



THE LADY BYRON SCHOOL

THE CEDARS - 11 HIGH STREET, FLECKNEY, LEICESTERSHIRE, LE8 8AJ.

INFO@LADYBYRONSCHOOL.CO.UK

SEND Information Report

A Guide for Parents

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The information in this report is accurate now but we regularly review and make changes to what we offer and keep this information as up to date as possible.

Feedback would be appreciated. This offer is intended to give clear, accurate and accessible information. If you would like to comment on the content of the offer or make suggestions to improve the information, please email info@ladybyronschool.co.uk

Abbreviations for SEND.

ADD/ADHD	Attention Deficit Disorder / Attention Deficit Hyperactivity Disorder
ASD/ASC	Autistic Spectrum Disorder/Autistic Spectrum Condition
Assessment	A detailed examination of a student's special educational needs
Baseline Assessment	A standardised teacher assessment designed to establish the attainment level of student at a significant point.
Basic Skills	Reading, Writing and Maths
BSS	Behaviour Support Service
CAMHS	Child and Adolescent Mental Health Service
CoP	Code of Practice
CI	Communication and Interaction
CL	Cognition and Learning
CP	Child Protection
CPR	Child Protection Register
CT	Class Teacher
DoB	Date of Birth
EAL	English as an Additional Language
EBD	Emotional and Behavioural Difficulties
EHCP	Education Health and Care Plan
ELSA	Emotional Literacy Support Assistant
EP	Education Psychologist
IO	Inclusion Officer



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EYFS	Early Years Foundation Stage
FE	Further Education
FSM	Free School Meals
G&T	Gifted & Talented
GMS	Grant Maintained School
HE	Higher Education
HI	Hearing Impaired SEND support
LA	Local Authority
LD	Learning Difficulties
LSA	Learning Support Assistant

SEND Code of Practice 0-25 July 2014

The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools must publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEND.

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Lady Byron School's Vision

Our mission is for everyone to see 'Autism as a strength and not a weakness'.

The vision of our school is to help prepare young people to make a successful transition into adulthood with the confidence and the necessary skills to live an independent fulfilling life.

We intend for Lady Byron School to be an exemplar school promoting best practice and a holistic approach to preparing our young people for a life beyond school. We are committed to ensuring that our young people achieve their personal best and have access to the same opportunities as their mainstream peers.

We aim to achieve this vision by creating a vibrant, friendly, and welcoming learning community where:

- Students and staff are happy to come to school every day and are proud of what they achieve.



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- Parents and carers are confident that their young people are safe, nurtured, making positive progress and that their voices are heard.
- Provide a person-centred curriculum that enables students to overcome barriers to learning whilst nurturing their academic and social development and caring for their wellbeing.
- LBS is a student oriented and team-driven provision. The best way to describe our ethos was for the team to explain it themselves.

At The Lady Byron School we:

- take a positive and supportive approach.
- enable our students rather than disable them.
- respect one another.
- we have a can-do attitude.
- are hard-working and resilient.
- are passionate to provide the best for our students.
- acknowledge every achievement.
- create a safe and positive environment.
- learn from each other and have fun.
- are a tight supportive team.

Special Educational Needs and Disability overview

The Lady Byron School is an Independent Autism specific, inclusive setting where all students are valued. We aim to meet individual needs and provide opportunities for all student to make good progress. At LBS, all student, including those with Special Educational Needs and Disability (SEND) are supported and extended first and foremost by their class teacher. All teachers are teachers of Special Educational Needs and Disability. Young people are supported by a range of resources in class, including ICT, visual supports, targeted adult support and appropriate practical equipment. Staff have been trained to be able to cater for learners who have a diagnosis of Autism and may have difficulties with:

- Cognition and Learning
- Communication and Interaction (including ASC)
- Social, Emotional and Mental Health
- Sensory and/or Physical

In addition, targeted interventions are delivered by trained staff. The SEND Code of Practice makes explicit requirements about the involvement of student and parents in setting 'outcomes' and making decisions about SEND provision. To support this, all student at LBS will have a 'One Page Profile' which details key information to support the learning process collected from the student, parent and teacher.



