The SEND Information Report for Liden Academy 2026-27

This should be considered alongside Excalibur Academies Trust SEND policy which is found on www.excalibur.org.uk

1. Roles and responsibilities

1.1 The SENCO is Linzi Lawrence

The SENCO will:

- Work with the Principal and SEND governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHCPs
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

1.2 The SEND governor is David Parker

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the Principal and SENCO to determine the strategic development of the SEND policy and provision in the school

1.3 The Principal is Jeff Mason

The Principal will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

1.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow the SEND policy

2. SEND information

2.1 The types of SEND that we provide for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

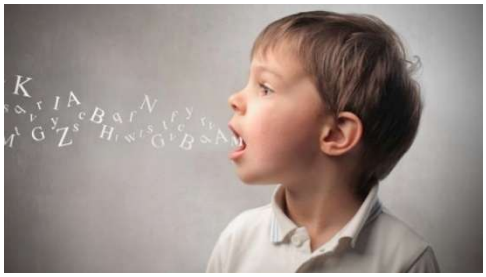
2.2 Identifying pupils with SEND and assessing their needs

The decision over whether a child will be added to the school's SEND register will ultimately be the responsibility of the SENCO. It will be based on a set of criteria, decided by the school. If the child meets 1 or more of the criteria below, they will be considered for the SEND register:

- *The child is working at least 12 months behind in 2-3 of the 3 core areas (reading, writing, maths).*
- *The child is working at least 18 months behind in just 1 of the core areas. This could indicate a specific learning difficulty.*
- *The child requires support from external professionals e.g. the Speech and Language team,* ***and*** *their attainment, progress or emotional health is affected in this area. A child will not be automatically added to the register just because they are open to an external service.*
- *The child has a physical or medical condition which requires adaptation to the curriculum so they can access quality first teaching. For example, a child with epileptic absence seizures may require pre-teaching.*
- *The child has social communication difficulties or neurological difficulties (either diagnosed or undiagnosed) that affect their ability to access the curriculum, regulate their emotions/behaviour and/or socialise independently.*
- *If a child arrives from another school where they were on the SEN register, they will automatically be added to the school's register until the next review point.*

Parents will always be informed if their child is on the school's SEND register, by means of a letter from the SENCO at least annually.

The register will be reviewed three times a year.



2.3 Consulting and involving pupils and parents

We value a close working relationship with parents and carers, as this is the key to supporting a pupil's needs. If we need to understand a pupil's needs in more depth, we may suggest co-writing an Early Help Conversation or a Working Together Plan, which will look holistically at a child's strengths and difficulties. This may lead to termly Team Around the Child (TAC) meetings or Working Together reviews, where we work in collaboration on an action plan to support the child.

In addition, parents and carers will receive a letter three times a year from their child's class teacher to explain what support is in place for their special needs, and how the child could be best supported at home to ensure maximum progress. Parents of children with EHCPs will receive a face-to-face review of their child's targets with the class teacher instead of parents' evenings.

Our teachers are available to speak to parents and carers at the start and end of most days, and the SENCO is available to contact by email or telephone.

Our children are involved in reviewing their own progress plans each term. We also regularly seek to collect feedback from our students, to ensure they are happy and learning effectively.

2.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

Every child on the SEND register will have an Individual Education Plan (IEP). This will record the support strategies used in class as part of daily practice, as well as support they receive through interventions (catch-up work). The IEP is written by class teachers in collaboration with the SENCO, and is reviewed three times a year.

The academic progress of pupils with SEND is tracked carefully by the SENCO and the school's leadership team, and timely support will be put in for any pupil whose progress slows. We will also carefully track pastoral support and exclusions, to ensure pupils with social, emotional and mental health needs are not struggling.

All teachers and support staff will be made aware of the SEND needs in their class, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress. This information will be communicated to parents and carers at Parents' Evenings three times a year.



Pupils with an EHCP will have two review meetings a year with the class teacher to evaluate progress towards their EHCP outcomes, as well as an Annual Review led by the SENCO. Parents and carers will always be part of these child-centred meetings.

Children with a TAC plan or Working Together Plan will have their progress reviewed 3-6 times per year by the SENCO and their parents or carers in joint meetings.

2.5 Supporting pupils moving between phases

We will always share information with the school that the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this, although safeguarding information will always be shared.

We have close working relationships with our local secondary school, The Dorcan Academy. Children in Year 6 will have several visits to the school during the course of the year. Miss Lawrence will meet with Dorcan's SENCO, Caroline Kafka-Markey, to share information on prospective pupils and to plan their support.

