



Lyon Park Primary's School Special Educational Needs and Disability (SEND) Information Report

Date of report: June 2024 (Draft)

Review of Report: June 2025

About our school

At Lyon Park Primary School we are a large four form entry school. We cater for children from Nursery to year 6. Lyon Park Primary school is an inclusive school and we ensure that all pupils regardless of their needs have an equal right to a full and rounded education which will enable them to achieve their maximum potential. The school's values underpin the learning which takes place at school and are core to developing a safe and achieving school where every member of the community is important.

Who is our SENDCO and how can they be contacted?

The SENDCO at the school is Mrs J Mistry.

She can be contacted by telephone on 0208 902 5454. An appointment can be made to discuss concerns or questions you have in person.

You can also email the school on admin@lyonpark.brent.sch.uk

What types of SEND do we provide for?

We ensure that provision is made for children within the four broad areas of needs specified in the SEND Code of Practice (January 2015). We currently provide support for children identified with the following needs.

- **Cognition and Learning** – Moderate Learning Difficulties (MLD), Specific Learning Difficulties (SpLD) - dyslexia.
- **Sensory, Medical and Physical** – Hearing Impairment, Visual Impairment, Sensory processing difficulties, Cerebral Palsy, Sickle Cell Anemia, Gross Motor difficulties and dyspraxia.
- **Communication and Interaction** – Speech, Language and Communication Needs (SLCN); Autistic Spectrum Disorder (ASD) and Selective Mutism.
- **Social, Emotional and Mental Health** – Attention Deficit Hyperactivity Disorder (ADHD) , Autistic Spectrum Disorder (ASD) and eating disorders.



How do we identify and Assess pupils with SEND?

Identification and assessment of children with SEND arise from a four-part cycle (Assess, Plan, Do, Review) known as the graduated approach. Through this cycle, earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's needs and, of what supports the child in making good progress and securing good outcomes.

Parents/carers and children are always involved in decision making at every stage. The class teacher is the first point of contact for parents/carers. The SENDCO is always available to meet with parents/carers and children.

Assess: The school carefully tracks each child through the use of the assessment tool 'Sonar' and 'BARICS' (Brent Assessment Route I can Statements). Using this information, we carry out a clear analysis of each child's needs, drawing on a range of information and data. This includes: prior experience, current and previous progress/ attainment in comparison to peers. Alongside this, the child's views, parents'/carers' views and aspirations of their child are taken into consideration as well as information from multi-agencies.

Plan: High quality first teaching and highly differentiated work are the first steps in responding to a child identified with SEND. The Class teacher, support member of staff and SENDCO work in partnership with parents/carers and child to agree and prioritise provisions based on the needs of the child.

An Individual Support Plan (ISP) specifying the provision required to enable your child to make progress from his/her starting point will be in place. The ISP will specific short terms targets, strategies, adult support and frequency of support. The ISP is a working document and will be available to all adults involved in supporting the child.

The only time when an ISP will not be written is

- When the child is not identified as having SEND needs
- The child has a plan in place already such as a Speech and Language therapy plan, Occupational therapy plan or Physiotherapy plan.
- The child is having therapeutic input such as Art therapy.

If support beyond school level is required, the SENDCO in consultation with parents/carers will work in partnership with the appropriate service/s.

Do: Class teacher, support members of staff work closely with the SENDCO to carry out the support agreed during the planning process.



Review: The SENDCO leads and coordinates regular reviews of additional provisions, deployment of Teaching Assistants, resources and strategies. Where necessary, changes are made to teaching approaches and other provisions to ensure that the child continues to make progress from his/her starting point. The SENDCO will revise the support in light of the progress and attainment the child makes and a decision is made whether the child is added to, removed from, or remains on the SEND register.

