



SEND Information Report

Written	September 2025
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Ratified by Governing Board	9.2.26
Date of review	February 2026
Signed - Chair of Governors/ Executive Headteacher	A Hicken C Chandler

Version	Modification Date	Synopsis of Changes
1	September 2025	Policy Written
2	4.2.26	Updated front cover/formatting in line with new academy policy format/numbering. Updated contact details, references of Lindens Primary School to Lindens Academy and new Executive Hedadteacher.

SEND Information report 2025/2026

At Lindens Academy we have a graduated approach to SEND, ensuring early identification of needs and a continuum of support for children in order to enable them to make progress and reach their fullest potential. Please refer to our SEND Policy, which outlines the purpose, nature and management of special educational needs within our academy.

Lindens Academy prides itself on being an inclusive academy, committed to the education of the whole child. We are always seeking new and creative ways of engaging children in learning experiences that motivate and entice children to deepen their understanding and develop a lifelong love of learning.

We provide a broad and balanced curriculum with creative contexts providing the stimulus to engage all children in quality experiences. We strive to achieve high academic standards for all children and believe this is best achieved through teaching which is engaging, innovative and personalised to children's needs.



Definition of Special Educational Needs and Disability

The Code of Practice (2014) states that a child or young person has a special educational need or disability if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age,
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools/academies

What is the Local Authority Local Offer?

The Children and Families Bill was sanctioned in 2014. From this date, Local Authorities and schools are required to publish, and keep under review, information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25.

The Local Offer from Walsall LA can be viewed via this link: www.mywalsall.org

What is the SEND Information Report?

The SEND Information Report uses the LA Local Offer to meet the needs of pupils with SEND as determined by the academy policy, and the provision that the academy is able to meet.

Special educational needs and provision can be considered as the following categories:

- | | |
|-------------------------------------|-------------------------|
| Communication and interaction | Cognition and Learning |
| Social, Emotional and Mental Health | Sensory and/or Physical |

Type of academy:

Lindens Academy is a Mainstream Academy with an ARP for up to 10 pupils with Physical Disabilities



What is an ARP? - Additional Resource Provision (ARP)

This is an additional provision for pupils who have a variety of physical impairments and/or medical needs; such as needing medicines to be administered through a gastric peg or specialist personal care such as catheterising or assisting pupils with a mitrofanoff.



The Academy building is fully accessible and has a designated physiotherapy room where specialist professionals such as Physiotherapist and Occupational Therapists visit the academy to assess and monitor pupils and advise on any additional prescribed resources required. There is an accessible large playground; however, the sports field is not fully accessible.

Staff throughout the academy have additional and specialised training in supporting children with a physical disability including:

- Moving and handling
- Carrying out Physical Management Programmes
- Accessing the curriculum using specialist ICT

Children may come from other geographical areas to access this provision.

Who are the best people to talk to at Lindens Academy about my child's difficulties with learning/ Special Educational Needs & Disabilities/Medical Needs?

The Class Teacher is responsible for:

- Planning for and ensuring that all children have access to good/outstanding teaching. Provide a Curriculum and deliver QFDT which will meet your child's individual needs
- Closely monitoring the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc) and discussing any adjustments with the SENDCo as necessary



- Writing an Individual Educational Plan (IEP) sharing and reviewing these targets with the SENDCo, then parents at least once each term and planning for the next term.
- Ensuring that all members of staff working with your child in the academy are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.
- Ensuring that all staff working with your child in the academy are supported in delivering the planned work/programme for your child, so they can achieve the best possible outcome. This may involve the use of additional adults, outside specialist help, SENDCo advice and specially planned work and resources.
- Making sure that there are records of your child's progress and needs. Also monitoring the impact of interventions
- Ensuring that the academy's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.
- Working closely with parents to ensure all adults working with your child are involved at all times and responsibilities are shared

Our SENDCo

Mrs Keight is our SENDCo and she supports children and parents with any additional questions.