Miss Lawrence will also liaise with the SENCOs of all secondary schools that children with SEND are transferring to. Children requiring additional transition visits will have these arranged. In some cases, One Page Profiles may be created to share information from the pupil's viewpoint. Miss Lawrence may also offer guidance to parents in choosing the right school for their child's needs.

Children transferring from pre-school into Liden Academy's reception class will enjoy a transition period over two months, including fun events such as a picnic.

Children with SEND across the school may receive transition booklets with photos of their new teachers and classrooms at the end of the academic year, to help them to feel prepared over the long summer break.

2.6 Our approach to teaching pupils with SEND: Our Universal Offer

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils. On rare occasions, a child may need to be educated in a different year group for a specific subject if it meets their needs more effectively e.g. a child with severe dyslexia may benefit from accessing a phonics lesson in the year group below. We will always consider the view of the child and parents when making these decisions.

We will look to make in-class adaptions such as wobble cushions, pencil grips, reading rulers, ear defenders etc. as the first step to supporting a child. When this is not sufficient, we will look to involve a child in at least one intervention. Interventions are reviewed three times a year to assess impact.

Our available interventions may vary from term to term, but this year include:

- Two Minute Maths - a pre-teaching intervention based around short bursts of key mathematical concepts each day. This runs in Year 3-5.
- Read, Write, Inc. phonics – to supplement our daily phonics teaching program. This runs in years R – 6.
- Accelerated Reader – a reading program for weaker readers in Years 2-6
- Fresh Start reading – a catch-up reading program that runs in years 4-6.
- Pastoral support groups – working on strategies such as positive thinking, managing anxiety etc. This runs in years R – 6.
- Catch up groups for reading, writing and maths. These run in years R – 6.
- WellComm – an intervention for Nursery and Reception-aged children with delayed language skills.
- Lego therapy – a pastoral program to develop social skills for selected pupils with social/emotional needs.
- MathsWhizz – a subscription-based tutoring program for children in years 2-6 working behind age-expected levels in maths

The final decision about which children are included in interventions will always rest with the SENCO. Decisions will be based on pupil progress data and the class teachers' knowledge of the children. Not all interventions will be available to all children.

2.7 Adaptations to the curriculum and learning environment: our Universal Offer

We make the following adaptations to ensure pupils' needs are met:

- We provide access to aids such as laptops, coloured overlays, visual timetables, ear defenders, wobble cushions, chair leg bands, fiddle toys and wordmats. We have a finite amount of resources that will be allocated based on needs identified by practitioners, as well as with input from parents. Resources from home may be used by pupils, if they have been agreed with the SENCO.
- All our classrooms will display a visual timetable. All classrooms will have access to practical resources to support learning, such as counting equipment, small clocks, science equipment, compasses etc.
- We differentiate our teaching, for example, giving longer processing time, pre-teaching key vocabulary, reading instructions aloud, etc.
- Our school aims to be dyslexia-friendly. We use tinted backgrounds on our interactive boards and support pupils with visually engaging resources. Some pupils use reading rulers and coloured exercise books.
- We promote a 'scaffolding' approach in all lessons, with teachers having responsibility for planning based on the needs in their class. Scaffolding involves providing additional support to enable as many children as possible to access the content and activities in a lesson. This could be done through many strategies, such as providing templates, writing frames, modelled examples, chunked instructions or using alternative formats to record answers. Teachers and TAs have received training on scaffolding techniques over the last two academic years. Scaffolding, when used correctly, will also promote independence. This year, we have invested in Widget software to make our scaffolds and worksheet templates more visually supportive for children with SEND.
- We sometimes use flexible grouping and collaborative working during tasks to develop children's confidence as learners.
- Teachers strive to support learning through plentiful use of visual images and videos.

- Our school uses a range of teaching schemes to ensure we have consistency between year groups in our curriculum coverage, such as Read, Write Inc. for phonics and White Rose for maths.
- We strive to make links between new and prior learning through quizzes at the start of most lessons.
- Our classrooms use Working Walls to display key learning and vocabulary. Children are encouraged to refer back to the information on display.
- Each classroom will provide access to spelling, vocabulary and number mats that are appropriate to the age and stage of the pupils in the class.
- Our school staff have received regular training on trauma-informed approaches, and on supporting children's emotional wellbeing. Embedding these strategies continues to be a focus this academic year.
- Most of our quiet rooms have Calm Corners filled with resources that pupils can use to help regulate their emotions.
- We focus on having all children in the classroom as often as possible. We aim to adapt our main curriculum so that the majority of children can access it with adaptations.

