

Lawley Village Academy



SEND INFORMATION REPORT

2026-2027

This SEND Information Report is reviewed annually by the
SENCO

SEND INFORMATION REPORT/SCHOOL'S CONTRIBUTION TO LOCAL OFFER

Name of school:	Lawley Village Academy
Address:	Bryce Way, Lawley, Telford, Shropshire. TF4 2SG
Telephone:	01952 951200
Email:	office@lawleyvillageacademy.co.uk
Headteacher:	Miss Claire Freestone
Special Educational Needs Coordinator (SENCO):	Mrs Charlotte Hendrie
Age Range:	Nursery – Year 6 (3-11 years)
Last Ofsted inspection:	June 2023
Outcome of inspection:	Good
Number of children with Special Educational Needs:	82 children (21.4%) T&W average: 20.25% National average: 19.56%
Number of children receiving additional support:	EHCPs 11 children (2.87%) T&W average: 4.8% National average: 5.34%

What are the kinds of special educational needs for which provision is made at Lawley Village Academy?

We are committed to delivering excellence, opportunity, aspiration and enrichment for each and every child in our school through an exciting broad and balanced curriculum and a wide range of opportunities. Where special educational needs have been identified for a child, this will be as described within the main areas of the SEN Code of Practice. These may include social, emotional and mental health needs, communication and interaction needs (autism and/or speech and language difficulties), sensory or physical difficulties and / or cognition and learning needs.

A personalised response will be secured to enable individual needs to be met, helping each child to thrive in their learning and development.

What are the school's policies for the identification and assessment of children attending the school?

We know when children need help if:

- * Identification can involve teacher assessment, progress data, observations, discussion with the child or parent, and where appropriate specialist assessment.
- * Concerns can be raised by parents/carers, teachers or the child
- * Limited academic progress is being made
- * There is a change in the child's behaviour, presentation or progress

All concerns will be raised with the child's class teacher in the first instance.

What is the provision for children at Lawley Village Academy and how is it evaluated?

Our vision and provision

Our vision is to provide an inclusive, supportive and ambitious learning community where every child is valued, supported and encouraged to achieve their full potential.

At Lawley Village Academy, we believe that **every member of staff has a responsibility for supporting children with SEND**. We are committed to providing high-quality teaching and appropriate support so that all children can participate fully in school life, make progress and experience success.

We aim to:

- provide a **safe, welcoming and inclusive learning environment** where individual needs are recognised and achievements are celebrated;
- ensure all children have access to a **broad, balanced and ambitious curriculum**, with appropriate adaptations and support where needed;
- use technology effectively to support learning, accessibility and communication;
- maintain robust safeguarding procedures that promote the safety and wellbeing of all children;
- provide ongoing **training and professional development** so that staff have the knowledge and skills required to respond effectively to a range of additional needs;
- promote children's spiritual, physical and emotional wellbeing, enabling them to feel secure, confident and ready to learn;
- provide opportunities for children to develop positive relationships, independence, cooperation and respect for others;
- promote understanding and respect for different backgrounds, cultures, beliefs and values;
- work closely with parents and carers, recognising the importance of their knowledge and views in supporting their child;
- work collaboratively with education, health, social care and other specialist professionals where additional advice or support is required.

Working in partnership

Parents and carers are important partners in their child's education. We encourage open communication between families, class teachers, the SENCO and other members of staff. Information about school staff, the curriculum, policies and contact details is available on the school website.

Where appropriate, we seek advice and support from external professionals and specialist services to help us understand and meet children's individual needs. We work collaboratively with education, health and social care professionals as part of our graduated approach to SEND.

Information about SEND services and support available to children and families across Telford & Wrekin can also be found through the **Telford & Wrekin Local Offer**.

Monitoring and school improvement

Provision for children with SEND forms part of the academy's wider processes for monitoring, evaluation and school improvement. The effectiveness of SEND provision is reviewed regularly so that we can identify strengths, respond to emerging needs and continually improve the support available to children.

