

Lymm High School SEND Report

Regulation	School Response
1. The kinds of Special Educational Needs that are provided for at Lymm High School	Lymm High School provides support for pupils across the four broad areas of need, as laid out in the SEN and Disability Code of Practice (DfE, 2015). These areas of need are: • communication and interaction • cognition and learning • social, emotional and mental health, and • sensory and/or physical needs. A child, could, have needs falling in more than one area or, in a different area altogether. Most pupils with additional needs are supported through high-quality, inclusive teaching, for all pupils, through our universal offer. This is referred to as Quality First Teaching (QFT). Pupils who have an identified need, but do not require any additional support beyond QFT, are identified on our school information management system on class teacher marksheets. This is to ensure all staff are aware of pupils' individual needs. Some pupils require support that is in addition to, or different from, the support provided for all other pupils. This is known as 'SEN Support'. This may include, but is not limited to, targeted intervention, specialist support e.g. physiotherapy programmes, speech and language therapy and occupational therapy. In addition, a very small number of pupils receive support through the provision outlined in an Education, Health and Care Plan (EHCP). There are currently 55 pupils with an EHCP. An EHCP is a legal document which describes a child or young person's needs, the support they need, and the outcomes they would like to achieve. There is no designated provision at this school, but 2 Inclusion Hubs are reserved for use by students with special educational needs. There is a homework club every evening (Tuesday – Thursday), in our Inclusion Hub, to support pupils with SEND. The SEND Code of Practice (2015) can be found here:

	SEND code of practice: 0 to 25 years - GOV.UK (www.gov.uk)
2. Information about the school's policies for identification and assessment of pupils with SEND.	The SENDCo is Ms Katie Yates. Deputy SENDCo's are Mrs Karen Neal and Mrs Neesha Lawson-Corney. In addition, there are two Lead Teaching Assistants: Ms Brown and Mrs France All staff can be contacted via the shared email inbox: send@lymmhigh.org.uk or, through the main school reception: 01925 755 458. Pupils are identified as having SEND, and their needs assessed, through a variety of means: • Information passed from previous school settings/primary schools. • Concerns raised by subject teachers. • Feedback from Teaching Assistants • Reports from outside agencies or professionals such as a paediatrician, speech and language therapists, health visitors, educational psychologists. • Pupil Premium Interventions • Information or concerns raised by parents. • School's formative and summative assessment data • In-house and 'paid for' screening tools e.g. Lucid Rapid for Dyslexia When a child first joins Lymm High School, we carry out baseline testing using the New Group Reading Test (NGRT). This informs our understanding of a pupils needs and indicates whether targeted support for reading may be needed. In addition, some pupils are screened using Cognitive Abilities Tests (CATs). This is an assessment of developed abilities in areas known to make a difference to learning and achievement: verbal, non-verbal, quantitative and spatial reasoning. This can then indicate if further testing is required. All students with SEND, are identified via a shared information management system and Class Charts. Staff use this information to inform their lesson planning and daily classroom practice. Further information is detailed in our Parent Guide to SEND: Learning Development (SEND) – Lymm High School
3a. How the school evaluates the effectiveness of its provision.	Members of the school's Senior Leadership Team (SLT), Heads of Faculty (HOFs) and Heads of Subject (HOS), conduct regular learning walks, book looks and pupil voice to ascertain the quality of provision made by teaching staff for students with SEND. These quality assurance procedures enable the SENDCo and Assistant SENDCo to make any necessary recommendations to improve provision, or to provide staff with training and development opportunities.

