

Lynn Grove Academy

SEND Information Report 2025-2026

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1. Introduction

Welcome to our SEND Information Report academic year 2025-2026 , which forms part of the Norfolk LA Local Offer for learners with Special Educational Needs or Disability (SEND) in accordance with the Special Educational Needs and Disability Code of Practice, January 2015 (Chapter 6, section 6.79). This report is also fully compliant with Regulation 51 and Schedule 1 of the Special Educational Needs and Disability Regulations 2014. The information published will be updated annually.

The Information Report also applies to all pupils who are looked after by the local authority and have SEND.

This document has been designed to advise families with children who present with Special Educational Needs, Disabilities and or are vulnerable, on the provision available at Lynn Grove Academy. It should guide families when deciding if Lynn Grove Academy is the right educational setting for their child.

When we talk about “provision”, we mean what we provide in order to meet the needs of a pupil and help them to make progress at school which is appropriate to their age.

2. What is SEND ?

At different times in their school career, a child or young person may have a special educational need. The May 2015 Code of Practice defines Special Educational Need and Disability (SEND) as:

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child or young person of compulsory school age has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- (b) have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

If a child or young person is identified as having SEND, Lynn Grove Academy will make provision which is “additional to” or “different from” that provided for non-SEND students (the ordinarily available provision adapted through the curriculum through Quality First Teaching), which is intended to overcome any barriers to their learning.

It is important to note that not every pupil making slower progress has SEND. Some pupils may make slower progress for a reason unrelated to SEND, such as a gap in their learning. Additionally, children and young people must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. However, some students for whom English is an additional language may also be identified as SEN if their needs meet the criteria above.

3. What is Disability ?

The Equality Act, 2010, gives the following definition of disability:

“A person has a disability for the purposes of this Act if they have a physical or mental impairment which has a substantial and adverse long-term effect on their ability to carry out normal day-to-day activities.”

This definition of disability includes children and young people with long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disability and SEN. A child or young person may therefore be covered by both SEN and disability legislation.

Our facilities for helping disabled students to access the school are described fully in the school's Accessibility Plan (which can be found in the policies section of the Academy website)

If parent carers feel there is a need to highlight an on going health or medical need Lynn Grove Academy will always consider appropriate arrangements to support and include these needs and where necessary a medical health care plan will be devised and co-ordinated by Ms Austin School First Aider and Deputy Designated Safeguarding Lead.

4. Accessibility

Our school is a safe and accessible building, and we do our best to make it welcoming to the whole community. All safeguarding procedures and risk assessments are in place and adhered to by all staff. We have a range of different facilities to help SEND students throughout our school including lifts to access all floors, disabled toilets and changing facilities, ramps, and emergency evacuation chairs.

5. What Types of SEND are provided for at Lynn Grove Academy ?

There are four broad areas of need, although the Trust and Lynn Grove Academy recognise that a student's needs may fall into one or more categories. Lynn Grove Academy provides provision for all areas of need in line with the appropriate provision pupils require.

Communication and Interaction (C&I): Children and Young people with speech, language and communication needs (SLCN) have difficulty communicating with others. This may be because they have difficulty saying what they want to (expressive), understanding what is being said to them (receptive/cognition). They may not understand or use social rules of communication. Pupils with Autistic Spectrum Conditions (ASC) including Autism or Aspergers can have more prevalent difficulties with social interaction due to deficits in their understanding and connections between language, communication and imagination, which then impacts on how they relate to others.

Cognition and Learning (C&L): A broad ranging group of learning difficulties including Dyslexia and Dyspraxia as Specific Learning Difficulties (SPLD), Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD) where children and young people will need support in the curriculum and may have associated mobility and communication difficulties, to those with Profound and Multiple Learning Difficulties (PMLD) where children and young people have severe and complex learning difficulties with physical disability and/or sensory impairment.

Social, Emotional and Mental Health (SEMH): Children and Young people diagnosed with Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD) or Attachment Disorder may need additional support in the curriculum. Those with Mental Health Difficulties such as anxiety, depression, self-harming, substance abuse, eating disorders or physical symptoms that are medically unexplained may also need additional or different support to access education.

Sensory and or Physical Needs (SI/PD): Children and Young people with Hearing (HI) or Visual (VI) Impairment, or Multi-Sensory Impairment (MSI) may need additional specialist support or equipment to access the curriculum, or rehabilitation support. Some with physical disability (PD) may need additional and ongoing support to enable them to access opportunities available to their peers. SEND provision may be required as they have a disability that prevents or hinders them from making full use of educational facilities generally provided.