The Governing Body provides support and challenge to ensure that Lawley Village Academy remains inclusive and fulfils its statutory responsibilities. Governors monitor key areas of school provision, including safeguarding, SEND and accessibility, and review relevant statutory policies.

A Whole Child, Whole School Approach:

High-quality inclusive teaching, including appropriate adaptations, is the first response to meeting children's differing needs. Where required, this is supplemented by targeted or personalised provision.

All teachers are responsible for every child in their care, including those with special educational needs.

Underpinning ALL our provision in school is the graduated approach cycle of:

Assess: Teachers and support staff continually assess within lessons and across lessons to inform next step-teaching and to check children's understanding and progress. This 'Assessment for Learning' occurs through observing children, asking questions and marking children's work. Teaching staff also assess children at the end of blocks of work and at the end of each term in order to track each child's progress against age-related expectations.

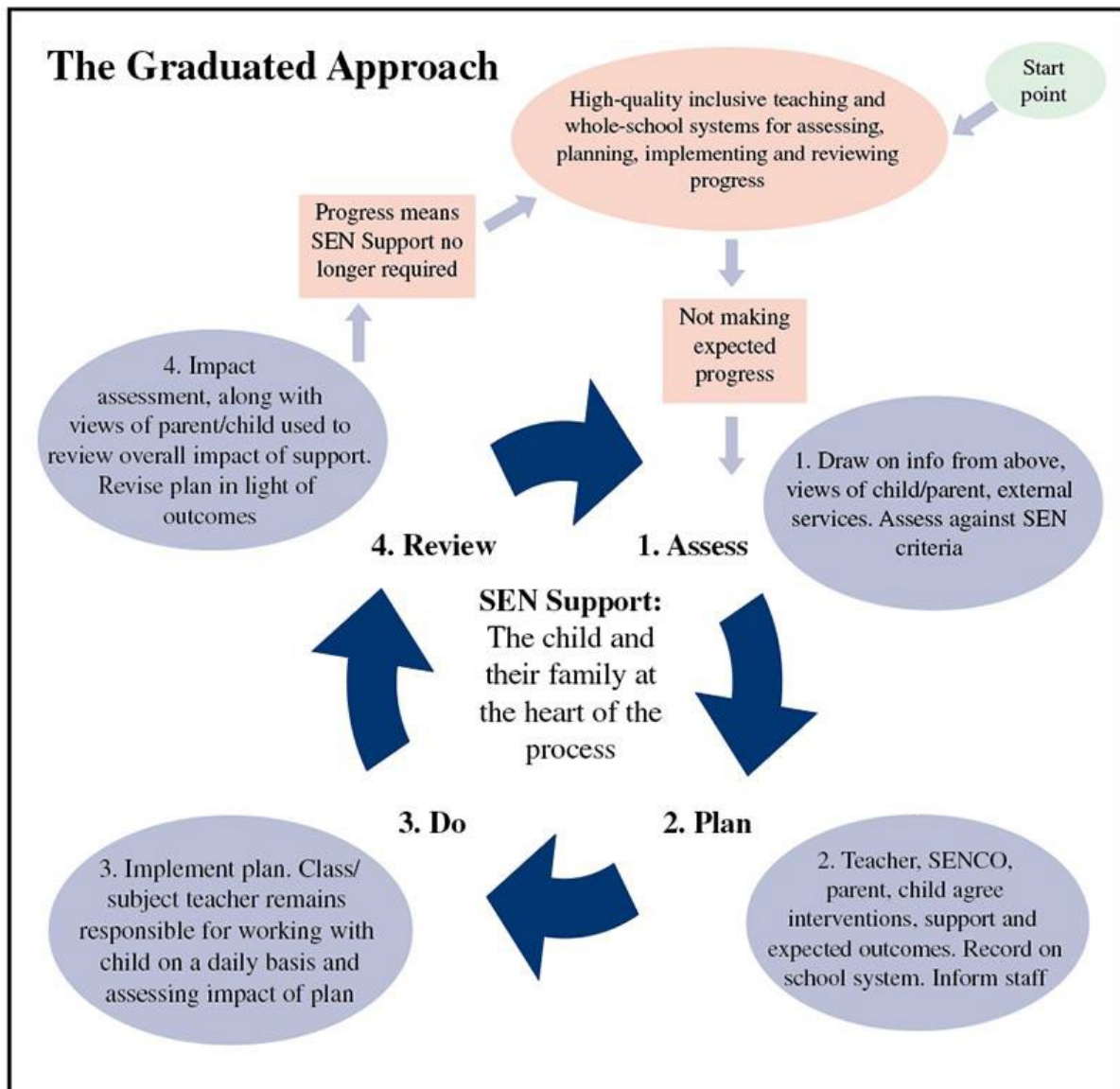
Plan: Class teachers plan according to the National Curriculum 2014 for all groups and individuals within their class. Teachers plan a range of activities so that all children have opportunities to learn independently, work collaboratively in pairs or small groups or work with an adult. Teachers carefully consider WHAT is taught and HOW it is taught, based on what children already know and their next steps. Teachers plan activities that are interesting, relevant to children, multi-sensory, practical, provide challenge and suit children's learning needs.