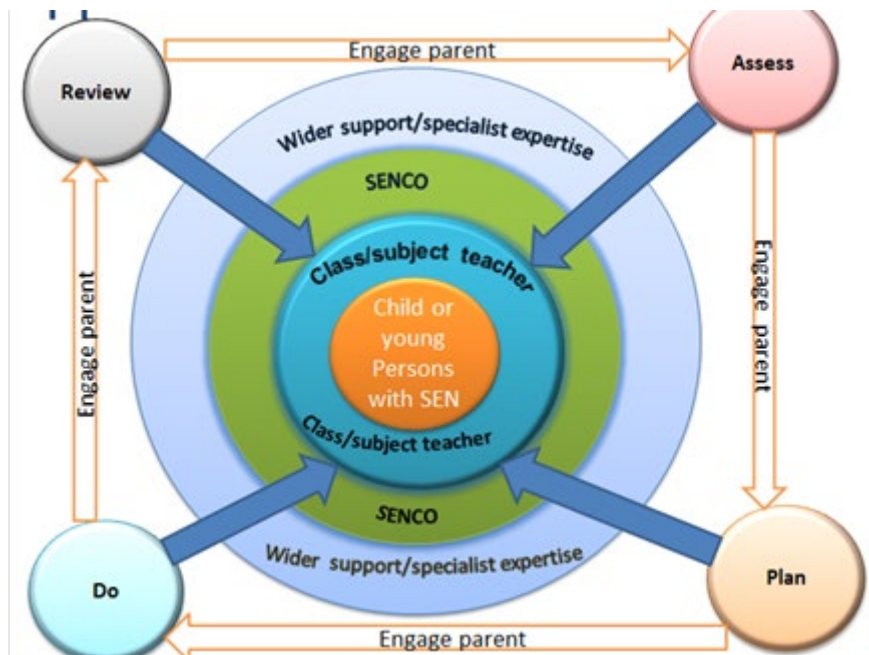
A small percentage of children with complex needs might need an assessment that could lead to an Education, Health and Care Plan. The SENDCO in consultation with parents/carers can make the referral to Brent Special Educational Needs Department (SENAS). Likewise, parents can make the request for Education Health Care Plan assessment (EHCP).

Where a child has an Education, Health Care Plan, an Individual Support Plan (ISP) or Care Plan, the SENDCO will coordinate meetings to review them. The review meetings involve: parents/carers, child, SENDCO and key professionals. At these review meetings, parents/carers and the child are given the opportunity to share views and aspirations; celebrate achievement, agree priorities and outcomes.

Currently these are some of the arrangements in place for reviewing progress towards outcomes:

- Termly pupil progress tracking meetings with class teachers, year leaders, SENDCO and senior leaders
- The use of reports from multi-agencies following initial and review assessments
- Annual review meetings with parents/carers, child and professionals working with the child
- Termly ISP meetings with parents/carers, child and professionals working with the child.
- Pupil conversations with SENDCO
- Termly book look

Where a child continues to make little or no progress, despite extra support provided by the school's SEND provisions, the SENDCO will seek additional advice and assessment from specialist services such as Occupational Therapy, Speech and Language Therapy, Educational Psychologist and Pediatrics Teams.



What is an Education, Health and Care Plan?

The school will carefully monitor your child with SEND needs. When the child continues to make little progress over time the school can apply for an Education, Health and Care plan. The school will have already implemented the advice from professionals such as a Speech and Language therapist, an Educational Psychologist and any external professional working with your child. If there is enough evidence the school will apply to the Local Authority and ask for a statutory assessment of your child to be undertaken. If this agreed by the Local Authority then a plan to support your child will be produced. This plan is called an Education, Health and Care plan (EHCP)

If your child has an EHCP the SENDCO will meet with you regarding the plan and what the school will be putting in place to meet your child's needs. Every academic year the SENDCO will meet with the child, the parent and any Key professionals that are involved with your child. This meeting is called an Annual Review and a report will be completed and sent to the local Authority. The parent's views and the child's views are captured as part of this meeting and it is an opportunity to share views and aspirations



How is support allocated to SEND children?

