



Special educational needs (SEND) information report

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Dear parents or carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our academy.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website.

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEND does the academy provide for?

Our academy provides for students with the following needs:

Area of need	Condition
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

At Lostock Hall Academy we have a SEND Team. The SEND Team meet weekly to discuss students and interventions/support which takes place. Within the team, we have:

Miss V Gregson – SENDCo

Miss C Hatch – Lead Teacher of Teaching and Learning SEND

Mrs J Taylor – Teaching Assistant, literacy specialist and SEMH Specialist

Mrs S Wexler – Teaching Assistant, Teacher of Foundation Pathway & Access Arrangements

Mrs A Burgess – Progress Assistant & Numeracy and Literacy Specialist

Mrs S Taylor – Teaching Assistant & ASD/ADHD Specialist

Mrs O Scott – Teaching Assistant & Numeracy and Literacy Specialist

Mrs L Duncan – Teaching Assistant & EBSA and Thrive Specialist

Miss I Kendrick – Teaching Assistant & Numeracy and Literacy Specialist

Our special educational needs co-ordinator, or SENDCO

Our SENDCO is Miss V Gregson.

She has 8 years experience in this role and has worked as a teacher of GCSE Business and KS3 Computing. She is a qualified teacher.

She achieved the National Award in Special Educational Needs Co-ordination in 2019.

Miss C Hatch is currently working towards achieving the National Award in Special Educational Needs Co-ordination. Miss C Hatch is LHA's Lead Teacher of Teaching and Learning SEND. She is also a teacher of English.

Class/subject teachers

All of our teachers receive in-house SEND training and are supported by the SENDCO to meet the needs of students who have SEND.

Teaching assistants (TAs)

We have a team of seven TAs, including three higher-level teaching assistants (HLTAs) who are trained to deliver SEND provision.

All our SEND Team are trained to deliver interventions such as Phonics, ASD/ADHD, numeracy, literacy, etc.

In the last academic year, TAs have been trained in Phonics, Benedicts Law, reading and adaptive teaching.