	The SENDCo meets regularly with the Governors to feedback on provision and practice for SEND and these conversations prove to be useful stimulus for improving standards. All students, including those with SEND, are assessed on a regular basis, in accordance with Lymm High School's assessment and reporting schedule. Teachers formally assess and review progress and attainment 3 times a year which is communicated to parents/carers by a report that is sent home and made available on the parent portal. Teachers review exam group progress with a focus on SEN K and EHCP pupils. Additionally, parents' evenings are held once a year when there is an opportunity to discuss progress, attainment and next steps. Annual Reviews are held for student with Education, Health and Care Plans (EHCPs). These reviews focus on achievements, the progress made towards individual outcomes, support and future plans. They are SEND students who are on the Inclusion Register are also reviewed by the SENDCo and Heads of Year on a regular basis. Pupil Voice is also used to identify areas for development and strengths in terms of SEND provision.
3b. The school's arrangements for assessing and reviewing the progress of children with SEN	The SENDCo, together with the Assistant Headteacher: Behaviour and Welfare, the Heads of Year and pastoral managers, attend fortnightly 'Attendance, Behaviour & Concerns' meetings (ABC). These meetings provide an opportunity to review attendance and behaviour data and ensure actions are carried out in a timely manner. We welcome the involvement of parents/carers and want to keep you up to date with your child's progress. We do this through parents evenings; emails; messages on Class Charts; Information, Advice and Guidance Evenings (IAGs); appointments with individual teachers and Annual Reviews for pupils with an EHCP. The school provides information through regular newsletters; information on the school website; Open Evenings and letters home.
3c. The school's approach to teaching children with SEN.	At Lymm High School, our intention for students with Special Educational Needs and/or Disabilities (SEND) is to ensure that all children receive a high-quality and ambitious education, regardless of their needs or disability. This is underpinned by our culture of high expectations and rigour, ensuring that our broad and balanced curriculum is open to all, with no denial of knowledge. We uphold the principle that every teacher, is a teacher of SEND. We expect all staff to have read Pupil Passports and support the application of our Quality First Teaching strategies to ensure individual needs are met.

	All teaching staff have received a copy of the school's Quality First Teaching strategy document for teaching students with SEND. Where a student has been identified as having SEND, teachers are expected to use the QFT strategies to adapt their lessons accordingly. All teaching staff have received training on QFT in the 2024-2025 academic year. Where, despite adaptations and interventions being implemented, students with SEND are not making the expected level of progress, then they may be referred for further interventions led by LDD. Those pupils who have an EHCP and or, are High Needs SEN Support, have Pupil Passports. These Pupil Passports contain more bespoke and personalised strategies. In line with the expectations of the governing body, our pupils and their families, we recognise the teachers at Lymm High School are responsible for meeting the learning needs and the progress of all pupils in their classes. Our TAs have a different, but distinct, complimentary role and contribution in helping our pupils become confident, competent, independent, and successful learners.
3d. How the school adapts the curriculum and learning environment for pupils with special educational needs. 3e. Additional support for learning that is available to pupils with special educational needs	Our policy is to facilitate full access to our broad and balanced curriculum. As well as considering academic progress, we have regard to social, emotional and physical needs, as well as support for pupils with communication and interaction needs. Pastorally, all pupils with SEND have a form tutor, a dedicated Pastoral Manager attached to each year group, and a Head of Year. The Pastoral Managers are listed below: Year 7 – Ms N Carrington Year 8 – Mrs N Purslow Year 9 - Mrs T Williams Year 10 – Mrs C Lambert Year 11 – Ms H McMullen Our approach to teaching pupils with SEND is outlined below: Quality First Teaching (Universal) All teachers are responsible and accountable for the progress and development of all pupils in their class, including pupils with SEND. High-quality teaching is our first step in responding to pupils who have SEND. Our excellent facilities are inclusive to all students. This means all students can access sport, extra-curricular activities, swimming and all

lessons. Lift access enables students to attend lessons on all floors, and where this is not possible due to constraints on our listed buildings, we allocate downstairs timetables.

In-class support

Teachers are also responsible for working effectively with Teaching Assistants who support their classes. This involves direct liaison about effective ways to support pupils and scaffold learning, giving feedback about which strategies have been successful and providing direct work with a range of pupils.

