LAWN MANOR

ACADEMY

Special Educational Needs and Disabilities Information Report

November 2026

Contributing to the Swindon Local Offer

https://www.swindon.gov.uk/sendlocaloffer

Review cycle: annual, and sooner where information changes

About this report

This report explains how Lawn Manor Academy implements its SEND policy and supports pupils with special educational needs and disabilities. It is intended for pupils, parents and carers, staff, professionals and governors.

> Legal framework: Children and Families Act 2014; Special Educational Needs and Disability Regulations 2014; SEND Code of Practice: 0 to 25 years (2015); Equality Act 2010. The report is published on the academy website and updated annually, with material changes updated as soon as practicable.

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SEND link governor	Zoe Vasiloudis, SEND link governor on the Local Governing Board
Related policy	SEND Policy, updated March 2025
Review date	November 2027, or earlier if information changes

Our commitment

Lawn Manor Academy is an inclusive school where every pupil is valued and respected. We are committed to pupils' inclusion, progress, well-being and growing independence. Our values are ambition, achievement, teamwork, honesty, trust and respect.

1. The kinds of SEND we provide for

We support pupils whose needs fall within one or more of the four broad areas described in the SEND Code of Practice:

- communication and interaction, including speech, language and communication needs and autism
- cognition and learning, including specific and moderate learning difficulties
- social, emotional and mental health needs
- sensory and/or physical needs, including visual impairment, hearing impairment and physical disability

The four areas help us to plan support, but pupils' needs are individual and may change over time. Support is based on assessed need rather than diagnosis alone.

2. Identifying and assessing SEND

Class teachers are responsible for identifying emerging concerns through high-quality teaching, assessment, observation and knowledge of the pupil. Where progress, access or participation remains a concern, staff raise this with the SENDCO.

- discuss concerns with the pupil and their parent or carer
- gather information from teachers and other staff
- review attainment, progress, attendance, wellbeing and participation
- use appropriate screening or assessment tools
- seek advice from external specialists where necessary and with appropriate involvement or consent

The academy liaises with feeder primary schools and other settings so that known needs and effective strategies can be understood before admission. A pupil is placed on the SEND register where their learning difficulty or disability

calls for special educational provision that is additional to or different from provision normally available to pupils of the same age.

> Parents or carers who are concerned about a possible unidentified need should contact the pupil's I LEARN tutor or Year Lead. A SEND drop-in appointment can also be requested through reception or the link published in the academy newsletter.

3. Consulting and involving parents and carers

Parents and carers are partners in identifying needs, planning provision and reviewing impact. They receive regular opportunities to discuss progress, support and outcomes through reporting cycles, consultation events, SEND drop-ins, pupil passport reviews and annual reviews where applicable.

- views and concerns are recorded and considered when support is planned
- parents and carers are involved before referrals to external agencies wherever appropriate
- meetings can be requested at any point where concerns arise
- information about Swindon SEND Information, Advice and Support Service (SIAS) is available at www.swindonsias.org.uk

4. Consulting and involving pupils

Pupils are supported to understand their strengths, needs, provision and targets. Their views inform pupil passports, intervention reviews and person-centred annual reviews. Pupils may speak with the SENDCO, Assistant SENDCO, learning support staff, I LEARN tutor, Year Lead or another trusted adult.

5. Reviewing progress towards outcomes

The academy uses the assess–plan–do–review cycle. Teachers assess and monitor progress in class. SEND targets and provision are reviewed during the academy's review points, with pupils and parents invited to contribute to pupil passports. Pupils with an Education, Health and Care Plan (EHCP) receive a statutory annual review, with relevant professionals invited where appropriate.

- academic progress and engagement
- progress towards agreed SEND or EHCP outcomes
- attendance, wellbeing, independence and participation
- the frequency, quality and impact of support or intervention
- whether provision should continue, change, increase or reduce

6. Our approach to teaching pupils with SEND

High-quality, adaptive teaching is the first response to SEND. Subject teachers remain responsible and accountable for the progress and development of every pupil in their class, including where a teaching assistant or specialist supports the pupil.