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Early identification and assessment of need, allocation of resources, close monitoring and the use of a relevant and differentiated curriculum will support student's learning. This will be part of a planned programme of support and evaluation. All students will enjoy and fully participate in the life of the school and make a positive contribution to the school community. As the student grow and develop, they will become more independent and confident in their learning.

The policies at LBS for identifying student and young people with SEND and assessing their needs.

- All students that attend the Lady Byron School are in receipt of an EHCP before they are awarded a place at the school.
- The progress of all pupils is continually monitored by class teachers/Key Worker, who carry out a wide range of assessment, through both formal assessment (which may include assessment tasks and tests) and on-going observations and assessment of work carried out daily as well as other assessments related to their diagnosis of Autism.
- Termly 'Pupil Progress Meetings' are held between each class teacher/key worker and members of the senior leadership team, for detailed discussions about student's progress to take place. If a pupil is not making expected progress in a particular area of learning, the school can identify the need for additional support. This will then be discussed with parents/carers and the pupil concerned (where appropriate).
- If parents/carers have concerns about the progress or attainment of their student, they should in the first instance make an appointment to speak to the class teacher to discuss their concerns. This may result in targeted support within class being planned, undertaken and then reviewed.
- It is possible for a parent to highlight a concern with regards to their students learning to the SENCo at any point in the school year.
- Annual reviews are held for student with EHC Plans in which all agencies involved, review progress against yearly targets and set new outcomes.
- The school's SEND policy can be found on the school website.
- The SENCO is Melanie Kinsella

The arrangements for consulting parents of student with SEND and involving them in their student's education.

- The school provides curriculum information and updates on our website and on social media, in the newsletter published termly and at review meetings for parents.
- Advice for how parents can support their student will be shared regularly.



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- Open days give opportunities for parents to visit classrooms
- Face to face contact is made termly either through review meeting or Annual review
- In between these normal reporting times, it may be necessary for parents and class teachers to communicate more regularly, e.g.: to discuss classwork, home issues or behaviour. Parents are welcome to make an appointment with the SENCO, to have more frequent updates, at any time of year. Similarly, the class teacher or SENCO may request this of the parent from time to time.
- If required, communication can also be made by phone call, email or home/schoolbooks to support the student from day to day.
- A student's Individual Learning Plan details support planned for a student and how a parent can be involved with this.
- Parental involvement is requested when an outside agency is involved with a student and their thoughts and contributions recorded. Parental input when target setting with agencies is encouraged.
- The SENCO, outside agencies also suggest parent support groups, training and information when appropriate.
- There are a range of voluntary organisations that support parents whose student have Special Educational Needs.

The arrangements for consulting and involving student in their learning.

- All pupils at LBS are encouraged to take an active role in their learning through discussion and self-evaluation.
- Student voice is encouraged in a variety of ways such as through an active, pupil debate club and at Annual Reviews to support pupils presenting their views to the meeting.
- SEND Support Arrangements require 'One Page Profiles' to be produced in consultation with school, parents but most importantly the student so that their views and thoughts on learning, likes and dislikes and what works for them can be shared. At LBS we value the views of all learners and will work with parents, staff and pupils to produce profiles for all students. These profiles will be updated each year before transition to the next year or future provision.
- Pupils on the SEND register are made aware of outcomes discussed on their individual plans and can suggest an outcome they would like to work towards.



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How LBS approaches the teaching and support of student with SEND

- At LBS we adopt a graduated response to meeting the needs of all pupils and follow the SEND Process detailed in the Code of Practice 2014.
- Most students will have their needs met through 'quality first' class teaching and staff make reasonable adjustments for all student to help support their needs.
- When the school or home identifies the need for additional support to enable a pupil, with SEN, to make expected progress the parents/carers will be invited to a meeting at the school with the class teacher/SENCO to draw up a plan of support.