2.8 Additional support for learning: Our Targeted and Specialist Offer

Some classes will have the support of a teaching assistant in the mornings. Some children will have individual or shared support from a teaching assistant if they receive additional funding through their EHCP. Our teaching assistants deliver interventions in the afternoons for children who have been selected by their teachers or the SENCO who need additional support in one or more areas.

Some of our pupils may require a more individualised approach. This is usually bespoke to the pupil's needs, but may include strategies such as:

- Adaptions to our school uniform for sensory needs
- Allocated resources e.g. own football, or designated area of the school field for playtimes
- Meet and greet
- Sensory or movement breaks
- A personalised timetable
- Access to different toilet facilities
- An individualised behaviour plan or risk assessment
- A reduced timetable
- Staggered start or finish time
- Individual dietary requirements
- Alternative ways of communicating. Our early years staff will use signalong.
- Exemption from some classroom activities that may be inappropriate or cause distress such as spelling tests or lollypop questioning.
- Alternative seating in classrooms or assembly halls
- A quieter area to eat lunch
- An alternative environment during activities that are inappropriate for their needs such as assemblies.
- Flexibility around homework
- Access arrangements for exams

We work with a wide range of agencies to provide support for pupils with SEND, including:

- Educational Psychology

- Community Paediatrics

- Paediatric (Occupational) Therapy

- ATCL (CLASS, formerly the Dyslexia Outreach Service)

- Speech and Language Therapy

- CAMHS and the Be U team (mental health support)

- The Early Years Quality and Inclusion Team

- School nursing and Health Visiting

The SENCO will decide which services to refer a child to. Support is allocated on a priority basis, depending on the child's needs.

2.9 Expertise and training of staff

Our SENCO, Miss Lawrence, has ten years' experience in this role and has worked as a primary teacher for an additional nine years. She has achieved the National SENCO Qualification. She works as a SENCO on a full-time basis, as well as providing family support and working on the school's safeguarding team. She has twenty-five years' experience of working with children with SEND in Swindon. She is also the school's Senior Mental Health Lead and one of Swindon's SENCO Champions.

We have a dedicated team of approximately 16 teaching assistants who are trained to deliver SEND provision. Our teaching assistants receive weekly training from the SENCO, in addition to longer sessions on TD days.

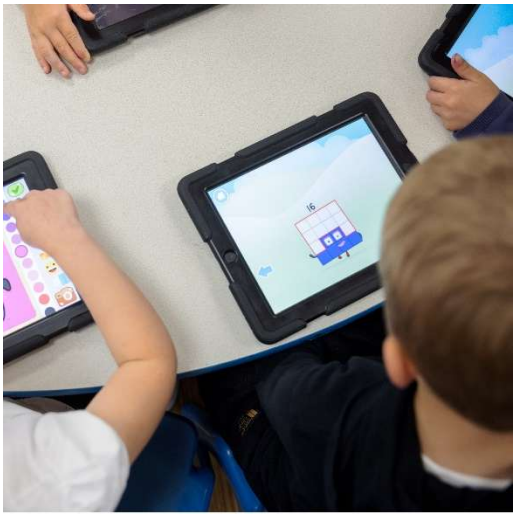
Over the last two years, our teachers have received training on:

- Completing SEND paperwork such as Individual Education Plans
- Trauma-informed practice
- Scaffolding and differentiation
- Team Teach (physical handling – selection of staff only)
- Supporting individual SEND needs
- Modelling lessons and planning effectively
- Safeguarding

Over the last two years, our Teaching Assistants have received training on:

- Trauma-informed practice
- Scaffolding and differentiation
- Team Teach (physical handing – selection of staff only)
- Safeguarding
- Pre-teaching, scaffolding and differentiation
- Supporting children who speak other languages
- Early speech and language identification and support strategies
- Specific SEND conditions such as ASD, dyslexia and ADHD.
- Our Pastoral Lead, Mrs Robison, works with individuals and small groups each day who need additional support with their social and emotional needs. She is a qualified Emotional Literacy Support Assistant (ELSA).

2.10 Evaluating the effectiveness of SEN provision



We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions three times a year.
- Scrutinies and learning walks by the SEND lead in the Excalibur Trust, Kate Hinks.
- Monitoring by the SENCO, including regular learning walks
- Holding annual reviews for pupils with EHC plans
- An annual action plan, reviewed regularly
- Tracking and evaluation of how effective our interventions are

2.11 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our Breakfast Club. We will risk assess these activities on a case-by-case basis and some children may require individual support to access them.

All pupils are encouraged to take part in sports day, school plays and special workshops.