- clear explanations, modelling and scaffolded tasks
- adjusted pace, chunking and opportunities for overlearning
- explicit teaching of vocabulary and literacy
- support for working memory, processing and executive functioning
- appropriate seating, visual support and accessible resources
- planned use of teaching assistants that promotes participation and independence

Teaching and learning is underpinned by the academy's I LEARN principles: Independence, Literacy, Equipment, Attitude, Resilience and Numeracy.

7. Curriculum and environmental adaptations

Reasonable adjustments and adaptations are made according to individual need. These may include coloured paper or overlays, alternative recording methods, writing aids, reading pens, laptops, assistive software, adapted resources, specialist equipment and advice from visual, hearing or physical impairment services.

Where a pupil needs a more substantially adapted curriculum, the academy may consider targeted provision through the Personalised Learning Centre, LINK Centre or CONNECT provision following internal assessment and referral. CONNECT is an academy-based mainstream provision and not a specialist resource base.

8. Targeted and specialist support

Communication and interaction

Speech and language needs may be explored using Language Link screening and appropriate individual assessment tools. Support may include Language Link, Language for Thinking, Language for Behaviour and Emotions, Talking for Teens, vocabulary enrichment or programmes directed by a speech and language therapist.

Cognition and learning

Pupils are screened for reading and spelling needs and, where appropriate, difficulties affecting literacy, numeracy and processing. Targeted programmes may include Little Wondle Code, Lexia, Toe by Toe, Word Wasp, Dynamo Maths, Numeracy Workout and Times Tables Rock Stars, Freckle, subject to current assessed need and programme availability.

Social, emotional and mental health

Support may develop emotional regulation, resilience, relationships, social understanding, mindfulness and anger management. Assessment may include the Strengths and Difficulties Questionnaire. The academy works with Be U Swindon, delivered by ABL, and other appropriate services. The SENDCO is also the academy's Senior Mental Health Lead.

Sensory and physical needs

Bespoke support and reasonable adjustments are planned with advice from relevant specialist teachers and health professionals. Where necessary, the academy seeks support from the local authority's assistive technology service.

9. Education, Health and Care Plans

Where a pupil is not making expected progress despite relevant, purposeful action at SEND Support, the academy may consider requesting an EHC needs assessment from Swindon Borough Council. Parents or carers, the pupil and relevant professionals are involved in the decision and evidence-gathering process. Provision in an EHCP is coordinated by the SENDCO and the plan is reviewed at least annually.

10. Staff expertise and training

Staff receive continuing professional development through academy and trust arrangements, including regular briefings and input from the trust's SEND and inclusion leadership. Training is informed by the academy's current cohort and may cover speech, language and communication, autism, ADHD, dyslexia, attachment, mental health, literacy, working memory, processing, executive functioning, adaptive teaching, effective deployment of teaching assistants and use of Arbor and Provision Map.

Staff also receive guidance from local authority advisory teachers and other specialists where this is needed for an individual pupil. Teachers access pupil information, pupil passports and agreed strategies through academy systems.

11. Evaluating the effectiveness of provision

Provision is evaluated through the assess–plan–do–review cycle. The academy considers baseline and review information, progress towards outcomes, pupil and parent views, attendance and engagement, work and assessment evidence, and feedback from staff and professionals. Where support is not effective, the academy reviews the barriers, delivery, frequency and suitability of the provision and agrees the next step.

12. Inclusion in the wider life of the academy

The academy uses its best endeavours and makes reasonable adjustments so that pupils with SEND can participate in lessons, trips, enrichment, clubs and the wider life of the academy. Decisions are based on individual need and appropriate risk assessment, not on SEND status alone. Further information is set out in the academy's Accessibility Plan and equality information.

