



Lyndon Green Junior School

Special Educational Needs School Information Report

Welcome

Welcome to Lyndon Green Junior School's Special Educational Needs information report. My name is Catriona Corry and I am the SENCO and Inclusion Manager at Lyndon Green Junior School. My role is to work with children, parents, teaching staff and the school's leaders to do everything we can to support children with Special Educational Needs and Disabilities (SEND).

SEND Information Report

The information on this page is to tell you about how the staff at Lyndon Green work to support children with additional or different needs. Look at the questions below to find out how we do this:

1. Who can I contact about Special Educational Needs at Lyndon Green Junior School?

Mrs Corry is the Special Educational Needs Co-ordinator. Mrs Corry has day-to-day responsibility for reviewing our SEN policy and arranges specific provision made to support individual pupils with SEN, including those who have Education, Health and Care plans.

You can make an appointment to see Mrs Corry by speaking to the school office 0121-675-2983 or you can send an email to: ccorry@lgjs.co.uk

2. What kinds of Special Educational Needs does the school make provision for? What type of provision does the school make and how do they know it works?

Types of need & what that could look like	Examples of support in our school	How we check it is working
<p>Cognition and Learning</p> <p>Some children find learning more difficult than others. They may need:</p> <ul style="list-style-type: none"> ❖ More time to process new things & extra time to think about their answers; ❖ For information to be repeated or presented in a different way; ❖ Help to hold information in their heads during lessons; ❖ For new learning to be broken down into small bits of information. 	<ul style="list-style-type: none"> ❖ Use of Individual Target Plans (ITPs) to set work for children based on their needs. <p>We have teaching assistants who are trained in:</p> <ul style="list-style-type: none"> ❖ Supporting in class, adding to what the teacher is doing. ❖ Working 1:1 to support children's individual progress based on their area of need. ❖ Working in small groups to develop things that they find difficult within the whole class setting. ❖ We also have support from specialist teachers and 	<ul style="list-style-type: none"> ❖ We monitor and review ITPs regularly and when needed. ❖ Teaching staff meet regularly to talk about every child's progress (pupil progress meetings) with the assessment co-ordinator, Head Teacher, Deputy Head Teacher and SENDCO. ❖ We use a whole school tracking system to look at data which tells us who needs help. We also use English and maths Send toolkit tracker to produce ITPs at the appropriate level for the individual. ❖ We talk to parents, children and agencies regularly to review the progress children are making.



	outside agencies to support children with learning needs.	
Types of need & what that could look like	Examples of support in our school	How we check it is working
Communication & Interaction		
<p>Some children need help to develop their communication skills and learn how to interact with other people. They may need:</p> <ul style="list-style-type: none"> ❖ Help with their speech and language skills ❖ Help to understand what others mean when they are talking ❖ Help to deal with things in the environment that are new, like unusual smells and sounds ❖ Help to learn about topics that are new and unfamiliar ❖ Help to feel safe and secure about times when things may change 	<ul style="list-style-type: none"> ❖ We use a Speech & Language Programme WellComm, to support and help our children with language needs. ❖ We help children when things change by using transition booklets and visual timetables. ❖ We pre-tutor children new topics or key vocabulary before they see it in the classroom so they are prepared for the new learning. ❖ We work with the Communication & Autism Team (CAT) to help children who learn in different ways. ❖ Our Teaching Assistants also support children with communication and interaction needs. 	<ul style="list-style-type: none"> ❖ We regularly review speech, language & communication targets. ❖ Teachers talk to each other about the progress children are making. ❖ The SENCO and the outside agencies look at what is being offered and provided, then evaluate how it's working. ❖ The children are given time to feedback about what works and what doesn't work for them, giving them independence and ownership.
Types of need & what that could look like	Examples of support in our school	How we check it is working
Social, emotional and mental health difficulties		
<p>Some children find it hard to manage their feelings and behaviour. They may need help to:</p> <ul style="list-style-type: none"> ❖ Follow our school rules ❖ Understand how they are feeling ❖ Make friends ❖ Keep themselves and others safe ❖ Listen and follow instructions 	<ul style="list-style-type: none"> ❖ We get advice from educational psychology, and a psychotherapist trained in working with children who have social, emotional and mental health needs. ❖ We work with the City of Birmingham School to develop strategies for children with behavioural needs. ❖ Our teachers, teaching assistants and learning 	<ul style="list-style-type: none"> ❖ Everyone within school takes responsibility to support children with social, emotional and mental health needs. ❖ Everyone is aware of their duty to report, monitor and plan for the needs of individuals. ❖ Pupil progress meetings include time to discuss how children are developing,



