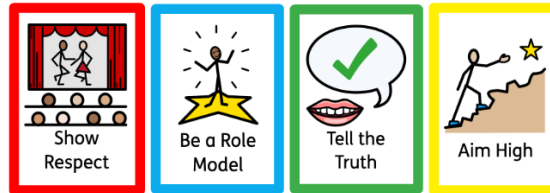


Special Educational Needs and Disabilities (SEND) Information Report 2025/2026

'LEARNING, ACHIEVING, ASPIRING TOGETHER'

At Lake Farm Park Academy (LFPA) we promise all of our children education which encompasses the four values of:

- **Showing Respect**
- **Being a Role Model**
- **Telling the Truth**
- **Aiming High**



Lake Farm Park is a three form entry mainstream school pupils aged between 3-11. The setting also has a Specialist Resource Provision (SRP) for pupils with a diagnosis of Autism Spectrum Disorders (ASD) who have an Education, Health and Care Plan (EHCP).

At LFPA we are committed to providing an inclusive and nurturing environment where all pupils can thrive. We aim to foster self-belief, and ambition across our curriculum and encourage all pupils to aim high.

We understand that children have diverse strengths and needs, and some with **Special Educational Needs or Disabilities (SEND)** may require additional support to access the curriculum or environment. At Lake Farm Park we are guided by the SEND Code of Practice (2015), Hillingdon's Ordinarily Available Provision guidance and the UNICEF Rights of the Child, in promoting our pupils' access to a high-quality, ambitious, and balanced education.

At Lake Farm Park, we want every child to feel safe, respected, and heard. We recognise the importance of elevating pupil voice. We embrace neurodiversity, the natural differences in how individuals' brains' think and process information, and sensory differences. Across the school, we empower children to understand and appreciate their own unique strengths and to celebrate those of others.

Within our current cohort of pupils with SEND across our mainstream and Specialist Resource Provision (SRP), we support pupils with:

- *Speech, Language and Communication Needs (SLCN)*
- *Autism Spectrum Disorder (ASD)*
- *Sensory Differences*
- *Attention Deficit Hyperactivity Disorder (ADHD)*
- *Sensory and Physical Impairments, e.g. hearing and visual*
- *Physical Disabilities*
- *Social and Emotional Difficulties*
- *Moderate Learning Difficulties*
- *Specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.*

Our SEND Policy can be found on our school website.

The Local Offer

The Children and Families Bill (April 2014) outlines the Government's plans to require Local Authorities to publish information on services and provision across education, health and social care for children and young people aged 0 - 25 with Special Educational Needs and Disabilities (SEND 2014). The purpose of a local offer is to enable parents and carers to see more clearly what services are available for children with SEND in their area and how to access them.

The information below is Lake Farm Park Academy's contribution to the local offer.

Hillingdon's Local Offer can be found at:

<https://www.hillingdon.gov.uk/article/4654/SEND-local-offer>

Identification and support for pupils with SEND

How does the school recognise when a pupil needs additional support?

At Lake Farm Park Academy we track the individual child's progress each term through Pupil Progress Meetings with the Senior Leadership Team, Year Team Leads, and Class Teachers. If a child has not met expected progress, we discuss this and look for potential reasons why.

The teacher will discuss their concerns in more detail with Mrs Maclaren (Vice Principal and SENDCo), who will arrange an in-class observation. A 'Record of Concern' document will be completed by the class teacher and SENDCo following the Assess, Plan, Do, Review process. The 'Early Identification Toolkit' will guide an assessment of the areas of need (*Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health*) and *Sensory and/or Physical Needs* and targets will be set.

If a child's area of need is Social, Emotional and Mental Health we will collect records of incidents (an ABC chart) to support understanding the function of their behaviour. With an understanding that all behaviour is a form of communication, a Behaviour Management Plan (BMP) and/or Risk Assessment may then follow to support a consistent approach.

Targets will be made under the relevant areas of need for the pupil and this will be reviewed after 6-weeks. If, after 6-weeks of support, there is still a concern then the class teacher and SENDCo will meet with parents/carers to share progress and gain their views. During this meeting, a decision will take place as to whether the child should be added to the SEN Register and receive individualised and targeted interventions to support.

When a child has access to an outside agency or therapies, we work closely to ensure the best outcomes for the child; in the case of a child who has access to multiple agencies, we liaise to form a cohesive set of outcomes. We monitor all outcomes or targets set and meet to discuss alternative strategies as part of the wider-network of support.