Both teachers and Teaching Assistants have had training using the Education Endowment Foundation's '5 A Day' strategies for supporting pupils with SEND, including modelling and the use of technology.

Interventions

Out of class interventions and support are offered to meet the outcomes and needs of individual pupils. These are delivered by Teaching Assistants with the relevant skills and knowledge. Interventions are provided on a 1:1 or small group basis.

Specialist Support

We work with external agencies to provide support for pupils with SEN:

- Child Adolescent Mental Health Service (CAMHS)
- Occupational Therapy (OT)
- Educational Psychology Service (EP)
- Speech and Language Therapists (SALT)
- Physiotherapists (Physio)
- Specialist Teachers e.g. for pupils with hearing impairments or vision impairments
- Counselling
- Specialist Autism Nurses/ADHD Nursing Team

This list is not exhaustive and depends on the individual needs of a child or young person.

Pupil Passports

Pupils who benefit from support that is in addition to, and different from, the support provided through our quality-first teaching offer, may have a pupil passport produced. This document details the specific support that should be provided to pupils and is easily accessible to staff, via our shared information management system. Parent and pupil voice is gathered in the production of these.

Inclusion Hubs

	We also offer some pupils the use of a self-regulation space in our ground floor inclusion hub. This space promotes the idea of 'Zones of Regulation'. Students are asked to check their zone upon arrival and are encouraged to develop their own toolkit to foster emotional resilience. We provide fidget toys, mindfulness colouring, crochet kits, origami packs and dog therapy to students who need it most. The room is staffed by a very experienced HLTA who has several years' experience working in SEND and with our most vulnerable students. Combining our emphasis on uncompromisingly high standards of academic rigor and on emotional well-being, we also have a second inclusion hub, known as 'The Learning Zone'. Here, students are timetabled to receive academic and social skills interventions including: Talkabout, Lexia Power Up Literacy, Read Write Inc: Fresh Start, Accelerated Maths, 123 Maths, Speech and Language and bespoke learning packages. For students who struggle with sensory processing difficulties, this space provides a welcome respite and opportunity for students to continue with their studies, whilst being in a calm, quiet and nurturing environment. For students who are at risk of being excluded, who have difficulties attending school, or require a phased return after a period of absence due to poor mental health, the space also provides a supported environment to catch up on missed learning.
3f. How the school enables pupils with SEND to engage in the activities of the school (including physical activities), together with children who do not have SEN.	Lymm High School has a large range of extra-curricular clubs. The extra-curricular timetable is available on the school website. Regular updates are given in form time and information is displayed on TV screens throughout the school. There is an annual extra-curricular enrichment fair where all students are encouraged to join at least one club. All pupils in school are encouraged to take part in extracurricular at break time, lunchtime and afterschool. Day and residential trips are open to all pupils and your child's specific needs can be discussed if they wish to join such a trip. We encourage students with SEND to engage in the wider life of the school and to participate in the Leadership Ladder.
3g. Support that is available for improving the emotional, mental and social development of children with SEN.	At Lymm High School the wellbeing of our students is paramount. We ensure that all our students receive thorough and where appropriate, tailored, support and guidance to best meet their social, emotional and mental health needs. Our website contains detailed information about the support we provide, as well as useful signposting information: Student Health & Well-being – Lymm High School

