



SEND INFORMATION REPORT 2025-2026

Types of provision made by Lindsworth School and how we monitor their effectiveness

Lindsworth School is a specialist provision for students who have an Education, Health and Care Plan (EHCP) requiring additional support with their Social, Emotional and Mental Health (SEMH). Admission is managed via the Local Authority, who consult with Lindsworth School to determine whether the student's needs can be met by the school.

Due to the needs of the students at Lindsworth School, where possible we will provide support for young people with someone who is known to them, as an established, trusting relationship will support progress in the area being targeted. Where the need is more specialised, we will seek advice or direct work from a specialist within that field, e.g. Speech and Language Therapist.

Many of the students attending Lindsworth School also require support in one of the other categories of need, outlined in the table below. While this table covers the main ways that we will support a student, support and intervention will be personalised to each individual, so the summary listed below is not exhaustive.

Need type	What we see in school	Support we give	How we monitor progress
<p><u>Social, Emotional and Mental Health</u></p> <p>This includes students who may have a diagnosis or needs in line with ADHD; ADD; ODD; PDA and / or Attachment difficulties.</p>	<ul style="list-style-type: none"> • Emotional dysregulation: becoming angry or upset very quickly; taking a long time to calm down; being upset when triggered; not understanding how to explain how they feel • Strong sense of justice: finding it challenging to follow rules set by others; struggling if personalisation of provision to meet needs makes it appear someone is being treated differently • Rigidity of thought: struggling to move on from an issue; finding it tough to take responsibility for their actions • Struggling to concentrate or pay attention • Low self-esteem 	<ul style="list-style-type: none"> • Zones of Regulation used across the school to support students with their emotional regulation • Boxall Profiles (assessment and support) for support and strategies for young people with nurture and att • Attachment difficulties • Comic strip conversations and social stories to support expected behaviours • Self-esteem interventions • Check in/out at the start/end of the school day • Counselling 	<ul style="list-style-type: none"> • Start and end scores of interventions, with reviews throughout • Improved emotional regulation via less scores of 1 or 2 • Soft data, such as staff reporting that students have improved e.g. pastoral staff report that they are able to calm down more quickly, which is then fed back in Annual Review of EHCP



Need type	What we see in school	Support we give	How we monitor progress
<p><u>Communication and Interaction</u></p> <p>This includes students who may have a diagnosis or needs in line with: ASC; DLD (Developmental Language Delay)</p>	<ul style="list-style-type: none"> • Lack of social understanding: unable to make or sustain friendships; conflict with peers; not knowing what a good friendship looks like • Struggling with social communication: unable to start/repair a conversation; unsure how to approach conversations in different contexts • Struggling with communication: unable to explain what they mean; finding it difficult to understand what others mean; word finding 	<ul style="list-style-type: none"> • TalkAbout to support developing self-esteem; making and maintaining friendships; appropriate assertiveness for the context; starting, ending and repairing a conversation • Non-judgemental adult modelling to support development of expected behaviours and skills • Explicit teaching of social skills 	<ul style="list-style-type: none"> • Start and end scores of interventions, with reviews throughout • Reduced negative scores due to misunderstandings; improved academic progress and engagement • Soft data, such as staff reporting that students have improved e.g. pastoral staff report that student has made and maintained a positive friendship, which is then fed back in Annual Review of EHCP
<p><u>Cognition and Learning</u></p> <p>This includes students who may have a diagnosis or needs in line with: dyslexia; learning difficulty; processing speed; memory difficulties; dyscalculia</p>	<ul style="list-style-type: none"> • Takes longer to complete tasks • Struggles to read or write • Finds it challenging to remember information, or complete tasks that have lots of steps • Struggles with planning, or completing extended written tasks • Avoids certain subjects due to the skills required 	<ul style="list-style-type: none"> • Support resources in the classroom: task management boards; now / next cards; coloured overlays; scaffolding • Additional time to complete tasks if required • Quality First Teaching, including personalised planning and resources for some individuals 	<ul style="list-style-type: none"> • Academic progress • Start and end scores of interventions, with reviews throughout • Monitor student engagement
<p><u>Physical and Sensory</u></p> <p>This includes students who may have a diagnosis or needs in line with: VI; HI; PD; sensory needs</p>	<ul style="list-style-type: none"> • Struggles with sensory overload: noise; light; proprioception; vestibular • Does not like being touched or feeling like they are being crowded • May seek out touch and do so in an unexpected way 	<ul style="list-style-type: none"> • Sensory audit of working area, with strategies • Sensory profile completed • Quiet space / sensory room when overwhelmed • Accommodations of working environment 	<ul style="list-style-type: none"> • Student ability to remain and engage in learning environment • Feedback from student when completing sensory audit and profile



