

Special educational needs (SEN) information report

The Lady Byron School



Written by:	Melanie Kinsella	Date: June 2024
Approved by:	Caroline England	Date: June 2024
Last reviewed on:	March 2025 , June 2025	
Next review due by:	March 2026, June 2025	

Dear parents and 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 school.

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

You can find it on our website www.ladybyronschool.co.uk or contact us reception@ladybyronschool.co.uk

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties (In our nurture class)
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment

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

Our special educational needs co-ordinator, or SENCO

Our SENCO is Melanie Kinsella

They have 6 years experience in this role and have worked as SENCO, Interventions lead, SEMH/ ASC teacher, Head of House and have 11 years teaching and support experience in Mainstream and Special education. They are a qualified Secondary Science teacher (QTS).

They achieved the National Award in Special Educational Needs Co-ordination in 2021 and National Professional Qualification in Senior Leadership in 2024. They are a THRIVE Licensed adolescent practitioner.

Relevant training including:

- THRIVE licensed practitioner

Certificates in Autism and Young people's mental health
Senior Mental Health Lead
Team Teach
BDA Dyslexia training
Nurture UK training
Precision Teaching
PACE and Trauma informed practice

Pastoral TA

Our Pastoral TA is Emma Buck

She has numerous years of experience working with children and young people in mainstream and SEN settings.

She is training to be a THRIVE Licenced Practitioner

Class/subject teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

Our staff have had training from Blossom Occupational Therapy, THRIVE, Read Write Inc, Children's Hospital School

External agencies and experts

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

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations

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

Tell us about your concerns

We will invite you to a meeting
to discuss them

We will decide whether your
child needs SEN support

If you think your child might have undiagnosed or unmet needs please contact Mel Kinsella

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

If we decide that your child needs SEN support, we will formally notify you in writing and amendments will be made at their next annual review

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

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

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has unmet needs or requires extra support

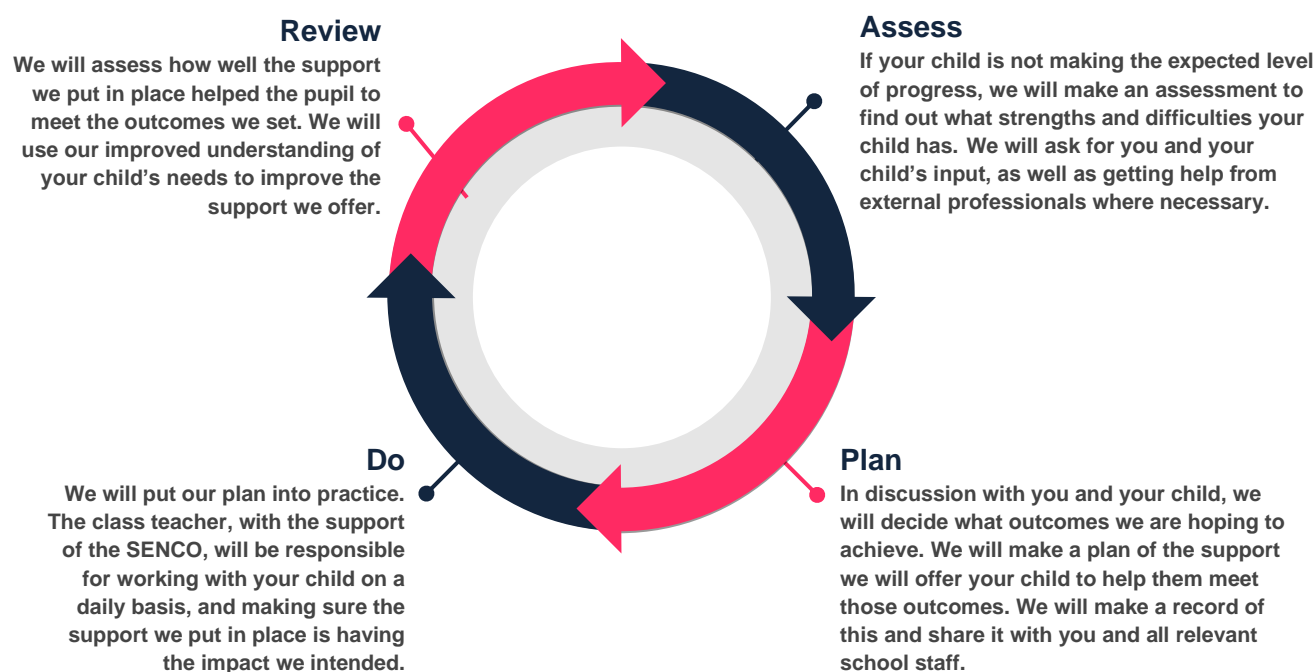
The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your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