Do: Class teachers are responsible for all children within their class and plan all the activities in each and every lesson, including any additional interventions that supplement whole-class teaching and in-class group work. Depending on individual need, adaptations may include scaffolded tasks, visual supports, pre-teaching, additional processing time, adapted recording methods, assistive technology, sensory support, targeted small-group teaching or individualised resources.

Review: Teachers and support staff continually review the progress of all children and particularly the progress of children who have special educational needs on a daily, weekly and termly basis. Teachers review children's progress and the effectiveness of additional support and intervention in order to set next-step targets so that children make progress and achieve age-related expectations.

Having consulted with children and their parents, all additional provision for children with SEND is recorded in the child's Individual Learning Plan which is reviewed termly with the class teacher, parents and the child.

Where a child is not making expected progress despite appropriate support and intervention, the school will consider whether further assessment or advice from specialist services is required.



How do we support children's social and emotional development?

At Lawley Village Academy, we recognise that children's social and emotional wellbeing is an important part of their ability to learn, develop relationships and participate fully in school life. We provide an inclusive and supportive environment in which children are encouraged to develop confidence, independence, resilience and positive relationships.

Where a child with SEND requires additional support with social or emotional development, appropriate provision is identified according to individual need and reviewed as part of the graduated approach. This may include targeted pastoral or nurture support, support with emotional regulation, social interaction and relationships, and advice from external professionals where appropriate.

Children with SEND are encouraged and supported to participate fully in the wider life of the school, including clubs, visits, activities and opportunities for pupil voice.

What training do staff have in relation to the needs of children at Lawley Village Academy?

Lawley Village Academy is highly committed to ongoing training of staff. We have completed Learning Support staff training to ensure all children are fully supported in key areas of need such as SEMH, Communication and Interaction (Speech, Language and Communication needs), Cognition and Learning and Sensory/Physical needs.

All staff have clear job descriptions which detail the required qualifications for each post in school. Training is specifically related to the needs of children in our school and also as required by statutory guidance. New members of staff benefit from a fully verified Trust induction programme, and any Early Careers Teachers (ECTs) are well supported in their entry into the teaching profession at the beginning of their professional journey.

Staff training is identified in response to the needs of pupils currently attending the academy and whole-school priorities. This includes training relating to the four broad areas of SEND and individual needs where appropriate. Specialist advice and training are sought from external professionals when required.

How will the environment, equipment and facilities be provided to support children at Lawley Village Academy?

Lawley Village Academy is housed in a modern, purpose-built environment designed to support accessible and inclusive learning.

We have reviewed, developed and enhanced curriculum resources for all children in response to the new curriculum such as providing a specialist learning support / nurture facility to enable all needs to be met within our school.

Our SEND policy details the wide range of provision for children including the range of equipment and facilities for children with different needs. This policy can be found on our website and is reviewed annually.

All parents and families are welcome to visit the school prior to their child or young person attending the school.