Our school is single-level and all classrooms have step-free access. We have a new disabled toilet with a hoist, and provision is made for children with medical needs to access this space. We regularly liaise with the Swindon School Nursing Team to ensure we have appropriate medical or intimate care plans for any child who needs additional support.

Admission for a child with an EHCP is arranged in collaboration with Swindon's SEND Service rather than through mainstream admissions. We will evaluate whether we can provide the provision described in the child's EHCP, and will provide a response based on this. Occasionally, a child's needs may be better met in specialist provision, and we will support a family to access this. We consider ourselves a flexible and inclusive school, and we will always do our best to adapt to a child's individual needs.

Our Accessibility Plan can be accessed on the SEND page of our school website.

2.12 Support for improving emotional and social development

We have a full-time Pastoral Lead, Mrs Robison, who supports a range of children across the school with acute or longer-term social, emotional and mental health difficulties. We have a brand new Pastoral Room that children can use when they need to speak with her. Our Pastoral Room has recently been furnished with new equipment including a peanut ball, electronic drum kit, keyboard, interactive art board and an art area.



We refer to the Be U service regularly, and a practitioner visits our school weekly to support specific children experiencing low-level mental health difficulties. We also purchase support from the Assistant Educational Psychology service in Swindon on a regular basis. This support is prioritised for the highest-need pupils across the school and the SENCO will coordinate this. A selection of our Year 6 pupils take part in an initiative called Peer4Support, where they train as mentors for younger children across the school. A group of six Year 5/6 pupils visit Chalet School on a weekly basis, to engage with children who have ASD.

We run a flexible range of pastoral interventions to support emotional and social needs. This year, our ELSA is running:

- 1:1 ELSA sessions
- Lego Therapy groups
- SATS anxiety group
- Social skills group
- Anger management/anxiety management strategies

Our SENCO is a qualified Senior Mental Health Lead, to ensure that Liden Academy has a coherent and ambitious whole-school plan to support children's mental health. Our school has achieved Swindon's Mental Health and Wellbeing Quality Mark.

We have an Attendance Officer, Mrs Morton, who can support families who are facing barriers to their children attending school regularly. We also provide family support to our parents and carers facing challenges in their lives. For example, we can support with parenting strategies, food bank vouchers or signposting local services such as the Early Help Hub.

We continue to develop our OPAL provision at playtimes – Outdoor Play and Learning. This is a school improvement program to make our playtimes more engaging, creative and developmentally beneficial. Children will play outside in most weathers and will be expected to dress for the elements! They will climb trees, build dens and create new ways to play using a wide range of play equipment. OPAL encourages the development of collaboration and social skills.



We have also commissioned weekly sessions from Wild Inspired forest schools and bushcraft skills for children across Years 3-6. Some of our pupils with SEND needs will enjoy an additional session each term.



2.13 Contact details for raising concerns

The SENCO can be contacted by email: senco@liden.excalibur.org.uk. The school's Principal and Vice Principal can be contacted through admin@liden.excalibur.org.uk .

2.15 Complaints about SEN provision

Our staff are always happy to meet with parents to discuss any issues. The first point of contact for most concerns will be the child's class teacher. Parents and carers are always welcome to make direct contact with the SENCO. Our school has a complaints policy, which can be accessed on our website.

The parents and carers of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

2.16 Contact details of support services for parents of pupils with SEND

Swindon SIAS are available to support parents. Please visit their webpage through the Swindon Local Offer: https://www.swindon.gov.uk/info/20050/educational_support/766/sias_-_swindon_send_information_advice_and_support_service

Parents and carers may also wish to seek support from Swindon SEND Families Voice (SSFV) or from SAM (Swindon Advocacy Movement).

2.17 The local authority local offer:

Swindon's local offer is published here: https://localoffer.swindon.gov.uk/home This website will hold information on all the services available in Swindon for children with SEND.

Swindon have an Inclusive Practice Guidance document, which is accessible here: Inclusive practice guidance - parent carer version | Swindon Borough Council . The provision at Liden Academy should compliment the provision in Swindon's document.

3. Monitoring arrangements

This information report will be reviewed by Miss Linzi Lawrence every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.



4. **Links with other policies and documents**

This policy links to our policies on https://liden.excalibur.org.uk/our-school/policies/

- Excalibur SEND policy
- Accessibility plan
- Behaviour Policy
- Equality information and objectives
- Supporting pupils with medical conditions policy

Please also see the Excalibur Trust SEND Policy on https://www.excalibur.org.uk/governance/policies/

Written by: Linzi Lawrence Nov 2026

Due for review: Nov 2027