6. iCREATE - Creative Education Trust approach to SEND

Creative Education Trust have a robust SEND framework iCREATE, which provides a comprehensive outline of how Lynn Grove Academy identifies, assesses and provides for the full range of SEND needs. The framework also outlines the Ordinarily Available Provision for all pupils, as we understand that support for SEND starts with effective Quality First Teaching for all. Additionally, the framework provides an outline of how Lynn Grove Academy supports a graduated response for all pupils in line with Special Educational Needs and Disability Code of Practice: 0 to 25 years.

This detailed framework can be found on the Academy website in our SEND section under our Ordinarily available provision.

iCREATE uses a focus on the following 7 areas :

At Lynn Grove Academy you will see each element of iCREATE through the following strategies:

inclusion

Teachers at Lynn Grove Academy are highly skilled well trained practitioners. Professional development is key to our approach to teaching and learning and all teachers take part in coaching cycles where they focus on refining their practice through specific measurable and relevant targets and deliberate practice. As such teachers respond to the needs of pupils in the classroom ensuring that lessons are well scaffolded and paced to meet learners' needs. Additional adults in the classroom are utilised to have maximum impact on pupils. Teachers make appropriate adaptations for individual pupils based on the needs. Routines are embedded into every lesson to ensure predictability and structure. The CPD programme at Lynn Grove Academy is carefully planned to meet the needs of all teachers and Inclusive practice and supporting students with SEND features throughout the programme across the academic year.

Creativity

All SEND pupils at Lynn Grove Academy have a pupil passport that identifies their strengths, needs and areas for support, alongside plans for their journey to adulthood. These passports are co-constructed with pupils and parents/carers and regularly reviewed. Annual reviews of EHCPs are conducted in collaboration with staff, pupils, parents/carers, the Local authority and any other relevant stakeholders. The Academy has a robust and extensive pastoral support system that works in collaboration with the SEND team to ensure a team approach to supporting pupils. Where factors such as ACEs and mental health may have an impact on a child's needs the Pastoral and SEND teams recognise and acknowledge these barriers and work together to support pupils.

Respect

i	<i>Inclusion</i>
C	<i>Creativity</i>
R	<i>Respect</i>
E	<i>Excellence</i>
A	<i>Ambition</i>
T	<i>Therapeutic Awareness</i>
E	<i>Emotionally Literate</i>

Respect

The Academy works collaboratively with pupils and parents/carers to ensure expectations for behaviour lead to consistent outcomes based on fairness and equality. Expectations for behaviour standards are co-produced with staff and pupils. Reasonable adjustments are implemented to ensure that behaviour expectations are achievable within the context of individual SEND needs. Fairness and equity are ensured through effective triage and discussion with knowledgeable SENDCo and SEND teams. Proportionate actions are employed to maintain focus on sustaining learning for all. The Academy strives to ensure a respectful environment free from stigma or abuse. There is a robust response to any incidences of unkindness, peer on peer abuse or intolerance. All incidences are recorded and addressed through appropriate use of sanctions but also a restorative and educational approach.

Excellence

CPD is prioritised for all staff, ensuring that all staff are highly skilled practitioners that contribute to positive outcomes for pupils. Training and advice from external agencies is regularly sort and incorporated into CPD programmes. The academy actively collaborates with other educational settings to share best practice.

Ambition

The Academy is highly ambitious for all its pupils. There is a detailed careers programme embedded across all year group throughout the academic year. SEND pupils are proportionally represented in all careers enrichment activities. Where required SEND pupils are given additional support to identify and achieve their pathway to adulthood, this support is ambitious and takes a 'no limits' mentality. Pupil successes are celebrated across the academy, ensuring that SEND pupils are proportionally represented within this.

Therapeutic Awareness

The Academy buildings and site are accessible and where additional reasonable adjustments are made these are done so. Sensory needs of pupils are considered and reasonable adjustments made. Sensory equipment is made accessible to pupils who require it.

Emotionally literate

Staff model and promote self awareness and self regulation. Teachers and staff model effective conflict resolution with empathy and co-regulation. Restorative meetings are conducted between pupils and staff to repair relationships and maintain mutual respect and positive working relationships.