The school receives funding from the Local Authority for SEND pupils. The head teacher allocates a budget to the SEND department. This funding includes resources, training and adults employed by the school.

The Senior Leadership Team and the SENDCO meet and discuss the needs of the school. Together we decide how resources are used effectively to meet the needs of the children.

What is our approach to teaching SEND pupils?

If a child is identified as having SEND, the school will provide support that is additional to, or different from the differentiated approaches and teaching and learning approaches normally provided as part of Quality First teaching within the classroom environment.

Some children may require more personalised teaching that supports any barriers to learning and further strategies to support. This will be specified in an Individual (ISP) Support Plan, Care Plan, Education Health Care Plan (EHCP) or reports from outside agencies

Lyon Park continues to use the three wave model provision management for inclusive practice.

Wave One: Effective inclusion of all pupils in high quality lessons.

Wave Two: Small group interventions.

Wave Three: Specific targeted intervention for pupils needing a level of support that is additional and different to that provided for the rest of the class.

Approaches to teaching and learning include:

- target group work
- the use of teaching rooms including a sensory room
- highly differentiated lessons
- 1:1 support (for children with top up funding-children with an EHCP)
- 1:1 support for children with complex needs
- early language groups
- attention and listening groups
- use of specialist resources/aids
- multi-sensory approach
- alternative approaches to learning



Interventions include:

- Precision teaching
- Phonics 'Essential Letters and Sounds'
- Spelling Programs
- Paired Reading
- Bucket sessions-Attention, Autism Group
- Alex Kelly Self-Esteem awareness Group

Teaching Assistants carry out the following specialist support:

- Speech and language therapy
- Targeted interventions coordinated by SENDCO in response to advice from services such as: Educational Psychologist, B.O.A.T., Occupational Therapist and Physiotherapist
- Targeted support that is different from, and in addition to quality first specific to the needs of the child.

Activities are differentiated and adapted to accommodate the varied levels of development of children's skills and knowledge. There is a focus on modifying teaching approaches, adaptation and modification of lessons as well as adaptation and modification of the learning environment.

In addition, there are specialist provision/aids such as: dyslexia friendly resources, touch typing, enlarged texts and portable audio recorders. For children who benefit from electronic devices such as iPads and laptops, these will be available when needed.

For children with sensory modulations difficulties, fine motor and gross motor needs, specialist equipment such as 'wobble-sit' cushions, writing slopes, pencil grips or fidget toys will be available. The school also has a small sensory circuit which children are able to access during the day. Seating plans are adjusted and, based on the level of needs, key adults will be deployed to support children including those with medical conditions.

Special arrangements are made for children who find it difficult to cope during lunch time play and for children with sensory modulation difficulties



How do we adapt the curriculum and learning environment?

We work closely with outside agencies towards removing or minimising barriers that may exist to learning and participation that can hinder or exclude children with SEND. Care plans are written in partnership with the SENDCO, parents/carers and in conjunction with any relevant health services. There is a fully equipped medical room which is staffed by trained welfare officers.

Lyon Park School is built on split levels. We can make reasonable adaptations necessary for children with gross motor difficulties to maximise mobility. Lyon Park is equipped with two disabled toilet facilities, one wet room, ramps around school, 4 stair lifts and 1 lift.

Special arrangements can be made for children whose medical needs are impacting on their ability to attend school on a regular basis to access the broad and balanced curriculum.

Personal Emergency Evacuation Plans (PEEP) are in place for children who are unable to reach a place of safety unaided or within a satisfactory period of time in the event of any emergency.

During evacuation procedures staff are safely evacuating children in an emergency. The school has one lift that is able to take you from ground floor to the first floor of the building. Key members of staff are trained to use the FM listening system which allows adults to talk into a hand-held microphone that transmits the sound of the adults' voice directly to the child who wears hearing aid.