	Each student is assigned a form tutor and a Pastoral Manager when they begin their journey at Lymm in Year 7. In the majority of cases, this form tutor and Pastoral Manager remain with the student throughout their time at Lymm, providing the opportunity for consistent pastoral support throughout their academic life. Further to this, there are additional members of school staff available to support pastorally, such as: • Head of Year 7 – Ms T Taylor • Head of Year 8 – Mr W Barnett • Head of Year 9 – Mrs S Levy • Head of Year 10 – Ms N Beck • Head of Year 11 – Mrs J Wagstaff Our Student Services Team also has the following members of staff: • Mental Health and Well-being Manager – Ms H Walker • Designated Safeguarding Lead – Mrs R Ball • Deputy Designated Safeguarding Lead – Ms K Hayes We also have the opportunity for students to access support via the School Nurse Service (Named School Nurse – Louise Williams), our School Counsellors and Young Carers Team. Our School SEMH Lead also has direct links and regular communication with CAMHS to support students who are under or in need of support from this agency. Students are encouraged to access support with their Pastoral link but there is also the opportunity for students to access support via the TELL US school anonymous reporting app, for those occasions when accessing support can be a challenge.
4.The name and contact details of the SENDCo. The name and contact details of the SEND Governor.	• The SENDCo is Ms K Yates • The Deputy SENDCo's are Mrs N Lawson-Corney and Mrs K Neal In addition, there are 3 members of the department with additional leadership responsibilities: • Mrs Y Poskitt – Leader of Teaching Assistant Coordination • Mrs C France – Lead Teaching Assistant • Ms S Brown – Lead Teaching Assistant The Inclusion Hub Manager is Mrs F Lofthouse The department is supported by our Inclusion Support Manager, Mrs J Bottomley

	All staff contact details can be found on the school website. All staff can be easily contacted by emailing send@lymmhigh.org.uk or contacting the main school reception. The SEND Governors are Mrs Anne Cleminson and Ms Clare Somerfield The Chair of Governors is Mrs Liz Green Both of whom can be contacted by emailing the Clerk to the Governing Body, Mrs Helena Headon: hheadon@lymmhigh.org.uk
5. Information about the expertise and training of staff in relation to children and young people with SEND, including how specialist expertise will be secured.	Support Staff We have a Learning Development Department that is made up of the SENDCo, Assistant SENDCo, a Higher Level Teaching Assistant with over 20 years' experience working in special educational needs, an Inclusion Support Manager who provides administrative support to both the LDD team and Student Services, an Inclusion Hub Manager, 2 Lead Teaching Assistants with responsibility for KS3 and KS4-5, as well as a number of Teaching Assistants from a variety of educational and professional backgrounds. The Assistant SENDCo is a qualified Level 7 Access Arrangements Assessor. She is qualified to perform testing for Exam Access Arrangements. The SENDCo has a History Degree from the University of Sheffield and a PGCE through Sheffield Hallam University. She is also an Ambassador of the Teach First Programme, achieved the National Professional Qualification in Middle Leadership (NPQML), is Level 3 Safeguarding Trained and has been awarded the National Award for SEN Coordination and the PGCert in SEN Coordination, accredited by Bath Spa University. All of our Teaching Assistants are trained in Moving and Handling; Evac Chair use; child protection and safeguarding, Access Arrangements. The Student Services team has staff who are trained in Mental Health First Aid. There is a qualified first aider, and there is regular training provided on medical conditions such as diabetes and asthma. Teaching Staff Working with the Assistant Headteacher, with responsibility for CPD, the SENDCo encourages staff in school to access a wide range of courses and training to support their roles.