7. What are the arrangements for assessing and reviewing student progress towards outcomes?

All pupils, including those with SEND, are assessed on a regular basis, in accordance with the academy's assessment policy. Teachers formally assess and review progress and

attainment, which is communicated to parent carers by a report that is sent home through termly academic reports and parents consultation evenings once per year per year group. There is an additional form tutor day in the Autumn term for all year groups and additional parent information evenings for; supporting year 7 transition, year 9 options process, supporting year 11 pupils through national examinations.

Pupils at Wave 2 of the graduated response (See iCREATE) may have a pupil passport that is co-produced with the pupil and shared with parent carers for comments and support. Passports outline strategies and agreed targets to support progress and are assessed as often as required but at least every term.

Pupils with SEND who are identified at Wave 3 or 4 of the graduated approach (See iCREATE) will have termly Assess Plan Do Review APDR's cycle, these are reviewed each term with new targets co-constructed with parent carers and pupils, where appropriate.

All students with an Education, Health & Care Plan have an Annual Review, where a discussion is held around progress towards meeting the outcomes stated in the plan. This is conducted with all stakeholders including parent carers and pupils. Amendments to the plan can be made, which when agreed by the Local Authority, should lead to a reviewed and updated plan.

At times, when needs appear to change more quickly, an emergency annual review may be considered in order to ensure the EHC plan remains fully appropriate.

Pupils who have been assessed as needing support with SEND are placed on our Special needs register. Parent carers and pupils will all be informed if this is required. Pupils can be placed on the register at any time and sometime will only need to be on the register for a short time. If the academy is able to address the initial need and support the pupil through our ordinarily available provision the pupil may be taken off the register, when this happens it is always discussed with parent carers and pupils.

The register on 1st Sept 2025 was made up of the following SEND :

137 pupils under SEND support and 45 pupils with an EHCP.

<i>Area of need</i>	<i>No. of pupils with this need identified as a primary or additional key need</i>
<i>Cognition & Learning</i>	68
<i>Communication & Interaction</i>	63
<i>Social Emotional Mental Health</i>	72
<i>Physical</i>	25

8. Who should I contact if I want to find out more information or think my child has SEND?

If you have any concerns about your child's progress, your first point of contact should always be the form tutor. Following this communication, the form tutor will contact the SENDCo to discuss these concerns, if appropriate.

This is the first step in the graduated response of a pupil's needs.

The contact details for members of staff who are able to support students and families with additional needs are:

Emma Guymer	emma.guymer@lynngroveacademy.org.uk	SENDCo
Shirley McGowan Larisa Ruane	shirley.mcgowan@lynngroveacademy.org.uk larisa.ruane@lynngroveacademy.org.uk	Assistant SENDCo
Amber Johnson	amber.johnson@lynngroveacademy.org.uk	Lead LSA and exam access arrangements co-ordinator

Contact – emma.guymer@lynngroveacademy.org.uk

9. How do we know if the support we offer and provide is effective?

Progress at Lynn Grove Academy is underpinned by our Teaching and Learning framework. We continuously ensure the provision we provide has a positive impact on the outcomes for all of our pupils. Pupils' academic progress is monitored termly through formative and summative assessments and collection of progress data and attitude to learning data. The progress of pupils with SEND is monitored by both the class teacher and the SENDCo using summative assessments and day to day informal assessments that can be made during lessons and interventions. The information regarding progress is then used to evaluate the effectiveness of the support given. We also gather information from pupils, parent carers as well as professionals from other agencies. The impact of interventions can be measured through SMART target setting at the start and by reviewing progress at the end. This can be in the form of data, for example reading age or standardised scores or, in the case of social interventions, progress can be evaluated by whether or not the pupil has met the targets set out at the start of the programme e.g in their pupil passports.

Other methods of our evaluation include:

- Provision Mapping
- SENDCo/SLT/Academy Counsellor monitoring
- Performance Management Targets
- SEND Quality Assurance visits
- Teaching and Learning Audits
- Intervention Impact Reports
- Pupil passports

It is of the upmost importance to us that the provision we provide is effective and therefore we regularly review its impact. The SENDCo reports the impact, evaluation and

effectiveness of provision to the Senior Leadership Team, academy council and various improvement panels on a regular basis.

10. What are the arrangements for consulting parent carers of pupils with SEND and involving them in their child's education?

We take our responsibility to work with parent carers very seriously. We strive at all times to provide the information needed for parent carers to make informed decisions about their child's education.

- We will work to ensure that everyone is clear on what the agreed outcomes are for the child and what the next steps are to achieve these.
- We will work to develop a strong understanding of the pupil's areas of strength and where additional support is needed.
- We will take into account parental concerns and work towards solutions as quickly as possible.
- We notify parent carers when it is decided that a pupil will receive SEND support (Wave 3).
- We will draw attention to available support outside school (e.g. Special Educational Needs and Disability Advisory Support Service - S.E.N.D.I.A.S.S. (formerly Parent Partnership Service <https://www.norfolksendiass.org.uk/> and the Local Offer <https://www.norfolk.gov.uk/article/40393/SEND-Local-Offer>).

Parent carers can support the school by encouraging the pupil to fully engage with their learning and any interventions offered by:

- Helping them to be organised for their day (bringing the right equipment)
- Full attendance and good punctuality
- Completion of homework
- Attending parent carer meetings
- Attending any meetings specifically arranged for your child
- Ensuring any additional information parent carers feel is important is communicated in a timely way

The annual information report is shared with parent carers prior to publication so that all views and suggestions can be fully integrated.

11. What are the arrangements for consulting pupils with SEND and involving them in their education?

All pupils are encouraged to take part in pupil voice activities; regularly evaluate their work in lessons; attend review meetings; contribute to the assess, plan do and review

process and reflect on their learning and achievements. Mentoring takes place where pupils have detailed discussions with their form tutor or other relevant staff member about their attainment, progress and next steps for improvement.

Pupils with SEND will be given additional opportunities to share their voice with allocated time with members from the SEND team.

12. How does the school involve other bodies, including health and social care, local authority support services and voluntary sector organisations in meeting a student's SEND and supporting their families?

Lynn Grove Academy has developed effective working relationships with a wide range of external partners, professionals and agencies. These services are contacted when necessary and appropriate, according to a pupils' needs. The school works closely with Norfolk LA and we use the Early Help Assessment process when appropriate to do so.

A variety of support services are available for the parent carers of pupils with SEND, which can include access to advice and support from Education Psychology, Speech and language Therapy, school nursing services and Occupational Therapy, if they are available and needed. More information about this support can be accessed through the following forms of communication:

Early Help Assessment – <https://www.norfolk.gov.uk/article/40407/Early-help-for-children-and-families>

Just one Norfolk <https://www.justonenorfolk.nhs.uk/our-services/healthy-child-services-5-19/>

Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) – <https://www.norfolksendiass.org.uk/>
<https://www.norfolk.gov.uk/article/40393/SEND-Local-Offer>.

Norfolk Local Offer – <https://www.norfolk.gov.uk/article/40393/SEND-Local-Offer>

13. What are the arrangements for supporting students in moving between phases of education and in preparing for adulthood?

Transitions can be a complex and daunting time for some pupils. These transitions can include:

- Moving to our Academy from primary school or another secondary school
- Moving from our Academy to another secondary school
- Moving classes or groups within school
- Having a new teacher
- Moving from our Academy to work, college or university

Lynn Grove Academy is committed to working with pupils, their parent carers and families, and other settings/providers to ensure that we use foresight and our collective expertise to ensure that positive transitions occur.

Planning and support for transition is a particular and important element of our provision for all SEND students at Lynn Grove Academy.

Planning for transition from Year 6 to secondary school begins within Upper Key Stage 2. For those students with EHCPs, the SENDCo will liaise with the family and primary school prior to starting in Year 7 to ensure that provision is in place and there is as smooth a transition as possible.

From Year 8, transition planning starts for the move into Key Stage 4 and from there into sixth form, college or employment. The SENDCo and form tutors work closely with other providers and settings to ensure a transition which is as smooth and positive as possible for students with SEND. The Academy has a Careers Lead who is able to support students with their transition planning.

For pupils with an EHCP, additional information is gathered and shared with future education providers, ensuring the most appropriate provision and support is available.

14. What adaptations are made to the curriculum and learning environment for students with SEND?

Most of our pupils follow a broad and balanced curriculum, however, a small number of students have a more personalised approach to the curriculum to match their individual needs, interests and abilities and allow them to make use of adaptations to support their access to an inclusive approach. This may include option choices, additional literacy or other intervention groups.