The SENCO 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.

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

We will follow the 'graduated approach' to meeting your child's SEN 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 pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school'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 annual reports on your child's progress

Your SENCO will meet you at least termly 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

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 SEN support we are providing is impacting your child outside of school.

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.

If you have concerns that arise between these meetings, please contact the SENCO

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, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

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

Your child's teachers are responsible and accountable for the progress and development of all the pupils 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 school.

We will differentiate (or adapt) how we teach to suit the way the pupil 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 pupils 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.

We may also provide the following interventions:

- Fresh Start

- Precision Teaching
- Social Stories
- Talkabout
- THRIVE sessions
- Art therapy
- Psychotherapy
- Occupational Therapy
- Speech and Language therapy
- Equine Therapy

All of our needs below are complemented by a highly individualized, multidisciplinary approach required for meaningful progress and well-being.

1. Specialist Staffing and Pupil-Teacher Ratios

Students benefit from access to highly trained specialist staff, with expertise in areas including autism spectrum condition (ASC), social, emotional and mental health (SEMH) difficulties, attachment disorders, learning difficulties, emotionally based school avoidance (EBSA), and situational mutism. The adult-to-pupil ratio is approximately **1:3**, with **class sizes capped at a maximum of 7**, and the majority of classes averaging **5–6 pupils**. This significantly enhanced ratio—approximately one-fifth the size of mainstream classes—allows for:

- Continuous, high-quality individual support
- Reduced sensory and social overload
- Tailored behaviour regulation and emotional co-regulation strategies
- Effective implementation of EHCP (Education, Health and Care Plan) provisions

2. Multidisciplinary Therapeutic Support

To support the student's complex profile and promote holistic development, they have access to a comprehensive range of **in-house therapeutic interventions**, integrated into their weekly timetable, and delivered by trained professionals. These include:

- **Psychotherapy:** Supports emotional regulation, trauma processing, and development of coping strategies
- **Equine therapy:** Enhances self-esteem, non-verbal communication, and emotional awareness through structured interaction with horses
- **Music and art therapy:** Promotes expressive communication, especially vital for students with situational mutism or limited verbal expression
- **Occupational therapy (OT):** Addresses sensory integration needs, fine/gross motor skill development, and daily living skills
- **Speech and language therapy (SALT):** Targets social communication, language processing, and pragmatic language deficits

These therapies are not add-ons but essential interventions that underpin the student's ability to access learning and make meaningful educational progress. The integrated delivery model ensures that therapeutic targets are reinforced throughout the school day in collaboration with education staff.

3. Necessity of Specialist Environment

Our 'typical student' EHCP outlines the need for a **therapeutic, low-arousal, and structured environment**, which mainstream settings are typically unable to provide consistently. The specialist provision is equipped to adapt dynamically to the student's needs, minimizing barriers to learning and avoiding the escalation of anxiety or behavioural incidents that often result in school refusal or placement breakdown.

In addition to the specialist support on a young person's EHCP, our commitment to Quality First Teaching and Learning is outlined below and complemented with a robust, broad and balanced curriculum.