Mrs Keight is responsible for:

- Coordinating and delegating to the SEND Team to support the children with special educational needs (SEN) and or disabilities, and developing the academy's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in the academy.
- Providing opportunities for those parents who wish to discuss their child's Individual Educational Programme IEP
- Ensuring that you as parents are:
- Involved in supporting your child's learning
- Kept informed about the support your child is getting
- Involved in reviewing how your child is doing and planning ahead for them.
- Chairing annual reviews for children who are in receipt of an Educational Health and Care Plan
- Liaising with all the other people who may be coming into the academy to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology, Physiotherapy, Occupational Therapy etc...
- Updating the academy's SEND register termly
- Ensuring that educational, physical and sensory needs of your child are known, understood and shared with relevant staff. This is mostly done via a Child Passport

- Providing specialist support for teachers and support staff in the academy so they can help your child (and other pupils with SEN and/or disabilities in the academy) to achieve their potential.
- Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our academy.
- Ensure risk assessments, personal care plans, individual health care plans Safer handling plans and Pupil Emergency Evacuation Plans (PEEPs) are in place. The SEND Team will then support the SENDco to monitor all of the above
- Ensure that staff, parents and the child receive a smooth and robust transition

Mrs Chandler - Executive Headteacher, is responsible for:

- The day to day management of all aspects of the academy, this includes the support for children with SEN and/or disabilities.
- Giving responsibility to the SENDco and class teachers but is still responsible for ensuring that your child's needs are met.
- Making sure that the Governors are kept up to date about any issues in the academy relating to SEND.

There is also a SEND Governor, Mrs D Howell-Smith. Mrs D Howell-Smith can be contacted through the Academy office on 0121 353 9273.

Her responsibilities are:

- Making sure that the academy has an up to date SEND Policy
- Making sure that the academy has appropriate provision and has made necessary adaptations to meet the needs of all children in the academy
- Making sure that the necessary support is made for any child who attends the academy who has SEN and/or disabilities.
- Making visits to understand and monitor the support given to children with SEND in the academy and being part of the process to ensure your child achieves their potential in the academy

If you have a concern or a complaint

Please contact the academy office to arrange a call or appointment. Complex concerns may be better discussed face to face. Parents are encouraged to telephone to make an appointment with the relevant member of staff. This can be done via the main academy telephone number on 0121 353 9273 or via email to send@lindens.lhmat.com



If parents wish to make a complaint about the educational provision for a SEND pupil they are invited to discuss their concerns with the SENDCo through the main academy office.

If parents are still dissatisfied they will be referred to the Lighthouse Trust Complaints Policy of which is a referral to the:

- Executive Headteacher- Mrs Claire Chandler
- SEND Governor - Mrs Danielle Howell-Smith

How are children with Special Educational Needs identified and assessed?

If teachers feel that your child has a special educational need this may be because they are not making the same progress as other pupils. The earlier we take action and modify our provision, the sooner we can resolve concerns and help children towards success. We will observe your child's learning characteristics and how they achieve within our learning environments. We will assess their understanding of what we are doing in the academy and where appropriate, use additional assessments to determine what may be causing difficulty. We as an academy follow the 'Waves of Intervention' process to allow a robust informed referral pathway for the children in our care. (Please see Appendix One for more information)

Below is a list of ways children may be identified as having an additional need:

- Liaison with the previous educational setting
- Tracking information - is the child performing below age expected steps?
- Academy based assessments carried out initially by the class teacher
- Further academy based assessments carried out by the SENDCo
- Concerns raised by parents
- Concern raised by academy staff
- Concern raised by pupil
- Liaison with external agencies
- Health diagnosis

Since the reform to the SEND Code of Practice in 2014 there are now different and additional procedures which need to be carried out in order to identify and support pupils with SEND. Lindens Academy follows the recommendations of the Assess Plan Do Review (APDR) process.



This means the class teacher and the SENDCo will:

- **Assess** - a pupil's area of need
- **Plan** - interventions and strategies to support the area of need

- **Do** - Carry out the planned intervention
- **Review** - monitor the impact of the intervention

How my child will be included in all activities in and outside the classroom

- Risk assessments are carried out and procedures are put in place to enable all children, both SEND and non-SEND, to participate in all academy activities, including academy trips
- The academy ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any academy provided activity, with the exception of activities which take place on our upper sports field. Children within the ARP, who travel to the academy via Walsall LA Transport, and wish to attend after school clubs will need to be collected from the academy by their parents/carers



Transition

We recognise that for some children, particularly those with special educational needs, looked after children or previously looked after children, transition may be a stressful period of time that can affect their progress. We will ensure we identify those children requiring special attention and support at an early stage and their receiving teacher is made aware of their needs.

