

Lytham St Annes (LSA) High School SEND Information Report 2025

What types of SEND do we provide for?	Lytham St Annes High School is a mainstream school which is committed to the whole school inclusion of students with special educational needs and disability. The kinds of special educational needs for which provision is made at the school are: • Communication and interaction. (i.e. – ASD, Auditory Processing) • Cognition and Learning. (i.e. – Dyslexia, Global Delay) • Social, Emotional and Mental Health difficulties. (i.e. – ADHD, ASD) • Sensory and/or physical needs. (i.e. – Hearing and visually impaired) We know that it is important for all students to have their needs and abilities met and challenged. This is no different for students with SEND (Special Education Needs & Disability). This is achieved by the SENCO working closely with classroom teachers, Heads of Department, pastoral teams and outside agencies, alongside a dedicated team of TAs and HLTAs to ensure that the curriculum and pastoral needs of students with SEND are met.
How do we identify and assess students with SEND?	‘A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.’ (SEND CoP: 2014: Pg15) The first stage of this identification process comes from the transition meetings held by the SENCO and feeder primary schools. It is in these meetings that the SENCO is advised which students are already SEND Support and who have an EHCP. In the spring of their Year 6 the LA will notify the school which students are coming who have an EHCP. Where practicable the SENCO attends their Annual Review to ensure a smooth transition is made. To ensure that there is continuity of learning and provision the SENCO and inclusion team will, • Use the information from primary to devise a curriculum and support provision for the first few weeks.

- Some students will receive Targeted - Literacy and Numeracy (IDL, FFT Reading Programme) support with some students having additional support from specialist provision. (Specialist Teacher, WellComm Intervention and Dyslexia Specialist)
- Class teachers are given information on how best to meet the students' needs through Universal High-Quality Teaching. This is shared through the SEND register and Synergy, where staff can see a student's passport.
- The provision will be reviewed through ongoing Quality Assurance by the SENCO at regular meetings with Subject SEND Champion and SLT.
- Class teachers also monitor and assess students through the assessment cycle in school.
- If a Teacher, Head of Department or Head of Year or parent are concerned about the progress of a student then they can make a referral to the SEND Team. This is done by filling out the referral for class teachers and for parents. They can also raise the concern with the Head of Year, who on their behalf can fill in the referral form. These are all done through the Synergy App

Referral Process

- The SENCO and HLTA through a fortnightly meeting will look at the referrals and make decisions on what is needed by using information collated from the following sources:
- Evidence from the teacher.
- Learners' performance in national curriculum subjects.
- Records from primary schools.
- Reports from outside agencies (if required).
- WRAT 5 – which test spelling, reading and comprehension skills.
- DASH – which assess handwriting skills.
- CTOPP 2 – which assess phonological processing skills.
- Dyslexia Screener – Please note full assessments are not carried out, but the screener still allows us to place in the correct support for the student.
- Boxall

Depending on the findings the following might happen:

	• Amendments to Pupil Passport, SEND Register and Synergy – which all highlight strategies for teachers. • A referral to Speech and Language, Neurodevelopmental Pathway or Specialist Teacher. • A referral to Children and Family Wellbeing service, which may lead to a referral to CAMHS. • A referral to schools Shine, Barnados. • A referral to internal support programmes for SEMH, Literacy Interventions. If the above has already been completed then: • Advice from the SENDO will be sought. • Advice from Educational Psychologist, depending on advice from SENDO.
Who is our special educational needs co-ordinator (SENCO) and how can he/she be contacted?	SENCO: Hannah Mills Telephone: 01253 733 192 Email: newsend@lsahigh.org
What is our approach to teaching students with SEND?	Students are taught in mixed attainment classes, with a small number of students being in a small class and following a modified curriculum. Staff ensure that they are effectively supporting the learning of children with SEND through using strategies identified and making sure students are striving to reach their full potential. Staff are informed and are aware when they may need to provide differentiated or modified work for their students. It is important that we constantly work towards aspirational outcomes for all students. As a school we fully acknowledge the importance of high-quality teaching in meeting the needs of all learners.
How do we adapt the curriculum and learning environment?	<u>Universal - High Quality Teaching</u> All students with SEND will have identified strategies that teachers can use within the classroom to support their learning needs as high-quality teaching is the basis of meeting all student needs. For instance:

More time for reading
Use an overlay
Use a laptop for extended writing.
Give the student a writing frame
Give instructions clearly and simply
Seat near the front

Staff will also scaffold the work, to allow students to be able to access it.