13. Supporting social and emotional development

Pastoral and SEND staff work together to support wellbeing, relationships, attendance and participation. The academy does not tolerate bullying and responds through its Behaviour Policy and Anti-Bullying Policy. Pupils are encouraged to report concerns to any trusted adult. Support is coordinated with safeguarding, pastoral, mental-health and external services where appropriate.

14. Working with other organisations

Where specialist advice is needed, the academy discusses this with parents or carers and works with the relevant service. Partners may include:

- Swindon Borough Council Educational Psychology and specialist advisory teaching services
- Speech and Language Therapy
- Child and Adolescent Mental Health Services and Be U Swindon
- community paediatrics
- occupational therapy and physiotherapy
- the Virtual School for children looked after
- post-16 providers, careers services and other education settings

For a child looked after who also has SEND, the Designated Teacher and SENDCO coordinate provision with the Personal Education Plan and, where relevant, the EHCP and Virtual School.

15. Transition and preparation for adulthood

Transition planning is personalised according to need. For entry to Year 7, the academy gathers information from primary schools, offers transition days and may provide additional visits or a personalised programme. The SENDCO or appropriate member of the SEND team liaises with primary SENDCOs and may attend Year 5 or Year 6 annual reviews for pupils with an EHCP.

For pupils leaving Year 11, the academy works with careers staff, families and receiving providers to support applications, share relevant information lawfully and plan continuity of support. Preparation for adulthood includes education and employment pathways, independence, participation and, where relevant, health needs. Examination access-arrangement evidence is shared with pupils and onward settings in accordance with current JCQ requirements and data-protection expectations.

16. Funding and use of resources

The academy uses its notional SEND budget and wider delegated resources to secure appropriate additional provision. Where a pupil has a high level of need, the academy may apply to Swindon Borough Council for additional funding in line with local arrangements. Funding decisions are based on assessed need, intended outcomes and review of impact.

17. Complaints about SEND provision

Concerns should normally be raised first with the relevant member of staff, Year Lead or SENDCO so that they can be addressed promptly. Formal complaints about SEND provision are considered under the academy's published Complaints Policy. This does not affect a parent's statutory rights in relation to EHC needs assessments, EHCPs, mediation or appeal to the First-tier Tribunal (Special Educational Needs and Disability).

Independent information and advice: Swindon SEND Information, Advice and Support Service (SIAS), www.swindonsias.org.uk. Information about disagreement resolution, mediation and the Local Offer is available from Swindon Borough Council.

18. Accessibility and equality

Under the Equality Act 2010, the academy anticipates and makes reasonable adjustments so that disabled pupils are not placed at a substantial disadvantage. It has due regard to eliminating discrimination, advancing equality of opportunity and fostering good relations. The academy's Accessibility Plan sets out how it improves access to the curriculum, the physical environment and information.

19. Publication, review and contact

This report is published on the academy website, reviewed at least annually and updated during the year where information changes. It contributes to the Swindon Local Offer, which provides information about education, health, social care, support services and activities for children and young people aged 0 to 25 with SEND and their families. The Local Offer is available at https://www.swindon.gov.uk/sendlocaloffer. A paper copy of this report can be provided free of charge on request.

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Glossary

Term	Meaning
Adaptive teaching	Teaching that responds to pupils' strengths and needs while maintaining ambitious learning goals.
Annual review	The statutory review of an EHCP, normally completed at least every 12 months.
EHCP	Education, Health and Care Plan: a statutory plan for a child or young person whose needs require provision to be specified and secured through an EHCP.
EHC needs assessment	The statutory assessment process used by a local authority to decide whether an EHCP is necessary.
Intervention	Planned, targeted support intended to help a pupil achieve identified outcomes.

Term	Meaning
Reasonable adjustment	A change made to prevent a disabled pupil being placed at a substantial disadvantage.
SENDCO	Special Educational Needs and Disabilities Coordinator.
SEND Support	Special educational provision delivered through the graduated approach for a pupil who does not have an EHCP.
SIAS	SEND Information, Advice and Support Service, providing impartial information and advice to children, young people and families.