Considerations are taken into account when planning an educational visit and adaptations or concerns are discussed with parents/carers prior to any visit.

How do we enable pupils with SEND to engage in activities with other pupils who do not have SEND?

We aim to provide opportunities for children with special educational needs and disabilities to engage with children who do not have SEND through a wide range of activities, including educational visits, sports and events, music festivals and play schemes.

The school actively encourages SEND children to be part of all school life and this includes clubs and groups.



Risk assessments are carried out prior to all outings and specific arrangements are put in place. Special arrangements are in place for children requiring personal care in school and on outings.

Lifts are available to ensure that children with limited mobility have access to all areas of the school; students are always accompanied by a member of staff whilst in/on a lift.

When planning for end of key stage tests, we consider the needs of all children with SEND and where necessary, special arrangements are made. We comply with the recommendations set out in the Access Arrangement Guidance. Some of the arrangements made for children with SEND during tests or assessment situations are: written or oral translator, scribe readers, prompters, rest breaks and specialist equipment and space with minimal distractions.

The PE coaches are aware of all the needs of children on the SEND register in the classes that they teach. They work closely with the class teachers, support staff, AHT's and the SENDCO. They plan sessions with clear aims, objectives and outcomes for children with SEND.

How do we consult parents of pupils with SEND and involve them in their child's education?

Parents/carers are consulted at every stage of the four cycle graduated approach 'assess, plan, do, review'.

Concerns regarding SEND are shared with parents/carers at the earliest stage. If an assessment or referral indicates that a child has additional learning needs, parents/carers will always be consulted with regards to future provision.

Parents/carers are invited to regular meetings. They are kept up to date about the curriculum, schools' expectation, events, attendance, changes, children's progress and attainment. We consult and involve parents/carers through:

- Annual review meetings
- Transfer review meetings
- Team round the child meetings- as and when needed
- Parents workshops/training
- Termly parent consultations meetings
- Distribution of SEND information through leaflets, newsletters and the school website.

Parents/carers can make appointments to see the SENDCO by calling the school.



A BSL interpreter is booked to attend meetings for deaf parents when required.

Where necessary, an interpreter can attend meetings for parents with English as an additional language. The school also uses, for shorter meetings, google translate.

How do we consult pupils with SEND and involve them in their education?

We consult and involve children with SEND through:

- Termly and annual review meetings
- Target setting and review sessions
- Informal conversations
- Pupil voice interviews as part of the monitoring cycle

Children are encouraged to celebrate their achievements, express their views and share their aspirations as well as identifying their strengths and areas for development at all times. Where necessary, alternate forms of communication will be used to involve children in decision making.

How do we assess and review pupil's progress towards their outcomes?

We measure progress and attainment through stages of learning from Early Years to KS2. Progress and attainment is tracked and reported. This is done to show progress and attainment from starting points.

Assessment data is generated using Sonar. Using this tool, we are able to compare data. Interventions are set up, implemented and tracked. Provision is reviewed regularly by the SENDCO and members of the Senior Leadership Team. Where children have taken part in interventions, progress is measured against individual targets set at the start of the programmes. Children's individual support plans (ISPs) are reviewed and shared with parents to discuss progress made and any reasonable adjustments using the tool 'Provision Map'.

Children who are working below National Curriculum Level 1 and identified with SEND needs are tracked on a system developed by a Local Special School called BARICS (Brent Assessment Route I Can System). The children are carefully tracked using this system and provision and teaching is amended to meet the need of the child.

We follow the annual reviews of Education Health and Care plans Guidance for schools to review children's progress in relation to the outcomes specified in their Education Health and Care Plan (EHCP).



The review process is informed by a wide range of data including reports from key adults and external agencies, observational notes and in school data.

Year 6 annual reviews involve the SENDCO of the Secondary school.

How do we support pupil moving between different phases of education and in preparing them for adulthood?