Identification and assessment of additional needs: The Graduated Approach

Many of our young people come to Lindsworth with (or undergoing) diagnosis for conditions, laid out in their EHCP. Where this is the case, we continue to use the appropriate strategies and liaise with external professionals to ensure this. For all needs (diagnosed or otherwise), we will aim to meet the needs of the young person in the best way we are able. Where a young person displays new needs, we will support parents/carers to seek the appropriate diagnosis if they wish to do so, providing information to the professionals involved as and when needed.

At Lindsworth School, student needs are identified and met via the Graduated Approach:

Assess: teachers continually assess students in order to inform their planning for future learning. This may be against the National Curriculum / GCSEs (for academic assessment) or via an intervention system (TalkAbout assessment wheel; Boxall Profile Online). We also take into account student's reading ages and complete standardised assessments at Key Stage 4 to support exam Access Arrangements. Academic data allows teachers and PALS to set targets for students around their learning. Data is reviewed at termly progress review days, alongside parents and carers. In addition to this, we use the intervention data to support student development in a specific area, for example, handwriting support to improve legibility.

Plan: following on from assessments, staff will plan so that work is at a student's Zone of Proximal development- challenging yet achievable. As all students also have an EHCP, formal planning for the year takes place in the Annual Review of the EHCP, where targets are set with the SENCo.

Do: targets from the EHCP review are used to formulate a student's profile, which is used in school to lay out the support and targets for each student. Academic and intervention support will then continue to run for the period of time specified.

Review: at the end of each intervention cycle, the progress of the student is reviewed and progress towards the targets assessed. This also gives all stakeholders the opportunity to input what they feel is working well and where further support and intervention is required.

Special Educational Needs Coordinator (SENCO)

The SENCO at Lindsworth School is: Julie Coombs

If you would like to talk to her about your child, you can make an appointment via the school office or email on: j.coombs@lindsworth.bham.sch.uk



Support during times of transition

The majority of students within our school struggle with transitions, so we do everything that we can to support them at this difficult time. Before students start at Lindsworth, we use a range of support mechanisms, including:

- Meeting with the young person and their parents/carers to talk about their needs, answer any questions and show them around the school site. Some young people may need additional transition visits between this initial meeting and them starting at Lindsworth
- Reading documentation (such as the EHCP or other professional's reports) that state the needs and provision for the young person
- Speaking to their previous school
- Ensuring that staff working with the new student have all of the key information in advance of meeting the young person
- Allowing a phased transition into the school through a part time timetable or additional transition visits, where required

We also support young people when they transition from Lindsworth to another school, such as at the end of Year 11 by:

- Passing on all documentation to their new setting
- Discussing their needs with the new setting, including inviting them to the transition review, where appropriate
- Supporting parents/carers with visits to the new setting (or having a joint meeting at Lindsworth)
- Continuing to support their transition to college by staying in touch and supporting the placement to be successful

Training for staff

It is important that all of our staff play their part in supporting students with their needs, so we have different types of training for staff.

All staff have annually reviewed training such as Team Teach (to support our students with de-escalating their behaviours) and safeguarding (to ensure that all students are kept safe). There is also specific training around our whole school goals, laid out in the School Development Plan, such as TalkAbout social communication training to support our whole school focus on communication or Zones of Regulation to support students with their emotional regulation.