School based support may include:

- Individual support from a key adult.
- Flexible grouping combinations and peer support
- Small group work with an adult out of class - we have a number of research informed and evidence-based interventions running at LBS such as Art therapy, equine therapy, forestry, and Talkabout, social thinking and zones of regulation, navigating the social world some students may access these groups in order to support them in achieving their targets.
- Access to specific resources - the student may require a physical resource to support them in class, e.g., a particular type of pencil, chair or laptop, as advised by the professional involved.
- Our school curriculum map shows the range of interventions in place in our school and tracks the student receiving them each term.
- We will monitor and track the progress of all student to ensure that the provision we have put in place is having the impact we were expecting.
- The proprietor is responsible for monitoring the effectiveness of the provision in place for pupils identified with SEND and they will receive a report from the SENCO on the progress of pupils with SEND.

How LBS makes the environment and curriculum accessible for all student

- Teachers are provided with information on the needs of individual pupils so that they can plan the learning, within our curriculum, to ensure that all pupils are able to make progress.
- An approach to the curriculum with opportunities for practical investigation, visitors and trips plus a range of teaching styles (e.g., visual, kinaesthetic, auditory) aim to engage all types of learners and allow student to make links between subjects easily.



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- Teachers are expected to differentiate to meet the needs of all learners, then review and adapt and this is clear within their planning. This may be through, for example, specific groupings within class, physical and/or visual resources, adapted language or adult support.
- Teachers give personalised feedback when work is marked in written and verbal forms as appropriate.
- There are examples of good practice for students across the setting and the school is committed to providing an inclusive provision and meeting the needs of diverse learners.
- Our Accessibility Plan is in place and recently updated. As a school that values and respects the right of learners, our school works to support diversity in our setting and aim to meet the needs of all our learners.
- All rooms on the ground floor are wheelchair accessible and we have an accessible toilet. The classrooms upstairs are not wheelchair accessible, but the school would make reasonable adjustments to work around this.
- Every teaching room and corridor is carpeted, and some classrooms have an interactive whiteboard with speakers and visualizer that enable each room to be a rich visual and auditory learning environment.
- Specific access arrangements for exams can be discussed and applied for to provide extra support (if appropriate).
- To support pupils and parents whose first language is not English we may use key words in their home language and access specialist support.

The training and expertise of staff to support student with SEND.

- All school staff are trained to support students with a diagnosis of Autism. LBS also has several staff trained to support specific areas of SEND and encourage staff to continually update their skills and knowledge.
- The school also works closely with several external professionals such as:
 - Specialist teachers from Autism Outreach
 - Educational Psychologist
 - Speech and Language Therapist
 - Occupational Therapist
 - Physiotherapist,
 - Child and Adolescent Mental Health (CAMHS) support worker
- When needed the school liaises and attends meetings with social care or provides information to support paediatric requests.
- Before the school makes a referral to any specialist service, we will always gain a parent/carer's permission.



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- All staff are offered regular training opportunities such as Positive Handling training and Educational Psychologist led session on Attachment and whole staff training on supporting ASC plus Autism Education Trust training.
- All staff are involved in yearly student protection updates and 2 members of staff are trained at a higher level to deliver safeguarding to others.

How the school's resources are allocated and matched to student's special educational needs and disability

- Our finances are monitored regularly, and we utilise resources to support the strategic aims of our setting as well as individual learner needs. We seek to ensure value for money service, so all interventions are costed and evaluated regularly, and changes are made, as necessary.
- The school's SEND budget and resources are allocated using the 'Needs First approach'. This means that the needs of the student are recognised clearly before any resources are allocated. The effectiveness of interventions is monitored through analysis of the progress data.
- The deployment of the teaching assistants, the time allocated to specific interventions, physical space and resources and the planning of future training opportunities for staff and parents are all determined by the needs of the student.

How the school approaches inclusion to all school activities for student with Special Educational Needs and Disability.

- All trips and outings are inclusive to all students.
- If a student has additional needs that require any additional provisions to be made, this can be planned to make the trip as successful as possible for that student. An individual risk assessment is completed if appropriate.
- Information about the trip is shared with parents well in advance of them taking place so that parents decide if their student can attend or if they need to discuss any additional provision for them. Usually, this key information would be detailed in a letter or for some trip.
- Teachers are always willing to discuss any concerns that a parent may have about their student attending a trip. The parent or class teacher would need to plan a meeting for this to happen, well in advance of the trip taking place so that any additional provision can be planned in time to be supportive. Examples of successful provision that have been used in the past include pre-visits, using photos of the location to discuss what it might be like beforehand, the use of social stories, having



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one to one support on the trip if necessary. The SENCO may also attend this meeting if appropriate.