Targeted Interventions

Some students will have access to literacy and numeracy interventions. These are delivered in a small group setting. Some students will be identified who need additional reading support. Some students will have sessions in Thrive and Aspire to support self-esteem, resilience and behaviour for learning which are in a group setting.

Specialist Provision

Here students may have the following to support an area of need:

Cognition and Learning – A small number of students follow a modified curriculum at both key stage 3 and 4, have specific interventions for – dyslexia and reading, have access to external alternate provision and internal blended learning programmes of study- using our Aspire Hub.

Physical/Sensory Needs – planned physiotherapy, movement breaks and specialist equipment.

Communication and interaction – social skills sessions, lunch and break provision, SALT Sessions.

SEMH – ELSA intervention, Thrive support, bespoke curriculum, lesson respite, internal blended learning and external alternate provision.

Access Arrangements

Exams are part of the school curriculum and a way in which teachers can measure the understanding and progress of their students.

Students with SEND and Additional Educational Need are supported in class and in exams by being allowed access arrangements. There are a wide range of arrangements that meet the needs of students in all the 4 areas of SEND (Cognition and Learning, Communication and Interaction, Physical and Sensory and Social, Emotional and Mental Health).

These arrangements have to be the student's normal way of working. As a school we work with the primary schools to start our graduated response to supporting the access arrangements in class and for exams. Therefore, to ensure the correct support is in place in class and for exams, the process below is followed.

- 1) Look at Year 6 transition information from the Primary schools.
- 2) Lucid Exact Screening in Year's 7 -9
- 3) The use of the arrangements in class as their normal way of working and all internal assessments from as early as year 7 if identified then.
- 4) At the End of KS3 – formal assessment for external exams (GCSE) is carried out by internal by qualified assessors. Parents, please note that in line with JCQ guidance external reports are not used as sole evidence, they are used to support our testing and information gathered from class teachers.
- 5) At the start of KS4 – formal applications to JCQ to ensure the arrangements can be used during their external exams at the end of KS4. These arrangements have to be their normal way of working in class and in assessments in class.

Specialist Equipment

For a small percentage of students with SEND, they will require specialist equipment to help them access the curriculum and exams. This can range from reading pens to laptops.

To have access to any specialist equipment we follow the following process.

- 1) Look at Year 6 Transition information from the Primary schools.
- 2) Look at examples of written work
- 3) Formally assess using DASH, WRAT 4.
- 4) If the issues are medical, collate the appropriate medical information to back up the use of the specialist equipment.

- 5) Ensure they have access to the use of the laptop for extended writing and in class where they would be at a disadvantage if they did not have it. It is important that the use of this equipment becomes the student's normal way of working.

Word processor/laptop

Students who access the laptop, use this in their lessons where extended writing is required. Some students access this from Year 7, due to needs identified in primary school. The use of the laptop is monitored throughout and when options are chosen at Year 9 we ensure that students are equipped appropriately for the lessons where extended writing is required.

Students who use a laptop have to be using it as their normal way of working. They will have been assessed using the appropriate assessments as deemed by JCQ regulations. The use of the laptop is monitored by a TA whose role in school is to ensure they are using it appropriately.

Facilities to Support SEND Students

As a school we ensure that we liaise with the local authority to make changes to the environment for students who require these changes; These include:

Disabled toilets and toilet access when required.
Leave early passes to ensure movement at quiet times.
Lockers for students who require them.
Lifts in certain sections of the school
Painting of flooring where needed to support students with sight difficulties.
Ramps to support wheelchair users.
Use of hearing devices/transmitters for students who require them.
Disability parking and use of a drop off zone to support students safely getting on the school site.
The purchase of supportive seating, as directed by Physiotherapist and Occupational therapists.

How do we enable students with SEND to engage in activities with other pupils who do not have SEND?	<u>Inclusive</u> By making sure staff are aware of students' needs and giving staff strategies on how to support students with SEND in the curriculum. This is achieved by the use of: Pupil Passports SEND Register SIMs Synergy These information-sharing tools make sure staff are informed of the needs of students, which means they can plan appropriately for students with SEND. Staff plan so that students will sit with other students of differing abilities to help promote the learning of all students. All students are encouraged to take part in extracurricular activities and trips. If a child with SEND wants to take part in an activity, the correct provision is put in place to allow this to happen. This may be a risk assessment, or it may be an additional adult on the trip to allow the student to go.
How do we consult parents of students with SEND and involve them in their child's education?	Students Reports – these are sent out during the year for all students. Then there is one which highlights a student's behaviour for learning and then there is another that identifies the level they are working at in class. Parents can discuss the report with teachers at consultation evenings. Consultation Evenings - each year group also has a Consultation Evening where the SENCO and HLTA are available for parents to come along and speak to. At these times parents are also encouraged to ensure they speak to the students' class teachers and raise any concerns they may have around their subject. School Website - parents can go on the school's website where there is subject specific information that can help with homework tasks or information about what a student is studying. Letters - these are sent when students may be having Specialist teacher input, or a referral has been made for additional testing to check the needs of students. Pastoral Meetings - if there are concerns about a student a Head of Year will make an appointment to meet with parents. These, where possible, are undertaken jointly with the SENCO or their deputy.