	<p>mentors support children and families in a variety of ways.</p> <ul style="list-style-type: none"> ❖ Teachers follow a robust behaviour policy and have support from school leadership to do so. 	<p>including their social and emotional skills.</p> <ul style="list-style-type: none"> ❖ We have an excellent pastoral team that is led by Mrs Guest our Deputy Head Teacher, supported by Mrs Phillips and Mr Atkins from Synergy. Their work consists of working closely with our children offering social and emotional support.
<p>Types of need & what that could look like</p>	<p>Examples of support in our school</p>	<p>How we check it is working</p>
<p>Sensory and/ or physical needs</p>		
<p>Some children have a disability which can mean that accessing the school building and the curriculum can be more challenging. They may need:</p> <ul style="list-style-type: none"> ❖ Help with their hearing or vision ❖ Help getting around the building ❖ Help with their specialist equipment such as chairs, cushions, hearing loops, wheelchairs, footrests, feeding and special medical equipment, medication or other walking aids etc ❖ Help with fine motor activities such as writing slopes, pencil grips, triangular pencils, and looped scissors. Other adaptations can be seen in handheld equipment in other lessons such as PE. ❖ Help if they have more than one physical disability or medical need that requires a trained person to support. 	<p>Our school is as accessible as possible so that children don't need to tackle stairs or other obstacles.</p> <ul style="list-style-type: none"> ❖ We have made our school as safe as possible by adding a lift, rails, disabled facilities (including toilets, changing facilities and showers). ❖ We have specialised medical and PE equipment for those children who need it. ❖ We work with the Physical Difficulties Support Service (PDSS) and Sensory Support Service for visual and hearing impairments. ❖ We work with Occupational Therapy (OT) and other agencies who give advice. ❖ We hold 'Fine' and 'Gross' motor skills groups to develop physical skills. 	<ul style="list-style-type: none"> ❖ We carry out risk assessments and reviews of children's needs regularly. ❖ We ask outside agencies to review our setting when we have children who have specific needs. ❖ We consider children's sensory and physical needs when they move to new classrooms and new settings. ❖ The SENCO and the outside agencies look at what is being offered and provided, then evaluate how it's working with the Senior Leaders of our school.



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3. How does the school identify and assess Special Educational Needs?

At Lyndon Green Junior, we work together to assess children in order to identify whether a child has special educational needs. We do this by:

- ❖ Observing children in the classroom and during playtimes.
- ❖ Evidence in books of the work the child has produced and speaking to their teachers about what the child can and can't yet do.
- ❖ Using school test results and other published resources to find out exactly what a child can do.
- ❖ Using information from parents, carers and gaining the views of the child.
- ❖ Working with specialist teachers and outside agencies who advise and assess children.
- ❖ Using information from previous schools or settings.

If we think that a child has additional needs, we use a graduated approach to finding out what level of support they might need.

- ❖ We will assess the child in more detail.
- ❖ Plan an intervention on how best to support them.
- ❖ Carry out the support for a period of time.
- ❖ Review how well it has worked.

4. How do the school know how much progress is being made by pupils with Special Educational Needs?

At Lyndon Green Junior, we use a whole school tracking system called 'Target Tracker'. This helps us to know what all children have learnt and what their next steps are.

Children with Special Educational Needs are also tracked using the Birmingham Access to Education English and Maths Continuums using the toolkit tracker. This breaks down the progress into smaller chunks.

This system is robust in showing us small steps of progress for children with additional needs, so we know how best to help them.