We take steps to ensure that transition is as smooth as possible.

If a child is joining us from another school:

The SENDCO will visit the previous school or nursery where appropriate. If the child would be helped by a book/passport to support him/her in understanding the changes then one will be created. The child will be able to visit our school and stay for a taster session, if this is appropriate. The SENDCO can also coordinate a meeting with the family and Key professionals to ensure that the transition to Lyon Park is smooth for the family and child.

If a child is moving to another school:

The SENDCO will communicate with the SENDCO of the new school. Where possible, a meeting will take place with the SENDCO from the new school.

We will make sure that all records about the child are passed on as soon as possible. If the child would be helped by a book/passport to support him/her in understanding the change, then one will be made.

When moving classes in school:

Information will be passed on to the new class teacher or key adult in advance and in most cases a planning meeting will take place. ISPs, care plans and Education Health Care Plans will be shared with the new teacher and key adults.

If the child would be helped by a book/passport to support him/her in understanding the change, then one will be made.

In Year 6:

The SENDCO will meet with the SENDCO of the child's secondary school. In most cases, a transition review meeting involving parents/carers, the child, current SENDCO and the SENDCO from the new school will be arranged.



The child will participate in focused learning relating to aspects of transition, to support his/her understanding of the changes ahead.

Where possible, the child will visit the new school, and in some cases staff from the new school will visit the child in this school where necessary.

If the child would be helped by a book/passport to support him/her in understanding the change, then one will be made.

How do we support pupils with SEND to improve their emotional and social development?

At Lyon Park we follow 12 values across the academic year with one value explored every month. Values are embedded through whole school assemblies and cross-curricular application.

All children attend lessons and weekly assemblies which address a range of issues that support emotional and social development. We celebrate the achievement of all children through a range of rewards and promote self-esteem at events such as whole school assemblies. Where necessary, individual reward systems are in place for a small number of SEND children.

If there is a need to request wider agency involvement parental permission is required. We work closely with Brent Inclusion Service.

What expertise and training do our staff have to support pupils with SEND?

Our SENDCO is an experienced and hold the National Accreditation for SEND. The SENDCO coordinates training where necessary and leads in house training. She is available to provide support for all staff and operates an 'open door' policy.

Specialist staff currently available are:

- The SENDCO holds the National Accreditation for SEN. She also has the Speech and Language Elkan qualification.
- One Teaching Assistant has completed their ELSA training. (Emotional Literacy Support Assistant)
- One experienced speech and language Teaching Assistant has completed the level 3 Elkan training for ASD pupils in KS2.
- Two teachers are qualified to deliver drawing and talking therapy.
- 9 members of staff have completed de-escalation training for children with Social Emotional and Mental Health needs.



Training involves:

- SEND Induction for ECT's and new members of staff
- Speech and language 'Communication Keys'
- Attention group- Bucket
- Precision teaching
- Safeguarding training – this is related to specific needs within groups of children
- Specific Autism training delivered by BOAT
- Ongoing training through Best Brent and services from the local offer.

How will we secure specialist expertise?

The SENDCO attends regular SEND network meetings and termly SEND Forums. Specialist training is secured through Brent Teaching School Alliance and Brent School Partnership. We secure specialist training, support and advice through the following services:

- *Brent Outreach Autism Team (B.O.A.T)*
- *Educational Psychology services.(EP)*
- *Brent Inclusion Team*
- *Brent Deaf and Hearing Impaired Service (B.D.H.I.S.)*
- *Brent Visual Impairment Services (B.V.I.S.)*
- *Speech and Language Therapy (S.A.L.T.)*
- *Physiotherapist*
- *Occupational Therapy (OT)*
- *School nurse*
- *Brent Early Years Inclusion Team*
- *Education Welfare Officer*
- *Brent Special Educational Needs Department*

How will we secure equipment and facilities to support pupils with SEND?