	INSET days provide teachers with an opportunity to reflect on their own practice and to engage in the latest educational research to support high quality teaching and learning. Recommendations by the Education Endowment Foundation (EEF) are used to support Quality First Teaching for all pupils. Faculty meeting time is used to provide teaching staff with the opportunity to share and discuss strategies to support high quality teaching. Throughout the academic year, all staff receive updated pupil information related to their SEND needs, including updates on referrals, copies of reports, confirmations of diagnosis, as well as suggested strategies to differentiate and adapt work according to pupil needs.
6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.	The SENDCo is responsible for managing the departmental budget. This budget is used to access professional support services, additional resources and specialist equipment, where necessary. Funding is also used to employ the services of a trained dog therapist. The therapist works with a handful of students who have an EHCP and for whom therapeutic intervention is a means to develop social communication skills and self-regulation. Where necessary, the school will make referrals to external agencies, including, but not limited to: Speech and Language Therapists; Physiotherapists, Occupational Therapists, Educational Psychologists, Community Paediatricians, CAMHS. The SENDCo and Deputy SENDCo's also work closely alongside 'Student Services' and the Heads of Year to provide a holistic approach to supporting students with special educational needs. Where necessary, they will consult Education Safeguarding, SENDIAS, and the Early Help Team at the Local Authority. If you believe your child requires specialist equipment or other facilities, please contact the SENDCo to discuss the matter further: send@lymmhigh.org.uk.
7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.	Each year group has one parents evening per year. This is an opportunity for parents to meet with their child's subject teachers and to better understand their progress in relation to each subject area. Where necessary, the SENDCo will also offer appointments and chair meetings between parents and subject staff. Regular parent surveys are undertaken with parent forum events arranged following these to discuss feedback from recent surveys. In addition, specific parent voice is also undertaken annually for parents of SEND students. During primary transition, all parents of students with SEND are invited to attend an 'Afternoon Tea & Coffee' event where they can gain an insight into the running of LDD and understand how their child's needs will be supported.

	Each child is allocated to a form group before their arrival in Year 7 and they are given multiple opportunities to meet their Head of Year, Teaching Assistants, the SENDCo and their form tutor. On a daily basis, form tutors provide an important first ‘point of contact’, as do the Pastoral Managers working in Student Services. They can offer information, advice and guidance to parents, as and when needed. As a school, we ask parents to support their child to fully engage in their learning and in the wider life of the school, by doing the following: • Helping their child to be organised for their day, including bringing the necessary equipment e.g. a pen, pencil and ruler. • Reporting school absence in a timely manner, and by encouraging their child to attend school on-time, every single day. • To support with the completion of homework • To support their child in establishing what homework needs to be completed by logging onto and checking ‘Class Charts’ regularly. • To support Heads of Year and other members of staff to support their child by attending meetings specifically arranged for their child. • To check Class Charts and the parent information section of the school website. Curriculum plans are available on the school website, within each subject area: Curriculum – Lymm High School All subject staff can be contacted by telephone by calling the main school reception: 01925 755 458. Or, alternatively, by email. All contact emails are listed on the contact page of the school website: Staff – Lymm High School
8. The arrangements for consulting young people with special educational needs about and involving them in, their education.	We encourage and illicit the voice of young people with SEND through completion of relevant questionnaires: SNAP, CAST and initial checklists/screening tools, amongst others. Pastoral Managers and Heads of Year, also support students in completing required checklists and questionnaires for external agencies, where pupil voice is required. Students are invited to participate in pupil voice with members of the Senior Leadership Team on a termly basis, attend review meetings and reflect on their learning and progress at Awards Evenings. For students with an EHCP, pupils are invited to play an active role in their Annual Review, by providing pupil voice, and then sharing this in the review meeting. Those students who require more support, are assisted through this process by an allocated key worker.

9. Arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.	In the first instance, contact the relevant subject teacher or your child's form tutor, who may refer your concerns to the Head of Year or Head of Subject, if they feel it is necessary. If you have a concern relating to a specific intervention or complaint regarding provision for special educational needs, contact the SENDCo, or the wider team by emailing: send@lymmhigh.org.uk. Your complaint will then be dealt with by the relevant member of the team. If necessary, parents will be invited into school for a meeting, or this will be held virtually, to discuss your concerns. The school's complaints procedure is available on the school website: Policies – Lymm High School
10. How the governing body involves other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.	As a school we can access a range of services including Child and Adolescent Mental Health Service (CAMHS); Social Care; School Nurse Service; Educational Psychology Service; Speech and Language Service; Occupational Therapy service, to name a few. These services are contacted when necessary and appropriate, according to your child's needs. The school works closely with Warrington Borough Council (and other Local Authorities, as necessary). If you believe your child needs support from a specialist service, please contact LDD by emailing: send@lymmhigh.org.uk and/or the SENDCo, Ms Katie Yates.
11. The contact details of support services for the parents of pupils with special educational needs, including those for	All information offered by the Local Authority is available via their website, Ask Ollie: Warrington's Local Offer Ask Ollie (mylifewarrington.co.uk) Early Help and Social Care Services can be found here: Early Help & Social Care - Search results Ask Ollie (mylifewarrington.co.uk)