5. If a pupil has a major need for Cognition and Learning how can the school support them?

In addition to the mainstream school, Lyndon Green Junior School also has a Resource Base for pupils who have an Education, Health and Care plan with more complex cognition and learning difficulties. The places are allocated by the Local Authority's Special Educational Needs team (SENAR).

6. What extra-curricular activities can a pupil with Special Educational Needs access at school?

We believe that all children are entitled to a broad and balanced curriculum. This includes access to fun and stimulating contexts and extra-curricular activities. All children including those with SEND can participate in after-school clubs such as 'Choir', 'Mindfulness', 'Football', 'Tag Rugby', 'Gymnastics' and other 'sports' clubs.

Lyndon Green Junior does have a number of children with physical and sensory needs. For some children it is necessary to seek and follow advice of medical professionals about how they may access our sports clubs. We make every effort to ensure children with SEND can access as many of these clubs as possible.

7. What training do staff at Lyndon Green Juniors have in relation to pupils with Special Educational Needs?

Lyndon Green Junior School ensures that all of our staff are trained and have regular updates. The following table shows the training that all staff and specific staff currently have:

All Staff	Specific Training for Some Staff
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Epilepsy Training	Paediatric First Aid Training (TA's)
Epi-Pen Training (Allergies)	Educational Visits Training
Asthma awareness	Dyslexia Awareness & support
Buccal Midazolam	Makaton Training
Dyslexia Awareness and BDA guidance	Speech & Language Therapy
Level 1 AET Autism Training	Physiotherapy Exercises
	Team Teach
	PE for children with Physical Difficulties
	Cygnets Course (To support parents with children with Autism)
	Cued spelling
	Precision Teaching (Reading & Spelling)
	Level 2 & 3 AET Autism Training
	Accredited SENCO (National Award)

8. How do school get more specialist help for pupils if they need it?

In our school, if we feel a pupil needs more specialist help, we can work with the following people:

Agency or Service	Who they work with	How school can get in touch with them
Educational Psychology Service (EPS)	Children with complex needs and where an application for an Educational, Health and Care Plan assessment is made.	School has an allocated Educational Psychologist who the SENCO is in regular contact with. Parental consent is required.
Pupil & Schools Support Service (PSS)	Children who are working below the expected level or who have cognition and learning difficulties.	We have a PSS Teacher who visits regularly. The SENCO will speak with parents if they feel a PSS teacher should work with individual pupils.
Communication & Autism Team (CAT)	Children with significant communication difficulties and/ or a diagnosis of autism.	We have an allocated worker who we can contact after a referral has been made to the team. Parental consent is required.
Physical Disability Support Service (PDSS)	Children with physical difficulties which impact on their school access. They also provide training for staff.	We have an allocated worker who we can contact after a referral has been made to the team. Parental consent is required.
Sensory Support Service	Children who have hearing or visual impairment.	Pupils are usually referred following a medical diagnosis; however, school can contact them for general advice.
Speech and Language Therapy Service	Children who are having difficulty with speech, language or communication. Children can have a comprehensive assessment and intervention where needed.	We use the 'Wellcomm' programme to support our children and refer to the NHS when required.
Behaviour Support (COBS)	Children with Social, Emotional and Mental Health needs.	The City of Birmingham School provide an allocated behaviour specialist who gives advice and works directly with pupils and their teachers. Parental consent is required.
School Nurse	Children with medical needs and their families.	The school nurse will arrange a visit within school for children who have been referred to their service or parents that express their own concerns. Parental consent is required.



Child Psychotherapy	Children with Social, Emotional and Mental Health needs and their families.	The Psychotherapist is referred to by other agencies and then they come in to support children and their families.
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9. How are parents of our pupils with Special Educational Needs involved?

Lyndon Green Junior School has an open-door policy and we are always available for parents to contribute to their child's education.

- ❖ Our website has lots of information about our curriculum and the support children can get.
- ❖ Regular meetings with the SENDCO/ Inclusion Manager.
- ❖ Parent consultation afternoons/evenings where children's additional needs can be discussed.
- ❖ Parents are invited to reviews of provision where appropriate.
- ❖ We also signpost parents to groups and other services.
- ❖ We invite parents to coffee mornings to support us in evaluating our services by giving them time to share their views and experiences.