How do we consult students with SEND and involve them in their education?	Students are given the opportunity to read their Pupil Passport (if they have one) and make decisions on what has been identified. Some students are given advocacy time where they can discuss any things that are going well or if there are problems. These are carried out with a TA. Students with Education Health and Care Plans (EHCP) are given time to review their needs and learning at their annual review. All students are reminded that if they are concerned, they must inform either their parents, form tutor or TA in the classroom who can ensure an appropriate meeting is set up so students can discuss their concerns further if needed.
How do we assess and review a student's progress towards their outcomes?	Annual Reviews During these parents and students are sent paperwork to fill in, which allow us to discuss how they feel at the meeting. As a school we gather information from the database (academic, attendance and behavior information), class teachers, TA's, pastoral leaders and others who support the student with their outcomes. Assessment Cycle At these times we look at the database information and also the Advocacy Spreadsheet which allows us to see where the student is performing in relation to outcomes. It allows us also to see what discussions students have had with a TA around their performance and outcomes. Consultation Evenings These are so parents can come to see the SENCO if any staff have raised issues around the outcomes for the student. It allows parents to ask class teachers directly and then come to see the SENCO when the information is fresh in their minds.
How do we support students moving between different phases of education?	Transition from Year 6 to 7 The SENCO visits all the feeder primary schools in the spring once the information on intake is released. These visits allow for the SENCO at the primary school to identify students who will need a more bespoke package for transition than what the school offers all students. All Students – Induction Day/Evening and once started a meet the form tutor evening. Bespoke Package - Some students are identified by the primary school who are vulnerable and need support moving up to high school. These students will attend pastoral support sessions which run in the summer term. The students visit the high school and complete sessions with other year 6 students around making friends, how they feel about coming to high school and they also undertake additional tours.

For some students in addition to this we offer some 1:1 visits, where they may come with their TA and look around, meet the TA's who might be working in their lessons when they arrive at high school and have a visit with their new Form Tutor and Head of Year.

Transition 9 to 10

Students in year 9 select their GCSE Options that they will follow from Year 10 to 11. Heads of Year and AAHT's meet with students and also identify students who might need additional support around what options to take and what subjects best meet their needs.

All students – Are able to go to options evening and are given a booklet with all course information in it and guidance on which science option to take.

Bespoke Package – Due to the learning needs of some students they require additional meetings with the Head of Year and SENCO to discuss the best possible routes and courses to take. There may be one meeting or a couple to support the students and parents. The SENCO is always available at the Option Evenings for parents to just come along and discuss any issues or concerns.

Transition to College

All students – Complete work in Personal Development Lessons in year 9, 10 and 11 regarding colleges and what careers they can start to think about. There are planned Careers Fairs at the school, where colleges and other post 16 providers are asked to come along to help our students make informed choices. Students can access drop-in sessions arranged by the careers specialist teacher where they can get help and support in completing their application forms.

Bespoke Package- Some students require further support; this comes in the form of planned school visits in year 10 and 11 to the local colleges. They have additional 1:1 session with the Careers Specialist Teacher. They also have additional lessons on CV building, application form filling in and the opportunity to research colleges in Careers Lessons. For students with an EHCP, when a decision has been made, planned visits in the Spring term may be organised if these are needed for a smooth transition.

How do we support students preparing for adulthood?	All students- There is a Personal Development programme in school that allows all students to access important information about the choices they make going forward. Students are offered careers advice and Open Evenings are organised where different providers are invited along so students can access the right information for them. Bespoke Packages – Some students may need a higher level of support and a 1:1 meeting to help them understand what they need to be doing to ensure they are prepared for their next steps. These students may require additional support around what types of courses are best suited to them. They may need support visiting the colleges. They may need support understanding how they are going to get to college and what type of transport they may need to use.
How do we support students with SEND to improve their emotional and social development?	Universal Provision All staff are responsible for the social and emotional wellbeing of students. • Students' overall well-being is supported by the Head of Year All students are placed into forms. The Form Tutor is the first port of call for any concerns you may have about your child's education and well-being. • Class teachers – through information shared in the Pupil Passport. This might inform teachers to think carefully about how they speak to the child, tone of voice, the use of praise, the use of consequences, the importance of greeting the student on entry into the classroom. • Wellness Warriors – These are students who have been selected who have an interest in supporting their peers with their SEMH needs. They are given training and support from Mrs Hoyle. They have set times when students can come and speak to them and they are identified by wearing a green tie in school. Targeted Intervention Impact: The Pastoral Team and SENCO may identify students requiring some targeted support around behaviour for learning and how to maintain a positive approach to learning.

	Thrive: Small groups may do work around self-esteem and resilience, they may have sessions around understanding them selves Both of the above will also identify whether we need to seek advice and support from the Children, Family and Wellbeing service who have access to: • Child Action Northwest • YMCA • NEST Domestic Violence Team. Specialist Intervention Students who have had the above graduated response but who are deemed as requiring further support around their social and emotional wellbeing may be referred by the SENCO to the Specialist Teacher Team at IDSS. This is if the student is currently not being seen by CAMHS. Once the appropriate support and advice has been issued to the school, the SENCO working with the students and parents will look at how this support can be put in place within the school setting. If students are accessing CAMHS support or any other outside agency support for social and emotional wellbeing the Heads of Year and SENCO where appropriate meet with the professionals and family to ensure the support in place is effective and working. These meetings are often in the form of a TAF Meeting. Types of support: 1:1 sessions, Emotional Literacy Course. Internal alternate provision (Thrive/Aspire Hubs) – here students may be removed from some lessons to be supported on how best to manage themselves in the classroom environment. External – Shine and Barnados
What expertise and training do our staff have to support	Hannah Mills – SENCO Award Mrs Vann (HLTA) – Specialist Teacher in Dyslexia Mrs Lee (HLTA) – SEMH Lead Mrs Coupe – (Assistant SENCO) – Thrive Support

students with SEND?	Mrs Burrell – TA3 – SEMH Targeted Support Mrs Thornley – TA3 – Access Arrangements/Reading Mrs Lewis – TA3 – English/Reading Support Mrs Cookson – TA3 – Speech and Language Team of Classroom TA's All TA's have had training in how best to support students with ADHD delivered by the ADHD Nurse, how to support students with ASD – training delivered by ASD Specialist Teacher, how to watch for and support students with anxiety delivered by CAMHS and training on Mental Health through MIND Ed.
How will we secure specialist expertise?	The school applies the graduated approach to how it delivers its support for students with SEND. This means Needs are identified – by the class teacher or parent. A referral is made. Student are assessed – this has been talked about early in this document. Needs are planned for – this might mean advice to teachers, intervention and further assessment and support by the Specialist HLTA. Support carried out – whatever is decided it is carried out and then reviewed. Through this process if it is felt that progress is not being made, we will seek support and advice from SEND Services. SEND services have Specialist Teachers and Educational Psychologists who can be used to deliver advice on teaching strategies, personalised learning programs and the types of in-class support students with additional needs may require. Once this has been completed the graduated approach is followed again. Through the guidance of the SENDO we will make the appropriate referral to the Local Authority if it's felt that the student needs a higher level of funding and support to meet their needs. The school also links with Alternative Provision to ensure students who may be struggling in the mainstream setting have an opportunity to access education in a different setting for short periods of time.

How will we secure equipment and facilities to support students with SEND?	The process by which equipment and facilities are sought is the same as expertise. We follow the above graduated approach where, as a school, we identify a need, we plan for that need, we apply the necessary support, we review that support. This is the cycle that we follow and within this, if there is a higher level of funding required, we work with the SENDO to put the appropriate application in place. If there is a need for specialist equipment we work with parents and the advice given to see how this can be sought for the student. Examples of Facilities and Equipment: Seating, Ramps, Lifts, Hearing devices/voice transmitters Toilet and changing facilities. Laptops, Voice recognition software. Enlarged exams and worksheets if required. Lockers. Noise cancelling ear defenders
How do we involve other organisations in meeting the needs of students with SEND and supporting their families?	If students are already working with outside organisations, they are invited to the meetings. Sometimes they may not be able to attend. Therefore, they are asked to send in any information that is needed to help us meet the needs of the student. Wherever possible meetings are held when professionals from other organisations can attend. As a school we seek advice for students when we have followed the graduated approach and feel we need further specialist support. The first level of this is by asking support from IDSS – Specialist Teacher Support in Lancashire. They will advise us on next steps and if any further support is needed from outside organisations. Some support organisations may be approached directly for support - for example Speech and Language Therapy, Neurodevelopmental Pathway. For some organisations we will support a parental request by giving them information to take along to a meeting either with their GP or if it is a first meeting with CAMHS, we will aim to send supporting evidence.