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	Visual timetables Social stories
	Speech and language difficulties	Speech and language therapy Use of ability appropriate language Word walls Vocabulary focus display Discussion tasks Checking and re checking understanding Scaling Mood charts (Zones of Regulation) Visual support for instructions Modelling and adult support with social interaction Chunking Social commentary
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Differentiation Adaptive teaching Accelerated reader Dyslexia friendly teaching Alternative methods of recording work Visual cues To do list Use of data Small group support Learning corners Help station Displays Manipulatives Immersive learning environment Outdoor practical learning Vocational qualifications
	Moderate learning difficulties	As above and Primary style nurture curriculum for those who suit
Social, emotional	ADHD, ADD	Quiet workstation

<p>and mental health</p>	<p>Adverse childhood experiences and/or mental health issues (Not significant behaviours which challenge due to the needs of the cohort)</p> <p>Anxiety</p>	<p>Visual timetable Prewarn of change Meet and greet and check in Clear and consistent approach Chunking tasks Brain breaks Available trained staff Visual timetables, Positive attention Time in De-escalation using team teach strategies Distraction Safe space Alternative workspaces within classroom Pre warning for change Modelling Nurture approach Availability for appropriate social interaction Therapeutic offer Relational approach to teaching and learning Alternative tasks to meet same outcome</p>
<p>Sensory and/or physical</p>	<p>Hearing impairment</p> <hr/> <p>Visual impairment</p> <p>Sensory regulation and integration difficulties</p>	<p>Reduce background noise to improve acoustic environment Alternative seating arrangements Access to fidget toys Preferential seating plan Uncluttered and well organised learning environment Good Lighting Specialist vocabulary available Choice making opportunities Clearly organised learning environment Spelling / writing support Allow thinking time Summarise key points at beginning and end of lesson High colour contrast materials Pre-writing activities Letter formation and fine motor skills activities Grip development Additional scaffolding of work</p>

These interventions are part of our contribution to the Local Authority's local offer.

9. How will the school 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 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

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

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.

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

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

- Pupils are encouraged to be part of the school council
- Pupils are also encouraged to be part of lunchtime club to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils
- We have a 'zero tolerance' approach to bullying.

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

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

We will also provide:

- Opportunity to attend open days and visits to a new setting with school staff
- Careers guidance and advice from specially trained staff.
- Opportunities for work experience
- Preparation from specialist staff for interviews that they may have to attend
- Guidance and support with careers and further education from an early stage in school
- If pupils move to another setting from LBS prior to Year 11, information will be shared with their new setting, as agreed with parents/carers and the pupil to support them to succeed in their next educational phase.

Between years

To help pupils with SEND be prepared for a new school year we:

- Have trial/ transition weeks where students follow their new timetable and meet their new teachers.

We provide all our pupils with appropriate advice on paths into work or further education. This includes Independent Careers advice and guidance 3 times a year.

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

13. What support is in place for looked-after and previously looked-after children with SEN?

Our Designated Teacher (Mel Kinsella) to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN 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 pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

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

Please also see our complaints policy

Complaints about SEN provision in our school should be made to the school in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil 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 our school 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.

Leicester City: <https://families.leicester.gov.uk/send-local-offer/education-health-and-care-assessment-and-plans/mediation-appeals-and-resolutions/mediation/>

Leicestershire: <https://www.leicestershire.gov.uk/popular-now/directories/information-and-support-directory/aim-meditation-ltd>

West Northamptonshire: <https://www.westnorthants.gov.uk/directory/local-offer/8d0617ed-12be-4a1f-9d52-f2dcb9bf74f1>

North Northamptonshire: <https://www.northnorthants.gov.uk/schools-and-education/send-information-advice-support-service>

Warwickshire: <https://www.warwickshire.gov.uk/special-educational-needs-disabilities-send/special-educational-needs-disabilities-send-%E2%80%93-complaints-appeals/2>

15. 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 your local authority's local offer.

Leicester City: <https://families.leicester.gov.uk/send-local-offer/>

Leicestershire: <https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>

West Northamptonshire: <https://www.westnorthants.gov.uk/local-offer>

North Northamptonshire: <https://localoffernorthnorthants.org.uk/>

Warwickshire: <https://www.warwickshire.gov.uk/send>

Our local special educational needs and disabilities information advice and support services (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](#)

16. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil 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 pupil'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 school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school 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 schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages