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Lexden Springs School

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Special Educational Needs and Disabilities (SEND) Information Report

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What types of SEND does Lexden Springs School provide for?

Lexden Springs School is a specialist provision for children and young people aged 3-19 with severe, profound and/or complex learning difficulties. Many pupils may have:

- Autism Spectrum Conditions
- Physical disabilities
- Sensory impairments
- Significant Medical Needs

All pupils attending Lexden Springs have an Education, Health and Care Plan (EHCP) which identifies their individual needs across the four areas outlined in the SEND code of practice (2015)

- Communication and Interaction
- Cognition and Learning
- Physical and Sensory Needs

Who is responsible for SEND provision at Lexden Springs School?

At Lexden Springs, the SEND provision is overseen by:

- SENCO: Jennifer Grotier (Headteacher)
- Senior Leadership Team (SLT)
- Class Teachers and Support Staff

The SENCO and SLT monitor provision to ensure completed with the SEND Code of Practice and support staff in meeting pupils' needs.

They will regularly monitor and evaluate provision through:

- Monitoring pupil progress
- Reviewing EHCP outcomes
- Feedback from parents, pupils and parents

This ensures that support remains effective and continues to meet pupils' needs.

How does Lexden Springs identify and assess pupils with SEND?

All pupils attending Lexden Springs already have identified SEND through their EHCP prior to admission. Admissions are coordinated through the Local Authority, who consult with the school to ensure that the placement is appropriate.

When a pupil joins the school, we carry out a thorough transition process. This includes gathering information from parents, previous settings and professionals. Within the first half term, the class teacher will create a pen picture. This is a short summary of a pupil's strengths, needs and preferences. It helps staff understand how the pupil communicates, how they learn best, and what support they require. This ensures that appropriate provision is put in place from the outset.

If parents or carers have concerns about their child's needs at any point, they are encouraged to:

- Speak to the Class Teacher
- Contact a member of the Senior Leadership Team
- Speak with a Family Liaison Officer

The school values close partnership working with families and will always listen to and act on concerns.

How will I know how my child is doing?

Parents and Carers are kept fully informed about their child's progress and development. This includes:

- Access to Evidence for Learning Journals which are updated regularly with photos, observations
- Termly updates on progress towards individual targets
- Annual EHCP review meetings, where progress and future provision are discussed
- Additional meetings or phone calls where needed

Staff are always available to discuss progress, and communication is encouraged to ensure parents feel informed and involved.

How does Lexden Springs involve parents and carers?

The school is committed to working in partnership with parents and carers and ensuring they feel fully involved in making decisions about their child.

This includes:

- Initial visit to the School & admission meeting
- Class Dojo for sharing and exchanging information both at an individual and whole class level. This may include photos and videos
- Annual review meeting to review the EHCP and Learning Plans
- Parent/Teacher Meetings
- Coffee Mornings/Parents Evenings
- Parent/Carer Surveys

We welcome ongoing dialogue with our families, and should you feel you need a meeting or a phone call to discuss your child's needs outside of the provision outlined above, our team will always meet this request.

How will my child be involved in their own education at Lexden Springs?

We ensure pupils are involved in their learning and decision making in ways that are appropriate to their needs.

This may include:

- Contributing to EHCP reviews where possible
- Expressing preferences through communication systems
- Engagement in target setting
- Observing pupil responses and choices

We adapt communication methods so all pupils can share their views, ensuring their voice is central to planning and review.

How will the curriculum be matched to my child's needs?

The curriculum is carefully adapted to meet the individual needs of each pupil. It is designed to support both academic progress and wider development.

Key areas of focus include:

- Communication and interaction skills
- Independence and life skills
- Social and emotional development
- Physical development
- Preparation for adulthood

Learning is personalised through:

- Individual targets linked to EHCP outcomes
- Differentiated and scaffolded activities
- Multi-sensory teaching approaches
- Use of specialist resources and equipment

The aim is to ensure all pupils can access learning at an appropriate level and make meaningful progress.

How will my child be included in activities outside the classroom, including school trips?

All pupils are encouraged and supported to take part in a wide range of activities. These can include:

- Lunchtime opportunities
- Regular educational visits

- After school and holiday clubs
- Work-experience learning opportunities for older pupils.

Lexden Springs School ensures that all activities are adapted to ensure inclusion, so that no pupil is excluded due to their needs.

What support will there be for my child's emotional and social development?