We pay close attention to the child's views, and seek to provide opportunities for them to communicate in their preferred method. If a child informs us they are struggling, we will actively listen and seek solutions.

Class teachers, wider professionals and parents/carers are also encouraged to raise concerns at any point throughout the academic year regarding a pupil's support needs as they arise.

What should a parent or carer do if they think their child has additional needs or SEND?

Initially, by speaking to the class teacher. They will be able to answer any questions about their child's progress. If parents or carers wish to discuss these concerns further then they can request a meeting with Mrs Maclaren via the School Office either in person or by phone.

A child's class teacher will be aware of each child's individual needs and will be providing quality and personalised teaching in the class for all pupils. We believe in having ambitious but manageable targets for all pupils, and expect all children to achieve or exceed these outcomes.

Progress will be monitored closely and new targets set when appropriate. Other adults within the school, such as Higher Level Teaching Assistants and Teaching Assistants, may also deliver learning to children and be included in evaluating their progress. Mrs Maclaren will work with the class teacher to plan and monitor progress and share this with parents/carers termly. The Principal will oversee this planning and progress.

We recognise the importance of co-production, as parents and carers provide invaluable knowledge of their child's strengths and difficulties. Pupil contribution at every decision-making process is encouraged in their mode of preferred communication.

Interpreters can be provided for meetings where required.

If a child is identified as having an additional need, who will plan and review their education programme?

When a child has been identified as needing additional SEN support, an Individual Education Plan (IEP) may be used. These plans contain measurable and achievable termly targets to support a pupil's progress. IEPs will be reviewed and updated in October, February and May of each term. All staff who support your child's learning will have responsibility for the progress of their IEP and will implement interventions, make adaptations to their environment and use strategies to support. If there is an additional adult within their class, a pupil may have some 1:1 or small group task input. This will be outlined in their IEP.

Mrs Maclaren and the class teacher will incorporate the assessments and advice of outside agencies to inform their planning. Teachers will plan and adapt tasks for pupils to support their access to the learning task.

We will follow the graduated approach cycle of Assess, Plan, Do, Review. A pupil's needs will be reviewed regularly with data from teacher assessments, pupil development and advice from wider therapeutic professionals if relevant.

Specialist equipment or supports

Your child may be given equipment or resources to support their identified needs or to develop their strengths. The teacher may change a child's table or place in the classroom to better accommodate their access to activities, teaching input, or the Interactive Board. Visual timetables are used in each classroom to show pupils what is happening at each point in the day. In addition, visuals might be used to support this, for example transitioning to the dining hall.

Interventions

Provision is made for children with social needs by small group interventions such as Attention Hillingdon and Language Link. Our Family Liaison Officer, Mrs Woodley and our Higher Level Teaching assistants (HLTAs), run 1:1 and group sessions for children who are experiencing emotional difficulties and/or going through a difficult transition either at home or in school. There are skill specific groups run, such as 'ELSA' (Emotional Literacy Support) and 'Life Skills'. In addition to this as a school, we use *Zones of Regulation* to support emotional difficulties and self-regulation. Provision is made for children with speech and communication problems via the Hillingdon Speech and Language Service. Members of staff carry out programmes and recommendations provided by this service. We have small group interventions for literacy and numeracy skills. It is our aim to give children extra input in required areas to enable them to access the curriculum more easily

Meeting the Social and Emotional Needs of SEND pupils

Pupils with Social, Emotional and Mental Health Needs will be encouraged to use their *Zones of Regulation* toolkits to recognise how they are feeling and the strategy they can use to self-regulate and/or calm. Where appropriate, pupils will be encouraged to take ownership of their resources and to build on their self-regulation through these supports. Where a child's mental health or wellbeing needs exceed the expertise of the school we are able to seek further support from external agencies such as Childhood and Adolescent Mental Health Services (CAMHS), Education Psychology and the Mental Health Support Team (MHST).

Pupils are taught to respect and celebrate the differences and achievements of those who are neurodivergent and/or have a disability. This is taught in our PSHE sessions and highlighted whole-school events, such as Neurodiversity and One World Week.

Our Positive Behaviour Policy and Anti-Bullying Policy provides more information and is available on the school website.

If supportive, a child may have access to a workstation where they can follow the 'TEACCH' approach to learning tasks. With the support of an individualised visual timetable and 'NOW and NEXT' board to support their understanding of the routine or task. To support pupil communication needs, class staff may use Widigit (symbol) visuals or Makaton signs.

Mrs Maclaren and the class teacher will take into careful consideration a child's sensory profile and termly audits of the environment will take place in support of pupils sensory differences.