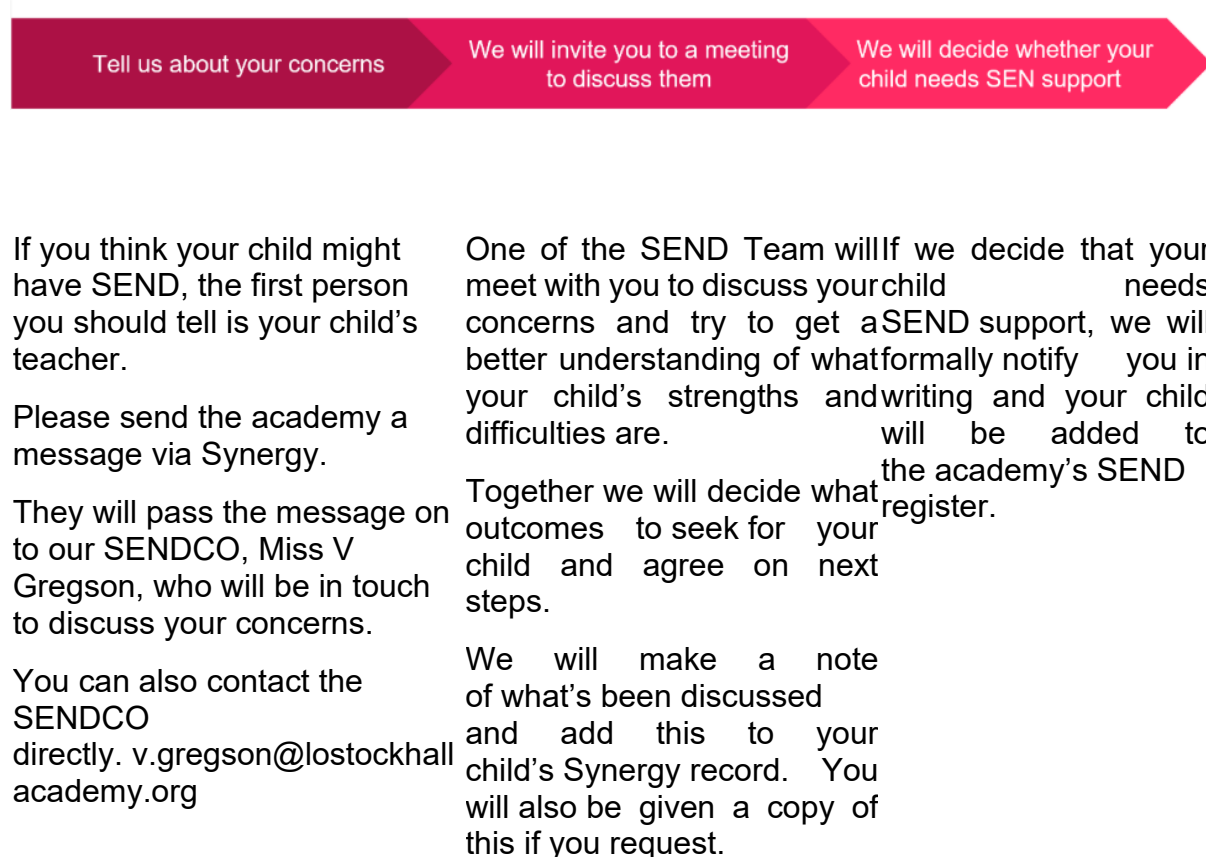
External agencies and experts

Sometimes we need extra help to offer our students the support that they need. Whenever necessary we will work with external support services to meet the needs of our students with SEND and to support their families. These include:

- Speech and language therapists
- HI Specialist Teacher
- Dyslexia Specialist Teacher
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)

- Education welfare officers
- Social Care
- Voluntary sector organisations e.g. Barnardo's
- ADHD Northwest

3. What should I do if I think my child has SEND?



4. How will the academy know if my child needs SEN support?

All our class teachers are aware of SEND and are on the lookout for any students who aren't making the expected level of progress in their schoolwork or socially. This might include their written work, assessment data, interaction both in and outside of the classroom, engagement in learning, and completing tasks.

If the teacher notices that a student is falling behind, they try to find out if the student has any gaps in their learning. If they can find a gap, they will give the student extra support to try to fill it. Students who don't have SEND usually make progress quickly once the gap in their learning has been filled.

If the student is still struggling to make the expected progress, the teacher will talk to the SENDCO, and will contact you to discuss the possibility that your child has SEND.

The SENDCO or a member of the SEND team will observe the student in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENDCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

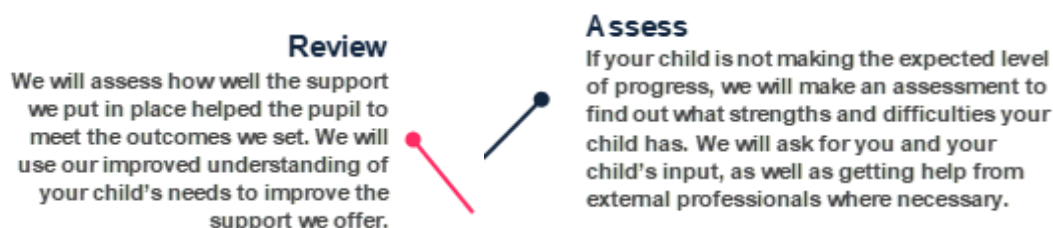
Based on all of this information, the SENDCO will decide whether your child needs SEND support. You will be told the outcome of the decision via Synergy, meeting or a phone call, at your request.

If your child does need SEND support, their name will be added to the academy's SEND register, and the SENDCO will work with you to create a plan of support and provision for them.

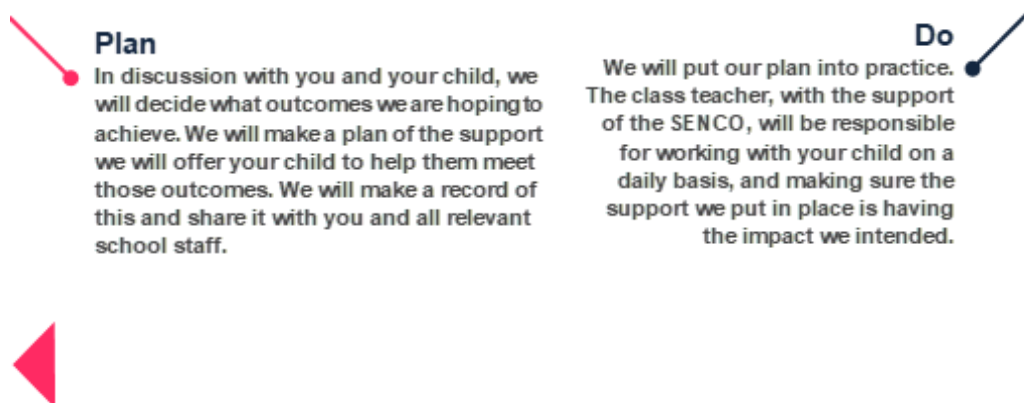
5. How will the academy measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEND needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.







