values and inclusive behaviours to promote respect for others and the celebration if difference. We also follow a comprehensive PSHE program called Jigsaw from Reception to year six which supports the emotional development and understanding of our children.

What training have the staff supporting children with SEND had or are currently having?

Our SENCo is an experienced, qualified teacher and regularly attends relevant training and updates on issues around SEND. She will complete the SENCo NPQ qualification in October 2026 and is experienced in this role. We regularly invest time and money in training our staff to develop class teaching, small group and 1:1 interventions.

We access specific training via the Specialist Teachers for Inclusive Practice team and the Speech and Language therapy team where appropriate. Staff are expected to consider the needs of the children they are working with when planning the professional development, so that relevant training can be organised. The SENCo also requests feedback from staff to help identify priorities for ongoing training. When a child joins the school with a specific need, or a new need is identified for a child, advice is sought from appropriate specialists to ensure the best possible practice for our setting is in place.

Most staff are First Aid trained. Individual teachers and learning support staff attend training courses run by outside agencies that are relevant to the needs of specific pupils in their class.

We work with the local educational services; including Educational Psychologists, Specialist Teachers for Inclusive Practice, Speech and Language Therapists, Behaviour Support, Sensory Support Service, Traveller Support, Occupational Therapists and, Primary Mental Health Team. We also access outreach support from specialist SEND provision wherever possible.

How are equipment and facilities and specialist expertise secured to support children with SEND?

We have an Accessibility Plan and as such make every effort to make reasonable adjustments where possible. A Personal Evacuation Plans is put in place for any pupil who needs one. The majority of our school is wheelchair accessible; we have disabled toilet facilities and a lift for access to the first floor.

Equipment and resources are purchased for pupils with SEND when needed. There are a large number of resources in school which are used to support pupils, such as; writing slopes, reading overlays, weighted blankets, sensory objects, privacy boards, specialist writing tools, computer software and magnifiers.

Our Single Equality Policy is a working document and we would ensure that expert advice was sought in the first instance to ensure that we were able to meet the needs of all pupils. We work closely with the Local Authority and Health Services to provide for our pupils.

We recognise the expertise of parents, who know their children and needs well, and always look to work closely with parents to identify what works well for their child.

How will the school prepare and support my child when joining the school or transferring to a new school?

Transition and induction are vital to ensure that a pupil makes a good start. Depending on the needs of the pupil, we arrange visits or discuss with previous settings to help ensure that new pupils settle well. If additional support is needed or outside agencies are involved we try to ensure it is in place before the pupil starts. If the school has had limited notice of the support required, we work hard to make sure support is in place as soon as reasonably possible. We also liaise with new schools and share information to ensure continuity in education.

At the end of each year, we ensure that the new class teacher has all the relevant information about your child. Parents are invited to complete a simple form to share information about their child with the new teacher. During the summer term we also look for opportunities for the new teacher (if known) to spend time with the class. Wherever possible, we hold a transition morning for all year groups to allow the teachers, learning support assistants and children to get to know each other and establish early routines and expectations. We know that children can respond differently to change and so adapt our provision accordingly. Where appropriate, transition booklets are used to help parents support children over the summer break

What should I do if I have a concern or complaint about SEND provision?

We always want parents to approach the school with any worries or questions they have as we know that school and parents working in partnership leads to better outcomes for our children. If a parent/ carer has a concern they are encouraged to speak to the class teacher. If the matter cannot be resolved at this stage then the SENCo may become involved and a meeting can be arranged to discuss the issue further.

The school's complaints procedure can be found on the school's website. Parents and families can find support at https://sendadvicesurrey.org.uk/

What support services are available?

As a first step, please always make contact with a member of our team who you feel comfortable to talk to. We will always do our best to offer or signpost support and/or advice. Where appropriate, we will look for support services outside of the school that might be beneficial for parents and families.

Below are some links to support services which may be useful but this is not an exhaustive list so please do speak to someone in school if you would like some help identifying how to access support services. You can speak to your child's teacher or email Miss Jones, SENCo at senco@lyne.surrey.sch.uk

Local Authority's Local Offer https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page

Special Educational Needs Advice and Support for families https://sendadvicesurrey.org.uk/

Family Action SEND support for Parents https://www.family-action.org.uk/what-we-do/children-families/send/send-info/

Healthy Surrey – Mental Health Support for children and young people
https://www.healthysurrey.org.uk/children-and-families/childrens-mental-health-and-wellbeing

Mindworks Surrey
https://www.mindworks-surrey.org/

Family Voice Surrey- a parent/ carer forum - www.familyvoicesurrey.org/