arrangements made in accordance with section 32.	Warrington SEND, Information, Advice and Support Service helps parents, carers and young people with special educational needs in early education settings, schools and colleges: SEND Information Advice and Support Service (SENDIASS) - Early Years Ask Ollie (mylifewarrington.co.uk) Independent Provider of Special Education Advice (known as IPSEA) IPSEA offers free and independent legally based information, advice and support to help get the right education for children and young people with all kinds of special educational needs and disabilities (SEND): (IPSEA) Independent Provider of Special Education Advice The Council for Disabled Children is an umbrella body for the disabled children's sector: Council for Disabled Children Addvanced Solutions, aims to improve the emotional health and wellbeing of families living with neurodevelopmental conditions, learning difficulties and associated mental health needs through a social model of learning and support: For Families in Warrington What we offer ADDvanced Solutions
12.The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education.	Transfer from primary school In the Spring and Summer Terms, the Learning Development Department, together with Pastoral Managers and Heads of Year, meet with primary school teachers, the SENDCo and Headteachers of primary schools to ensure that information is transferred in a timely manner, before a child starts school. We provide additional transition visits where necessary, and all parents are invited to attend a Parents Information evening. Parents of pupils with SEND are invited to attend informal coffee events. The SENDCo and Assistant SENDCo meet with the parents of any pupils with an EHCP, before they start with us. Careful consideration is given to how teaching assistants are allocated to work with individual pupils. Where pupils arrive at Lymm from non-feeder primaries, additional visits are put in place to ensure they feel well-supported throughout transition. Key Stage 4 and 5 At KS4 and KS5, there is a Lead Teaching Assistant with responsibility for overseeing and supporting students with SEND, with arranging college interviews, completing application forms, as well as providing advice on different career options. Local Authority EHCP Coordinators are invited to attend all Annual Review meetings and are kept informed of a

	pupils' chosen setting. At the end of KS4, there is an explicit emphasis placed on 'new to school pupils' and pupils entering the Sixth Form, all attend an induction day, in the summer term of Year 11. Year 9 When a child is in Year 9 and has an EHCP, an Annual Review is held in the Autumn Term to ensure that both the pupil and their family are provided with the necessary support through the GCSE options process. This includes, where necessary, the offer of a place at local colleges to study vocational courses that can lead to apprenticeships at post-16. The SENDCo attends the Year 9 Choices Evening and is available to meet with parents of pupils with SEND to discuss their 'next steps', as is the Head of Year 9, and the Lead Teaching Assistant for KS4 and 5. From Years 7 to 13, all students, will be provided with at least 6 encounters with technical / vocational providers, in line with Provider Access Legislation.
14. Information on where the local authority's local offer is published.	The local authority is Warrington. The LA provides information via its 'My Life Warrington' website: Warrington's Local Offer Ask Ollie (mylifewarrington.co.uk) Warrington SEND, Information, Advice and Support Service (SENDIAS) also helps parents, carers and young people with special educational needs: SEND Information Advice and Support Service (SENDIASS) - Secondary Ask Ollie (mylifewarrington.co.uk). They can explain: • How the education system works • What early education providers, schools and colleges can do to help your child/young person. • What local authorities and other services can do to help your child/young person. • Your rights and your child/young persons rights. They work in partnership with parents, schools, colleges, local authority and other service providers.