The child is at the centre of everything we do at Lake Farm Park. Within their planning, class teachers adapt learning for all abilities and to promote progress against individual outcomes. If a pupil is unable to access the curriculum at their Year Group level they will be assessed against the Pre-Key Stage Standards and Engagement Model using B-Squared Connecting Steps Assessment Framework.

Which external agencies might support my child's SEND?

Parents and carers are involved at every stage of the referral process with formal permission. Most frequently accessed external agencies in Hillingdon are listed below:

- *Children's Integrated Therapy Services: Speech and Language Therapy, Physiotherapy or Occupational Therapy*
- *Education Psychology Service*
- *Children's Services Social Care, including Early Help*
- *Children and Adolescents Mental Health Service*
- *Children Looked After Service*
- *Children Missing in Education*

Who will support my child's SEND journey and what is their expertise?

Our Vice Principal SRP and SENDCo, Kirsty Maclaren, holds an MA in Inclusion and Special Educational Needs from the University of Birmingham. Mrs Maclaren is currently undertaking her NPQSEnCo Award and is Deputy Designated Safeguarding Lead certificated at Level 3.

Mrs Maclaren is Vice Principal and leads the Specialist Resource Provision (SRP) and works full-time. Mrs Maclaren regularly attends conferences and training that reflect the most recent evidence-based SEND strategies.

We have an extensive team of Teaching Assistants and Higher Level Teaching who are trained to deliver SEND provision and focused interventions.

Mrs Woodley (Family Liaison Officer) and Mrs Maclaren are trained in TEAM TEACH Positive Handling Level 2.

All staff are welcome to join any of our regular staff INSETs, where information on SEND related updates are shared and key updates and refreshers are shared during staff weekly briefings. The SENDCo organises and delivers training within the school and also as part of the Multi-Academy Trust. Where staff support a child with a specific diagnosis, learning difficulty, disability, or associated medical conditions, then training is provided for the wider teaching team where it is considered beneficial to the individual.

How will the effectiveness and impact of SEND provision at Lake Farm Park be evaluated?

We will evaluate a pupil's provision by:

- Reviewing the impact of initial interventions after 6 weeks.
- Reviewing Individual Education Plans (IEPs) termly, interventions in place, and asking pupils to comment on their progress.
- Monitoring of assessments in Reading, Writing and Maths.
- Monitoring of teaching and learning for SEND pupils by the SENDCo and all subject leads.
- Annual Reviews for pupils with Education, Health and Care Plans (EHCP).

How are pupils with SEND included in Extra-Curricular Activities?

All SEND pupils, including those who access our Specialist Resource Provision, are encouraged to attend extra-curricular activities. The school seeks to make reasonable adjustments where possible and the SENDCo will support Risk Assessments for educational visits where required. Risk assessments are shared with parents and carers, who are often invited to attend trips as a highly familiar adult, should they wish to.

How will my child with SEND be supported at key transitions?

At Lake Farm Park we acknowledge that smooth transitions are key in supporting the emotional well-being and growth of pupils as they move forward. Transition support is available to all pupils across the school.

- Nursery: pupil home visits, phased entry, and liaison with Early Support Agencies.
- Reception: pupil home visits, phased entry, and liaison with Early Support Agencies.
- Prior to starting new classes- Half-day transition to meet the teacher
- Secondary School Transition: Handover between the Primary and Secondary SENDCo, July transition day visit, PSHE sessions relating to change.

Pupils with SEND may require additional opportunities to visit their new provision, in liaison with the Secondary SENDCo or opportunities to visit with a key familiar adult from the school. Transition books or visuals and/or an individualised transition programme outlining key dates, strategies and targets for support.

Who can I contact if I have a query, complaint or feedback?

Parents are invited to regular review meetings where they are able to ask questions about, or comment on, the support their child is receiving. If concerns are not able to be addressed in this way parents are welcome to make additional appointments with the SENDCo or the Principal. We also welcome written feedback about how well we are doing or regarding your child's individual achievements.

Key members of staff:

Mrs Buttar- Principal, Lake Farm Park Academy

Mrs Adams- Deputy Principal and Designated Safeguarding Lead, Lake Farm Park Academy

Mrs Maclaren - SENDCo/Vice Principal SRP, Lake Farm Park Academy

Mrs Woodley- Family Liaison Officer, Lake Farm Park Academy

Hillingdon SENDIASS- SEND Support and Information in Hillingdon

<https://www.hillingdonsendiass.co.uk/>

01895 277001 (Monday to Friday, between 8.30am and 4.30pm)