10. How are pupils with Special Educational Needs involved in their own education?

We involve children by prioritising development of independent learning skills. This is done in a variety of ways, including:

- ❖ Access to person-centred trained staff who help us to involve children in reviews of their needs.
- ❖ Some children have 'one-page profiles' to help them and their teachers understand their needs.
- ❖ We have visual timetables which help children understand what they need to do.
- ❖ Some children have help to assess their own learning and the curriculum is personalised where needed.

11. If a parent of a child with Special Educational Needs has a complaint about the school, how does the Governing Body deal with it?

If you are a parent with a child at Lyndon Green Junior School who has Special Educational Needs and there is something which you think is not quite right, please contact Mrs Corry in the first instance via email catrionacorry@lgjs.co.uk or by making an appointment at the office 0121-675-2983. Alternatively, please visit our school office and our staff will then talk to you about how you can get in contact with our SEN Governor. If the issue is not resolved, it will be escalated through the school's complaints procedure, which is available on request.

12. How does the Governing Body involve other people in meeting the needs of pupils with Special Educational Needs including support for their families?

The SEN Governor Mr Andy Hopkins and Mrs Catriona Corry meet three times a year to review provision, so that Mr Andy Hopkins can report back to the Governors on the provision for children with Special Educational Needs and the support they get from the school and their partners/agencies.

13. Who are the support services that can help parents with pupils who have Special Educational Needs?

Name of Support Service	How they can support parents	How you can contact them
Autism West Midlands	Support & advice is given along with opportunities to meet regularly	Telephone: 0121-450-7582 Website: www.autismwestmidlands.org.uk
SENDIASS	The Local Authority's impartial advice & support service	Telephone: 0121-303-5004 Email: sendiass@birmingham.gov.uk
Forward Thinking Birmingham (including CAMHS)	A range of services and facilities focussed around the individual needs of 0-25 year olds.	Access Centre 5 th Floor 1 Printing House Street Birmingham



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	24/7 access to mental health support.	B4 6DF 0300-300-0099
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14. How do the school support pupils with Special Educational Needs through transition?

When a child with special educational needs starts at Lyndon Green Junior we:

- ❖ Meet with them and their parents to ask and answer questions about their needs
- ❖ Visit the child in their previous setting if possible (if requiring our Resource Base)
- ❖ Hold meetings with staff/SENCO's from previous settings where possible
- ❖ The SENCO will attend any final reviews in the previous setting where possible
- ❖ If necessary, provide a transition book with photos and information about their new school
- ❖ Arrange visits to the school and introduce the child to their new class and teacher well before transition where possible

When a child with special educational needs moves into a new class at Lyndon Green Junior we:

- ❖ Can give the child a transition book so they have information and pictures about their new classroom and teachers
- ❖ Make regular visits to the new classroom and their teacher where appropriate
- ❖ Introduce the child to their new class and teacher well before their transition
- ❖ Talk to the child and their family about any changes and how to support at home

When a child with special educational needs leaves Lyndon Green Junior in Year 6 we:

- ❖ Work with the child's new school to make sure they have a transition which is as smooth as possible for them
- ❖ Talk to key staff at the new school about the child's needs by holding a meeting
- ❖ Invite the SENCO from the new setting to the final review so that the parents get to meet them and everyone is fully aware of the transition process in relation to the child's needs
- ❖ Help to arrange visits to other new schools if required and appropriate to do so

How do we support and prepare children for adulthood?

Preparing for Adulthood is an exciting time for our students as they transition onto the next stage of their lives, but for families it can be a difficult and confusing time. We aim to make this process as informative and smooth as possible.

At Lyndon Green Junior School, we have high aspirations for all our students. Throughout their school journey we work with families and professionals to ensure our students are challenged and supported to go on to live fulfilling lives that support the Preparing for Adulthood outcomes.

15. How can parents find the Birmingham Local Authority's local offer?

Birmingham City Council has a website which has up-to-date information about the range of services provided for children with Special Educational Needs. You can access the Birmingham Local Offer by visiting the following website:

<http://www.localofferbirmingham.co.uk>

Due to be reviewed: Sept 2025