How will my child be prepared for transition?

- Pupil transition will be completed in the Summer Term
- Parents/carers will be invited to a transition meeting to discuss ways to support their child to settle into their new academy routine
- The SENDco will meet with both parents and identified SEND pupils to discuss concerns to be raised and solutions to any perceived challenges to be considered
- For pupils transferring to local schools or academies, the SENDCo of both settings will meet to discuss the needs of pupils with SEND in order to ensure a smooth transition.



How is Lindens Academy accessible to children with SEND?

The academy building is compliant with The Equality Act 2010 requirements.

- The academy is on one level with suitable wheelchair access by means of ramps and double doors
 - There are identified disabled toilets, a shower area and changing facilities.
- There is a functional physiotherapy area
- We ensure where ever possible that equipment used is accessible to all children regardless of their needs.
- After-school provision is accessible to all children, including those with SEND.
- Extra-curricular activities are accessible for children with SEND.
- Radio transmitters will be worn by adults working with children who have hearing impairments to ensure that they are fully included in the curriculum
- Quiet areas and calming zones are provided for children who need a space to support their emotional needs.



Lindens Academy Provides Additional and Differentiated Access to the Curriculum

The needs of pupils and additional learning arrangements are extremely varied at Lindens Academy. We provide an alternative curriculum for identified pupils for English and Maths in both key stage one and key stage two

Pupils have access to specialist resources such as:

- Clicker
- Communication in Print
- Makaton - sign and symbols
- Voice recording books
- Slope boards/ dycem
- Down Syndrome Education resource packs
- First Words
- Radio Aids
- Talk Boost/WellComm/NELI
- Social Stories
- IDL



Lindens Academy is an Emotion Coaching Academy and offers several Nature Programmes to support pupils with Social, emotional and mental health issues. We take a Restorative Practice approach to resolve conflict and re-build relationships. We also offer Boxall Programme to identified pupils. Lindens academy also has a trained ELSA (emotional Literacy Support Assistant) and a Mental Health Lead- Mr Keight. We also have several Mental Health First Aiders both classroom and non-classroom based.

Arrangements for supporting Children who are Looked After by the Local Authority and have SEND

- We give priority to Looked After Children, previously Looked After Children and vulnerable pupils who would benefit from attending a Nurture Group or after school activity within Lindens Academy
- appoint a designated qualified teacher to promote the educational achievement and monitor any additional SEND provision of Looked After Children and Previously Looked After Children
- ensure the designated teachers undertakes appropriate training and attends local Cluster Groups
- have in place a Personal Education Plan with SMART Targets for all Looked After Children drawn up in consultation with the local authority
- ensure Looked After Children are involved in their interventions in regard to their education, including any additional SEND interventions
- We ensure that all Looked After Children who cannot communicate on their own (including non-verbal) will be represented by a trained member of staff
- We ensure support staff have had the appropriate training in communication skills in order to understand Looked After Children who have communication need



Professionals who come into Lindens Academy and support children with SEND

At Lindens Academy we believe all children's learning needs are unique and specific. Below is a list of professionals who we currently work in partnership with:

- Educational Psychologist:- concerned with helping children who are experiencing problems within an educational setting with the aim of enhancing their learning.
- Physiotherapist:- a clinical health profession that aims to rehabilitate and improve a person's ability to move and function.
- Occupational therapist:-Occupational therapists help people with mental, physical or social disabilities to independently carry out everyday tasks or occupations.
- Early Years SEND team:- A highly skilled professional group working with families with a child under 5 who need specialist support with their development and learning.
- Speech & Language Therapist (NHS and Private):-identifies children's developmental language and communication difficulties/disorders
- CAMHS:- Child and Adolescent Mental Health Service (CAMHS) provide help and treatment for children, and their families, who are experiencing emotional and behavioural difficulties, including mental health problems or disorder

- Hearing Impaired and Visually Impaired Team:- Referrals can be made from the academy through the Local Authority
- Virtual School professionals - teachers, keyworkers and social workers who support staff with appropriate training and advice
- Black Country Womans Aid and Birmingham Woman's Aid - Key worker who are able to work directly with pupils who have been involved with any type of Domestic Violence
- BEREAVEMENT services - SWING and Edwards' Trust.