15. What expertise and training do staff complete to support students with SEND?

Annual training covering various aspects of SEND is offered to all staff as part of the Trust and Academy's Continuous Professional Development (CPD) programme. Staff have received and continue to receive training across all areas of need identified in the SEND Code of Practice.

The following members of staff have completed, or are working towards completing the National Award for Special Educational Needs Co-ordinator.

Sarah Jarvis- Vice Principal Inclusion

Emma Guymer- SENDCo

16. How do students with SEND engage in the activities available with those in the school who do not have SEND?

A large range of academic and hobby/interest clubs are available at Lynn Grove Academy. These are open to all students, including students with SEND.

Day and residential trips are open to all children and your child's specific needs can be discussed if they wish to join such a trip.

17. What support is available for improving students' social and emotional development?

At Lynn Grove Academy we take our pastoral responsibilities seriously. We pride ourselves on providing a high level of pupil support and guidance. Some ways we support our pupils include: daily pastoral check in's where required, restorative standards meetings, ELSA trained Pastoral staff, Soft landing form group

There are additional members of staff who are able to provide pastoral support, these include: Pastoral Managers, College Progress Leaders, SLT College links, Attendance support workers, Qualified Pupil Counsellor, Academy youth worker, Academy Pastoral interventions worker, and Inclusion room manager.

Creative Education Trust has entered into a partnership with Therapeutic Thinking Ltd to provide training, guidance and advice in regard to how to support increased awareness and self-regulation for pupils at Lynn Grove Academy.

18. Why is Attendance Important for pupils with SEND –

How leaders and staff support attendance in school.

Attendance at Lynn Grove Academy is a primary focus for all pupils and students, but is particularly important for pupils who have SEND.

The impact of days lost for pupils with SEND can be greater than for pupil who do not have SEND. We would like all our pupils to attend every day and achieve 100 % attendance, but appreciate that some pupils with SEND may find this challenging due to medical appointments for example. The table below outlines how the percentage is impacted by the days missed at school.

Maximum Sessions	No. Attended Sessions	No. Absent Sessions	No. Days absence	Attendance %
380	369	11	5.7	97%
380	361	19	9.5	95%
380	350	30	15.2	92%
380	342	38	19	90%
380	323	57	28.5	85%
380	304	76	38	80%
380	285	95	47.5	75%

At Lynn Grove we will contact parent carers informally if there are growing concerns in relation to attendance. This may take the form of a phone call or email or another agreed form of communication. This reach out to parent carers is intended to help create a supportive approach to enable attendance to be as close to 100% as possible, but particularly to stay above the target rate of **95%** which means less than **10 days** off school per year.

If attendance for any pupil with SEND falls below 90%, The SENDCo will work in partnership with attendance leads at the academy and if needed wider multi agency support, eg educational psychology or medical professional services and this approach may support attendance with an agreed plan, which parent carers will be invited to co-produce with the academy. These plans will record all the individual and unique context and challenges that our pupils with SEND have to navigate such as medical appointments and issues relating to mental health and other identified needs.

19.What are the arrangements for handling complaints from parents/carers of students with SEND about the provision made at the school ?

We hope that by maintaining a regular dialogue between parent carers and school the need to raise a complaint will be minimised. However, if you do need to raise a complaint about any issue relating to SEND, the process is outlined below:

1. Contact the SENDCo Emma Guymer emma.guymer@lynngroveacademy.org.uk (unless the complaint is directly regarding the SENDCo, then contact the Principal or refer to the academy complaint policy). The opportunity to initially attend a meeting will be arranged to discuss and work towards a resolution of your complaint.
2. Should the complaint not be resolved satisfactorily at the meeting please refer to Lynn Grove Academy complaints policy on the school's website

References / Examples

Special Educational Needs and Disability Code of Practice: 0 to 25 years (published by the Department for Education, January 2015 and available for download at <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>)



Blank Pupil passport template:

SEND Passport Name: D.O.B: Form:		
SEND status	SEND Support	Signed: <i>Pupil name</i>
Primary Need		
Additional Needs		
Attendance	Below 90% / Between 90 –95%/Above 95%	
Reading Age		
My pathway to adulthood		
What I would like my teachers to know:	I like: My strengths are: - -	I find it difficult:
Reasonable Adjustments		
Access Arrangements		
In the classroom	To help me my teachers will:	To help myself I will:
My targets are	1. 2.	