As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a student has made progress, they may no longer need the additional provision made through SEND support. For others, the cycle will continue and the academy's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide updates on your child's progress, annually at a minimum. Additional updates will be made via meetings and Synergy.

Your child's class teacher will meet you once a year at parents evening to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENDCO will meet with you to discuss your child's SEND support and progress. At LHA, we believe communication is important.

We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of the academy.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy on request.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, bullet points, their voice, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey/questionnaire

8. How will the academy adapt its teaching for my child?

Your child's teachers are responsible and accountable for the progress and development of all the students in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our academy.

We will differentiate (or adapt) how we teach to suit the way the student works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all students are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing

- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support students on a 1-to-1 basis when there is a high level of SEND need or an identified intervention takes place.
- Teaching assistants will support students in small groups when a targeted intervention is required e.g. ASD/ADHD or Social Skills.

We may also provide the following interventions:

Area of need	Condition	How we support these STUDENTS
Communication and interaction	Autism spectrum disorder	Visual timetables Social stories/skills
	Speech and language difficulties	Speech and language therapy
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope, coloured overlays, Immersive Reading
	Moderate learning difficulties	Adaptations in the classroom
Social, emotional and mental health	ADHD, ADD	Quiet workstation, sensory in class breaks
	Adverse childhood experiences and/or mental health issues	Nurture/EBSA/Thrive support
Sensory and/or physical	Hearing impairment	Radio aid, in class strategies to support
	Visual impairment	Limiting classroom displays
	Multi-sensory impairment	Dependent on individual need/s
	Physical impairment - LHA is not able to offer lifts in the academy	Dependent on individual need/s

These interventions are part of our contribution to Lancashire's local offer.

9. How will the academy evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 6/8 weeks
- Using student voice/questionnaires
- Monitoring by the SENDCO and SEND Team
- Using provision maps to measure progress on Synergy
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the academy resources be secured for my child?

To support your child's SEND needs, as an academy, arrangements and the process for securing staffing time is important. We need to ensure we can provide and offer the necessary equipment and facilities to support students with SEND.

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The academy will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

11. How will the academy make sure my child is included in activities alongside students who don't have SEND?

At LHA, we offer enrichment activities, these are aimed at all students regardless of whether they have a SEND need or not. There are no barriers for our students with SEND who enjoy the same activities as other students in our academy, including physical activities.

All of our extra-curricular activities and academy visits are available to all our students, including our before and after-school clubs.

All students are encouraged to go on our academy visits, including our residential trip (s) both in the UK and abroad e.g. Barcelona.

All students are encouraged to take part in sports day, plays, workshops, etc.

No student is ever excluded from taking part in these activities because of their SEND or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the academy make sure the admissions process is fair for students with SEND or a disability?

LHAs approach to admissions for prospective students with SEN or a disability:

Arrangements for the Admission of Prospective Students with a Disability and Prospective Students with SEN

Lostock Hall Academy welcomes applications from all students, including those with disabilities and special educational needs (SEND). The Academy's admission arrangements are applied fairly and consistently to all applicants through the published admissions criteria. Where a child has exceptional medical, social or welfare needs that are directly relevant to attending the Academy, priority may be given where these circumstances are supported by written evidence from appropriate professional experts and accepted by the Trustees. This ensures that individual needs can be properly considered within the admissions process.

The Academy also provides a clear right of appeal through an independent appeal panel for families who are unsuccessful in securing a place, helping to ensure transparency and fairness throughout the admissions process.

How We Ensure that Students with an Education, Health and Care (EHC) Plan Are Admitted Before Other Places Are Allocated

Lostock Hall Academy complies with the requirements of the School Admissions Code and relevant SEND legislation. Children whose Education, Health and Care (EHC) Plan names Lostock Hall Academy are admitted to the academy before any remaining places are allocated through the published oversubscription criteria. Such students are therefore not considered against the oversubscription criteria and their admission takes precedence over other applications. Following the admission of all children whose EHC Plans name the academy, any remaining places are allocated according to the Academy's published admissions arrangements. This approach ensures that the statutory entitlement of children with EHC Plans is fully met.

How the Oversubscription Criteria Avoids Unfairly Disadvantaging Students with a Disability or Special Educational Needs

The Academy's oversubscription criteria are designed to be objective, transparent and equitable. The criteria include specific provision for children with exceptional medical, social or welfare needs, allowing SEND-related circumstances to be taken into account where supported by professional evidence. This helps ensure that children whose disabilities or special educational needs create a particular need for a place at the Academy are not unfairly disadvantaged.