To support specific students, there has also been more personalised training for the staff working with them, for example training in social stories, comic strip conversations and behaviour mapping.



Specialist help and support

At Lindsworth School, we follow the graduated approach to ensure that support for a young person increases in line with their needs. Within school, we have specialist staff who have had additional training (e.g. anger management, social communication) to ensure appropriate provision is in place for specific individuals/groups. There are also staff who have had specific training in an area of need (e.g. ASC) to become experts in this field, so they are able to offer strategies and resources to support.

If there are concerns about a student, a referral will be made to the SENCO, who has the National Award for SEN Coordination. The needs of the young person will be discussed and a plan of support agreed.

If the concerns continue, a referral may be made to an external specialist. Currently we have regular input from:

- Art Therapist
- Music Therapist
- Speech and Language Therapist
- Educational Psychologist
- Sports Mentoring (via BCFC)
- School Doctor and School Nurse
- School Counsellor

We also liaise with external agencies, such as CAMHS, to support joined up working between agencies and families.

There are also some agencies that parents/carers can contact themselves for additional support, as shown in the table below:

Agency	How they provide support	Contact details
Birmingham Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS)	Provides support, impartial, confidential information and advice to parents/carers of children with SEND in all areas	SENDIASS@birmingham.gov.uk https://www.birmingham.gov.uk/sendias
Autism West Midlands	Provides support for families with children with autism	0121 450 7575 info@autismwestmidlands.org.uk



		https://autismwestmidlands.org.uk/	
Child and Young People's Mental Health Services (CYPMHS) or may be called CAMHS (Children and Adolescent Mental Health Services)	Supports young person with mental health or wellbeing, alongside their family	Birmingham Healthy Minds - 0121 301 2525	
		0-25 year olds in Birmingham	<ul style="list-style-type: none"> • Pause is available 10am to 6pm Mon-Fri and 10am-5pm Saturdays • Register and request support vis https://www.forwardthinkingbirmingham.org.uk/services/13-pause or call our registration line: 0207 841 4470 • Support also available for parents / carers of this age group • Group workshops and 1:1s available – no waiting list
		0-19 year olds in Solihull	Monday to Friday SOLAR is available 8am to 8pm Call: 0121 301 2750 Between 8am to 8pm and on weekends, please call 0121 301 5500 and ask for Solar
		11-25 year olds in Birmingham and Solihull	Peer to peer support through moderated discussion forums, self-care tools and resources and online mental health counselling and chat services from 12midday – 10pm (Mon-Fri) and 6pm – 10pm (Sat and Sun) https://www.kooth.com/

Engagement with home

A strong working relationship with parents/carers is one of the foundations of success for our young people, so we would always encourage an open dialogue with parents/carers. The first port of call for parents/carers is the Pastoral Manager, or PAL for the class group their child is in. We aim to regularly involve parents/carers in the education of their child via:

- Twice weekly phone calls from school to home about their week (more if required)
- Newsletters emailed home
- Information on the school website
- Our regularly updated 'X' (formerly Twitter) feed
- Termly Progress Review meetings
- Parental views on questionnaires and EHCP review meetings

Engagement with pupils



We wholeheartedly share the ‘nothing about me without me’ vision of the Code of Practice. We wish for our young people to be involved in discussions about and evaluation of their schooling. We use a variety of strategies to support students with this, such as:

- Daily check in/out via contract meetings
- PAL for each class to develop positive working relationship with
- Self-assessment at the start and end of learning
- Pupil voice as part of EHCP review meetings
- School council
- Visual resources
- Learning breaks

Birmingham Local offer

The local offer for Birmingham can be found at the following address:

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

Complaints

If you are unhappy about something in school, we would ask that you contact your child’s Pastoral Manager in the first instance, for your concern to be resolved informally. If you feel that this has not been resolved, we would ask that you follow the complaints procedure on our website.