SEND at Lawn Manor Academy: A Guide for Parents and Carers

How we identify needs, provide support and work in partnership with families

This guide summarises the support available for pupils with special educational needs and disabilities (SEND) at Lawn Manor Academy. It explains what parents and carers can expect, how concerns are considered and how support is reviewed.

Our approach to SEND

Support is tailored to each pupil's strengths, needs, any barriers to their learning, participation, attendance, or wellbeing.
A formal diagnosis is not required before the school can provide appropriate support or reasonable adjustments.
High-quality, inclusive classroom teaching is the first response for every pupil.
Teachers remain responsible for the progress and development of pupils in their classes, including where additional adults or specialists are involved.
We aim to promote independence, belonging, participation and ambitious outcomes.

How needs are identified

Staff consider a broad range of evidence, including classroom progress, participation, attendance, communication, emotional regulation, independence and wellbeing. The views of the pupil and family are important, alongside teacher assessment, observations, previous information and advice from professionals where relevant.

All pupils complete a range of screening and baseline assessments when they join the school, usually in Year 7 or on admission. These may include assessments of reading, spelling, reasoning, language and numeracy. Screening can indicate that further assessment or support may be helpful, but it does not provide a diagnosis on its own.

The graduated response: Assess, Plan, Do, Review

- Assess: Gather information about strengths, needs, barriers and what is already working.
- Plan: Agree outcomes, support, responsibilities and a review date with the pupil and family.
- Do: Put agreed teaching adaptations, reasonable adjustments or interventions in place consistently.
- Review: Consider the evidence of impact and decide whether provision should continue, change, increase or end.

Support your child may receive

- Classroom adaptations: explicit instruction, scaffolding, visual prompts, accessible resources, flexible grouping, additional processing time, supportive seating and pre-teaching.
- Assistive technology: reading pens or laptops may be considered where these reflect the pupil's normal way of working and assessed need.
- Targeted interventions: structured support may address reading, spelling, numeracy, speech and language, communication, emotional regulation, anxiety, anger, social understanding or reading fluency.
- Internal inclusion provision: pupils may access Vertical ILEARN, Connect, the Personalised Learning Centre or the Oasis where this is appropriate to their assessed needs.
- Specialist advice: the school may seek support from services such as educational psychology, speech and language therapy, advisory teaching, school nursing or mental-health services.

Internal inclusion provision

Provision	What parents and carers should know
Vertical ILEARN	Provides predictable routines, trusted-adult support and help with organisation, relationships, emotional regulation, attendance or engagement.
Connect	A small-group, adapted Key Stage 3 curriculum for identified pupils who need additional support to access secondary learning. Placement and progress are reviewed regularly.
Personalised Learning Centre	Provides short-term, planned support for pupils joining mid-year, returning after absence, managing medical or wellbeing needs, or requiring support for safeguarding reasons.
The Oasis	A calm inclusion space offering Refocus, Reset and Re-engage pathways to assess barriers, practise regulation strategies and support a planned return to learning.

Working with parents, carers and pupils

- Parents and carers are partners in identifying needs, agreeing outcomes and reviewing support.
- Pupil views, strengths, aspirations and preferred strategies will be sought in an age-appropriate and accessible way.
- Every pupil on the SEND register has a Pupil Passport recording strengths, needs, helpful strategies, reasonable adjustments, provision and intended outcomes.
- Parents and carers will be invited to contribute to formal Pupil Passport reviews three times each year, although the document can be updated sooner when needs or effective strategies change.
- Pupils with an Education, Health and Care Plan (EHCP) have a statutory Annual Review at least once each year.

When more specialist support may be needed

Where school-based support does not sufficiently address a pupil's needs, the school may seek external advice or assessment. An Education, Health and Care Needs Assessment may be considered where needs are complex, severe, long term or increasing, and significant barriers remain despite appropriate support and specialist advice. Parents and carers may also request an assessment directly from the local authority.

Parents and carers should approach external recommendations thoughtfully and ensure they are considered within the context of the school's knowledge of the child. Agencies may not always have a full understanding of the school's provision, staffing, curriculum or the support already in place. The most effective outcomes are achieved when external advice, parental views and the school's professional expertise are brought together to inform decisions.

What to do if you have concerns

- Share your concerns with your child's class or subject teacher, tutor or pastoral team.
- Explain what you have noticed at home, your child's strengths and any strategies that help.
- Ask what has been observed in school and what support or adjustments are currently in place.
- Agree the intended outcomes, how progress will be measured and when support will be reviewed.
- If concerns continue, ask for the SENDCo or Assistant SENDCo to be involved.

Important: Support is based on individual need. Not every pupil will require the same assessments, interventions or provision, and access to a particular programme is not automatic. Decisions are made using evidence and reviewed with the pupil and family.

We offer daily SEND drop-ins with the SENCO/ Assistant SENCO to arrange one please email: jeverrett@lma.ascendlearningtrust.org.uk