Money from the school's budget, top up funding from the local authority and pupil premium is used to secure the following:

- specialist resources and equipment
- specialist training for staff

How do we involve other organisations in meeting the needs of Pupils with SEND and supporting their families?

A referral system is in place for children and families to access services and organisations through the local offer.



How do we evaluate the effectiveness of our SEND provision?

The school encourages feedback from staff, parents and children throughout the academic year.

Parents/carers and children are given an opportunity to evaluate the effectiveness of provision by means of discussion at reviews.

SEND provision and interventions are updated by staff and monitored by the inclusion team.

Pupil progress and attainment are continuously monitored by senior leaders.

As part of the schools monitoring termly learning walks are conducted with senior and middle leaders. Part of these walks looks at the quality of teaching and learning as well as a focus on SEND.

How do we handle complaints from parents of children with SEND about provision made at the school?

The school will always aim to resolve any complaints made and they are taken very seriously.

The following process is used if you would like to make a complaint.

First point of call is the class teacher where you are able to raise concerns.

If the class teacher is unable to resolve the issue then you are able to take an appointment to see the relevant Assistant Head (AHT).

If the AHT feels that the SENDCO needs to be involved this will be arranged.

You are also able to make an appointment to see the Head teacher or Deputy Head if you feel your matter is not resolved.

A separate procedure to complain regarding EHC plans and naming of placements can be made directly to the Local Authority.

If there is a concern of a safeguarding nature, students, parents/carers can contact the schools Designated Safeguarding Lead.

The procedure for dealing with complaints is specified in the school's complaint policy which can be found on the website.



How does the school look after my child with a medical need?

At Lyon Park Primary school we have a welfare team that includes a welfare officer and additional first aiders who support across the school.

All medication that has been prescribed such as inhalers are stored securely. A record of when they are administered is kept by the welfare officer.

During school trips any medication taken by your child will accompany them on the trip. Any child with a health care plan will be catered for on visits outside the school. The school has additional adults who have first aid training.

Risk Assessments are undertaken for all educational school trips. These are shared with staff and involve the input from parents/carers. The school will work with professionals that are involved with your child such as the School Nurse and medical consultants.

If your child has a specific medical need which means that they cannot be educated at school. The SENDCO will liaise with Ashley College who are able to offer remote education and work with the child, parent, school and medical professionals.

What will Remote Education look like for my child with SEND?

When the school has been directed to close e.g. due to Covid 19 the majority of children will be asked to use Microsoft Teams to access their learning.

If your child has an Education, Health Care Plan they will be asked to come to school to receive their education.

A detailed Risk Assessment will be taken by the SENDCO to ensure that they are safe to be at school and this is shared with parents.

If your child is at home they will receive the following

- A welfare call to see how the child is and any concerns are discussed
- Remote access to education and support to access online platforms
- Learning will be differentiated to meet the needs of the child.
- Home learning packs

If your child is at school they will continue to be supported a teacher and support staff.



Who can young people contact if they have concerns?

Young people can contact their class teacher or adults that they trust in school.

If parents/carers have concerns, they can contact the following people by ringing the school and arranging appointments:

- *Class teacher or key worker*
- *SENDCO*
- *Deputy Head for Inclusion*
- *Head teacher*
- *SEND governor*
- *Chair of Governor*

Outside of school, parents/carers can contact Brent Information, Advice and Support Service for Special Educational Needs and Disability

What support services are available to parents?

Brent (SENDIASS) –support for families of children and young people aged 0-25 with special educational needs and disabilities is available.

Workshops and training can be arranged for parents/carers.

Where can the Local Authority's local offer be found?

Brent Local Offer: <https://www.brent.gov.uk/localoffer>

Other school policies that can be viewed in line with the SEND information report

The SEND Information Report must be read in conjunction with all other school policies including the SEND Policy.



The Wembley Schools Federation
Lyon Park Primary School

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