What are the arrangements for consulting parents of children at Lawley Village Academy and involving them in the education of their child?

At Lawley Village Academy parents are fully included in the process of working with their children in partnership with school.

This includes:

- Initial visits to school
- Introductory meetings
- Daily home/schoolbook/Marvellous Me/emails for information exchanges and key messages
- Parent/Carer and teacher meetings including update from professionals
- Meetings to review educational outcomes
- Annual Review meeting and report
- Parent workshops and training
- Coffee mornings
- Parental Representation on Governing Body
- Parent involvement in changes in school through informal and formal consultations

What are the arrangements for consulting young people at Lawley Village Academy about, and involving them in, their education?

All children in our school are treated with dignity and respect. There is full personalisation of an Individual Learning Plan and specific support in place for the curriculum for each child who may have additional SEND in order that they can access and experience success throughout their school learning journey.

Children are encouraged to contribute their views and participate in decisions about school life through opportunities such as the School Council. Pupil voice is also an important part of SEND provision, with children involved, where appropriate, in developing and reviewing their Individual Learning Plans and outcomes.

The assessment and annual review process of Education Health and Care Plans includes the choices and views of children.

Individual Learning Plans include child and parent voice and are reviewed termly with all stakeholders.

What are the arrangements for assessing and reviewing children's progress towards outcomes?

Progress towards each child's Individual Learning Plan and agreed outcomes is reviewed termly and through liaison with families across the year.

EHCPs are reviewed in accordance with statutory procedure.

Monitoring of progress towards outcomes is continuous in the classrooms.

What are the arrangements made by the governing body for dealing with complaints from parents/carers of children in relation to the provision made at Lawley Village Academy?

The process for all complaints is made available in the parent handbook which is updated each year. The complaints procedure is also available on the website.

How does the school work with external agencies and specialist services?

The governing body are aware of the range of staff working together within the school to support the children and their families. The governing body ensures there is a consistent monitoring of practice to ensure that children's and families' needs are met through meetings and reports.

School staff structure may be found on the school website.
School staff are also supported through a close partnership with a wide range of external agencies and specialist services in order to identify and support the needs of all children.

The Sensory Inclusion Service staff – Advisory Teachers - are employed by the Local Authority, not the school, and are based in the Education and Inclusion Team. They provide staff training and advice on individual children's needs.

The Academy works in close partnership with specialist Learning support teams and all strands of Educational Psychology support services to support the individual needs of children with SEND.

Where appropriate, the academy works collaboratively with social care professionals and other Local Authority services to support children and their families.

Further information / contact details of external support services may be accessed through the Local Offer www.telfordsend.org.uk

What are the school's arrangements for supporting children in transferring between phases of education or in preparing for adulthood?

All transitions are well planned for throughout school as children move from class to class and phase to phase. Parents/carers always have the opportunity to meet the new teacher and class staff.

Children are increasingly supported in planning for their transition from another school into Lawley Village Academy or when moving from this school into the next phase of their educational journey in the future.

We continue to have strong links with local schools to support all transition arrangements. Close links are maintained to enable the transfer of key information to support all children.

Where is the information on the Telford and Wrekin's local offer published?

There is further detail/school offer on our own school website, and this links directly to the Local Offer for children with Special Educational Needs and Disabilities and their families on the Family Connect pages on Telford and Wrekin's website www.telfordsend.org.uk

There are also links from the school website to the Telford & Wrekin Local Offer to provide support and information for our families.

Independent advice and support for parents and carers

Parent support and advice service may be accessed within www.telfordsendiass.org.uk (01952 457176)

Useful Websites:

www.nasen.org.uk

www.sendgateway.org.uk

www.autism.org.uk

www.bdadyslexia.org.uk

Who should I contact if I think my child may have SEND?

In the first instance, parents should speak to their child's class teacher. Parents can also contact the SENCO, Mrs Charlotte Hendrie, through the academy office on 01952 951200 or at office@lawleyvillageacademy.co.uk.

Further contact information:

Miss Claire Freestone

Headteacher