How do we evaluate the effectiveness of our SEND provision?	During the assessment cycles we will look at how in class support is working, through discussion with the Head of Department, by looking at the student's grades and for some students they may express their thoughts in their advocacy meetings. Social, Emotional and Mental Health provision is reviewed when it comes to an end. Decisions may be made around assessment grades, attendance %, behaviour points, student voice and staff voice Provision that is for numeracy and literacy can be reviewed using the entry data and exit data, again through looking at their assessment data and student voice. It is important to assess the effectiveness of the provision, but each student's provision needs to be looked at individually, as for some students a provision may be successful but for another it's not quite the right approach. As a school we try to ensure that the students also feel they can express a voice over the effectiveness of the support and provision. This is done through Advocacy, Annual Reviews and with discussion with TAs in class.
How do we handle complaints from parents of children with SEND about provision made at the school?	As parents you may not be happy with the progress or support a student is receiving, it is important to remember that you can contact the school at any point to discuss these matters. Open and honest communication is vital in all of us ensuring student needs are met. • Your first point of contact would be the student's Form Tutor or Head of Year, who can follow up any concerns you may have. • You can email newsend@lsahigh.org to inform and engage with the School SENCO. • If you do not feel that you are being supported, then you can follow the school complaints policy which can be found on the website. • If you are coming into school to discuss your concerns and feel you require support, it is advisable to contact the SEND Information and Advice and Support Service (details are below). Complaints - https://www.lythamhigh.lancs.sch.uk/policies/general-policies
Who can young people and parents contact if they have concerns?	In school- Students: Form Tutor, Head of Year and SENCO – Hannah Mills Assistant Headteacher Inclusion – Fran Lilley Email: newsend@lsahigh.org

Telephone: 01253 733192

School Website - <https://www.lythamhigh.lancs.sch.uk/SEN-Provision>

Local Authority- SEND Team North- use the Lancashire Send website -

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>

Local Support Group

Information, Advice and Support (IAS) Team

The service is free, impartial, and confidential. It can help you to gather, understand and interpret information and apply it to your own situation.

They can provide information around the following areas in relation to SEND:

- rights, roles and responsibilities
- health and social care processes, regulations and guidance
- support from other agencies and organisations

They can also support families in:

- managing mediation appeals, to the First-tier Tribunal
- exclusion from school
- liaising between you, your nursery, school or college and other professionals

Young people aged 16-25 can access the service independently from their parents.

They may offer one to one support by telephone, email or meetings depending on your circumstances.

Contact

To access the service please fill in their referral form and one of their officers will contact you within 7 working days.

[SEND Information advice and support service referral form](#)

	For general information about SEND or to find out if the service can help you contact: Tel: 0300 123 6706 Monday to Friday 9am to 5pm Email: information.lineteam@lancashire.gov.uk Children Family and Wellbeing Service These will offer support in getting the right help for your child and support you with working with school. http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/help-for-parents-and-carers/information-advice-and-support.aspx
What support services are available to parents?	For all parents with students with SEN and disability information can be found on the Lancashire Government website. This website is very useful and it is where all schools information can be found and also the area's Local Offer. http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx The Parent Carer Forum is an organisation that produces a newsletter that has a lot of helpful contacts and information for parents with children with SEN and Disability. The link below is where you can find their newsletter and sign up for a copy. https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/getting-help/carers-support/lancashire-parent-carer-forum/ Family Information Network Directory (FIND) newsletter The special educational needs and disability (SEND) newsletter for Lancashire families. If you would like to receive a free copy of FIND by post or email 4 times a year, please sign up to the FIND database. Below is the link to the page on the SEND website where you can access this information. https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/getting-help/family-information-network-directory/

Where can the LA's local offer be found? How have we contributed to it?	The Local offer is what is available for a student with SEN in your local area. There is guidance and advice on this website. http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx
Reviewed Annually	Written in accordance with the: Children's and Family Act 2014, SEND Code of Practice 2014 and Equality Act 2010 Next review February 2026.