The remaining oversubscription criteria are based on clearly defined factors such as looked after status, sibling links, staff children, geographical priority areas and home-to-school distance. These criteria are applied consistently to all applicants. Where the published criteria cannot distinguish between applicants, places are allocated through a random draw, ensuring that no child is unfairly advantaged or disadvantaged.

The Academy also maintains a waiting list in accordance with its admissions criteria and provides access to an independent appeals process, offering further safeguards to ensure that admissions decisions remain fair, transparent and compliant with admissions legislation.

13. How does the academy support students with disabilities?

Lostock Hall Academy is committed to supporting students with disabilities and Special Educational Needs and Disabilities (SEND) through a highly inclusive and nurturing environment. The academy supports students across all four areas of need: Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health (SEMH), and Sensory and/or Physical Difficulties.

The academy provides high-quality teaching with appropriate adaptations to ensure all students can access the curriculum and achieve their potential. A dedicated SEND team, led by the SENDCo and experienced teaching assistants, works closely with students, families, and staff to deliver tailored support, interventions, and individual learning strategies.

Lostock Hall Academy also offers specialist support for students with needs such as Autism Spectrum Disorder (ASD), ADHD, Dyslexia, Dyspraxia, Auditory Processing Disorder (APD), and Sensory Processing Disorder (SPD). Literacy and numeracy interventions, key-worker support, and pastoral care are available to help students succeed academically, socially, and emotionally.

The academy's aim is to ensure that every student feels valued, supported, and able to participate fully in academy life, with equal opportunities to achieve their best.

14. How will the academy support my child's mental health and emotional and social development?

We provide support for students to progress in their emotional and social development in the following ways:

- Students with SEND are encouraged to be part of the school council, the peer mentor programme and our House system
- Students with SEND are also encouraged to be part of club to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of students with SEND by offering a buddy system in academy and having key workers in place which creates an extra layer of support for the child
- We run a social club for students who need extra support with social or emotional development during lunchtimes
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the academy by having peer mentors in the academy. These are in place to ensure students in academy feel safe and supported. Students also have support from staff in the academy; teachers, pastoral team and SEND team.

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Between years

To help students with SEND be prepared for a new academy year we:

- Ask both the current teacher and the next year's teacher to do a 'handover' to ensure SEND students are discussed. Key information shared; data, strategies to support, etc.
- Information sharing on Synergy; child's progress, strengths, barriers, successes, interventions, etc

Between schools

When your child is moving on from our academy, we will ask you and your child what information you want us to share with the new setting.

Between phases

The SENDCO of the primary academy meets with our SENDCO and the Year 7 Transition Lead to discuss the needs of the incoming students near the end of the summer term.

We arrange meetings with the parents/carers of incoming students to discuss how we can best welcome their child into our community.

We set up new students with a buddy from the year above to help them get settled in and make friends.

Onto adulthood

We provide all our students with appropriate advice on paths into work or further education.

We work with the student to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

16. What support is in place for looked-after and previously looked-after children with SEND?

Miss V Gregson, Designated Teacher to LAC and SENDCO, will make sure that all teachers understand how a looked-after or previously looked-after student's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after students will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Formal complaints about SEND provision in the academy should be made to the Principal in the first instance. They will then be referred to the academy's complaints policy.

If you are not satisfied with the academy's response, you can escalate the complaint. In some circumstances, this right also applies to the student themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

If you feel that the academy discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

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

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

The special educational needs mediation service in Lancashire is Global Mediation. You can contact the mediation adviser on 0800 064 4488

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Lancashire County Councils local offer. Lancashire County Council publishes information about the local offer on their website:

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

Support for families of SEND students is provided by SENDIASS. Here is the link to local SENDIASS organisations.

Local charities that offer information and support to families of children with SEND are:

National charities that offer information and support to families of children with SEND are:

- IPSEA
- SEND family support
- NSPCC
- Family Action
- Special Needs Jungle

19. Glossary

- **Access arrangements** – special arrangements to allow students with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a student's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a student with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a student's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the academy provides support in successive cycles of assessing the student's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the student
- **Intervention** – a short-term, targeted approach to teaching a student with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for students with SEN in the local area
- **Outcome** – target for improvement for students with SEND. These targets don't necessarily have to be related to academic attainment

- **Reasonable adjustments** – changes that the academy must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that academy's must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the academy supports students with SEN
- **SEN support** – special educational provision which meets the needs of students with SEN
- **Transition** – when a student moves between years, phases, schools or institutions or life stages