The school provides a safe, nurturing and therapeutic environment that supports pupils' emotional and physical wellbeing, including

Support includes:

- Consistent routines and structured environments
- Positive behaviour support approaches (therapeutic thinking)
- Emotional regulation support from familiar staff
- Personal care and medical support where required
- Access to sensory and calming spaces

The school also has specialist facilities to support wellbeing, including:

- Sensory integration room
- Soft play areas
- Rebound therapy trampoline
- Hydrotherapy Pool
- Outdoor Sensory Spaces

What specialist services and expertise are available at or accessed by the School?

Lexden Springs works closely with a range of external professionals, including:

- Speech and Language Therapists
- Occupational Therapists
- Physiotherapists
- Medical Professionals
- Dieticians
- Play Therapists

How will the staff at Lexden Springs support my Child?

Support at Lexden Springs is highly personalised and based on each pupil's EHCP and individual needs.

Each pupil:

- Has individual learning targets
- Follows a personalised curriculum pathway
- Receive support from a class teacher and teaching assistants

- May access targeted interventions and therapy programmes

Class teachers are responsible for planning and delivering learning, supported by teaching assistants and specialist staff.

Additional plans may be developed where appropriate, such as:

- Behaviour support plans
- Communication plans
- Medical or Care plans
- Moving and Handling Plans

The whole school team works together to ensure each pupil receives consistent, high-quality support.

What training have the staff supporting children and young people with SEND had or are having?

All staff receive regular training to ensure that they can effectively support pupils with complex needs.

Training includes:

- Safeguarding
- Therapeutic Thinking (behaviour support)
- Manual handling
- Medical procedures and care
- Communication strategies
- Health and Safety

Ongoing professional development is a priority, and training needs are regularly reviewed.

How does the school support transitions and preparation for adulthood?

We understand that for a lot of our pupils, and their families, transition at whatever stage can be a daunting process. We aim to make the process as smooth as possible by implementing the following provisions and strategies:

- Transition visits and phased starts
- Social Stories and Visual Supports
- Meeting with parents and professionals
- A range of work experience opportunities coordinated by the Careers Lead
- Meetings with the Preparing for Adulthood Advisors at years 11, 13 and 14
- Travel training
- Links with social care and post 19 provision

How are resources allocated?

Resources are allocated based on pupils' EHCPs and individual needs, including:

- Staffing Levels
- Specialist Equipment
- Therapy input

The Senior Leadership Team monitor provision to ensure that resources are used effectively.

What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

Essex Local Authority (www.essexlocaloffer.org.uk) has published a local offer that provides information on the provision and services from birth to 25 years across education, health and social care for parents of pupils with special educational needs.

Interact: Supporting children and young people in Essex with learning disabilities/ additional needs to have successful journeys towards more independent lives. Interact provide a young persons activity programme for those between the ages of 8 to 18 years. Social groups run in Tendring and Colchester, Basildon, Southend and Braintree. https://www.interact.org.uk/

EXTRA support for families: Offers help to anyone caring for children in the Colchester area to meet the challenges of parenting. They also run workshops and offer a range of parenting programmes, as well as hosting coffee mornings. www.extrasupportforfamilies.co.uk

Families In Focus: Support families of children with disabilities and SEN throughout Essex. Run activity clubs, sibling support groups, family events and drop-ins. Can also help with disability benefits. www.familiesinfocusessex.org.uk

Autism Anglia: Provide specialist service for children, young people, and adults with ASD. They have their own homes for adults, specialist school (Doucecroft) and their own diagnostic services. Autism Anglia also offer a free downloadable Autism Passport for individuals. www.autism-anglia.org.uk

National charities that offer information and support to families of pupils with SEND are:

- IPSEA
- SEND family support
- NSPCC
- Family Action
- Special Needs Jungle

What should I do if I have complaint about my child's SEND support?

We aim to have positive relationship with all our parents and carers working in partnership to achieve the best outcomes for our pupils . If there are issues that cannot be resolved through discussions with the Senior Leadership Team then you will be referred to our School Trust's Complaints Policy and Procedure.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEND Code of Practice.

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: https://www.gov.uk/complain-about-school/disability-discrimination

You can make a claim about alleged discrimination regarding: Admission Exclusion Provision of education and associated services Making reasonable adjustments, including the provision of auxiliary aids and services.

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

Supporting Legislation and Documents

- Child Protection Policy
- Positive Behaviour Policy
- Accessibility Policy
- Assessment Policy
- Attendance Policy
- SEND Policy
- Teacher Standards
- Supporting Pupils at School with Medical Conditions
- SEND Code of Practice 0-25
- Equality Act 2010: Advice for Schools DfE 2013
- Part 3 of the Children and Families Act 2014
- The National Curriculum in England (Key Stage 1, 2, 3, 4 and Post 16)