The support the school provides for a student's overall wellbeing.

- The LBS school provide specific support on the social, emotional and mental health of each student. We support students to have a sense of self, understand their diagnosis of Autism and how it affects them.
- In certain situations school works closely with parents and agencies developing individual behaviour plans and reward charts. The school works hard to avoid exclusions
- The school invests in several specific provisions to support social and emotional needs. 'The Chill out Zone' (a quiet sensory room) and a variety of trained therapists. In addition, there are intervention groups run by teaching assistants supporting students to develop self-esteem and/or better their social communication skills to promote positive peer relationships. Some students receive support on a 1:1 basis so that they have a specific adult they can talk to.
- Relevant staff have been trained to support medical needs and in some cases all staff have training. Medical profiles are updated and displayed for all staff to see. The SENCO liaise with the school nurse service and medical agencies, as necessary. We have a 'supporting pupils with medical conditions' policy in place.
- We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence. We are mindful that many of our students may withdraw at times and find access school challenging therefore LBS will find alternative ways to help students re-engage.

How LBS supports and prepares a student to join the school, transfer to a new school or to the next stage of education

- To support students arriving new to LBS, where possible, contact will be made with the previous school/setting/home, to aid a smooth transition.
- The school operates a robust induction programme consisting of several assessments to gain a clear understanding of the student's needs.
- If appropriate, the SENCO would organise a meeting with the previous setting and parents, to ensure that the student's needs are understood. The SENCO may organise an extra visit either to the old or new setting for certain students, this might include taking photos to support their transition for example.
- For a student with an ECHP every effort would be made by the SENCO to attend the last Annual Review prior to the move to The Lady Byron School and several transition visits may be necessary.



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- To support student moving up within the school, at the end of the year, class teachers meet to discuss each student and will update the 'One Page Pupil Profile' together with the student and parent.
- For any student with specific transition needs an 'Individual Transition plan' can be created at the end of any year group to support the move up to the next class. This plan is created at a meeting, organised by the SENCO, and can involve the student's parents, the key adults that currently work with the student and those that will work with the student in the new class. The plan details any additional resources or strategies that will be used to make the transition as smooth as possible such as some additional visits to the new classroom or informal time with the new class teacher.
- Good relationships with other schools aid transition for student with SEND needs. The SENCO meets and gives detailed information to the feeder school to get an understanding of the student's needs. If needed, a member of that team may visit and observe a student and contact parents.

Details of specialist services and expertise accessed by the school to support student with SEND and their families.

At LBS we are concerned with the overall development of the learner and this at times may require working with outside agencies such as health and social care professionals, local authority support services and voluntary sector organisations.

Agencies which could be accessed:

- Autism Outreach
- Educational Psychologist
- Speech and Language Therapist
- Occupational Therapist
- Physiotherapist,
- Visual Impairment team,
- Hearing Impairment team,
- Child and Adolescent Mental Health (CAMHS) support worker
- Early Help / Social Care
- Learning Support Team

All schools have a particular duty to ensure Looked After Young people are given the appropriate support and care to help their progress and engagement in the learning environment. Our designated teacher is our Head Teacher Caroline England, who liaises with social services and the virtual school to ensure the student's wider needs are being met and produces a personal education plan (PEP).



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The options a parent has if they are unhappy with a student's support or progress.

- If your student is already at the school, your first point of contact would usually be their key worker/teacher.
- If the matter cannot be resolved at this stage then the SENCO, may become involved and a meeting set up to discuss the nature of the complaint and look for a resolution.
- You can also contact the Headteacher, Caroline England.
- A copy of the school's complaints procedure can be found on the school's website. This will outline the formal steps the school will take in handling the complaint.

Information on Leicestershire County Council's Local Offer

- The website is <https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>
- You will also be able to search for it in Google.

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Next review date: March 2024 (but will be updated when needed before this date)