CHILTERN LEARNING TRUST

LEA MANOR HIGH SCHOOL

Lea Manor High School

SEND and Inclusion Report 2026

Together we succeed

What kind of SEND support do we provide?

At Lea Manor High School, we provide support for students with additional needs across all four broad areas of needs outlined in the SEND Code of Practice 2015. These are identified as:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and Physical needs

In addition, we have a specialist provision for students with a diagnosis of Autism (ASD) called Maple. Students within this provision must have an Educational Health Care Plan (EHCP) and their primary diagnosis is ASD. To gain a place within this provision, students must be referred through Luton Local Education Authority.

Lea Manor support students with a range of Special Education needs that may include but are not exclusive to; ASD, ADHD, Dyslexia, Dyscalculia as well as supporting students who may have diagnosed physical disabilities that have an impact on learning or access to the curriculum.

Lea Manor high school provides the following in school provisions to support with additional needs

- Maple (ASD) Unit. This is an additionally resourced provision and applications must be sent to the local authority to be considered for a place.
- Nurture group (year 7 and 8) this support students who may need additional support in smaller group lessons and additional transition support. This provision is taught by our Primary school SEND specialist teacher. Students will transition out of nurture to attend mainstream lessons as part of their support package within this provision. Students will also attend specialist lessons such as Food, Science, PE and form time in the mainstream school from their admission into the Nurture provision
- We provide Ordinarily available provisions and reasonable adjustments in our classrooms with High Quality first teaching

As well as a range of therapeutic and cognition interventions which include:

- Lexia and Maths whizz
- Memory and Processing interventions
- Social Communication sessions
- Speech and Language interventions
- Emotional Intelligence and emotional literacy
- Drawing and Talking therapy
- Lego Therapy
- Handwriting Interventions
- Sensory Circuits

What is our policy for identifying children and young people with SEN and assessing their needs and who is the SENCO?

Within the school we have clear and precise processes from identification, to in class support and interventions to ensure that all students are effectively identified and supported within the school.

Teachers and pastoral teams are involved in supporting with the identification of SEND students as well as the SEND team. Staff in school are able to refer for in school assessments should they

be concerned or feel a student may require additional support in lessons. All referrals made internally are reviewed by the SEND team in conjunction with the pastoral team to determine the most suitable action, this may include

- In school assessments such as memory and processing, speech and language, sensory profiles, social communication assessments, reading diagnostics, maths assessments as well as colour overlay testing
- Interventions being offered where necessary and/or appropriate
- Pupil passports being created, updated and shared with staff
- Adjustments may need to be made in lessons and considered as part of teaching and learning practices
- Referrals to external agencies for additional support

Our Pupil Inclusion Panel in school with serves to review any referrals from staff in school and consider the holistic view of your child to plan and support your child in the most effective way

We use the Graduated approach to supporting students with additional needs and we follow our Assess, Plan, Do, Review cycle. This allows us to ensure that any intervention, reasonable and adjustment is measured, appropriate to the level of need and allows us to monitor the impact. We use our APDR cycle and any evidence of this, should we need to refer to external services to ensure that they have accurate evidence of the support and interventions

Key contacts within the school
Chloe Ward- Assistant Headteacher (SENDCo) cward@leamanorhighschool.org
Helen Curr – Deputy SENDCo hcurr@leamanorhighschool.org
Julie Mitchell- Assistant SENDCo jmitchell@leamanorhighschool.org

Support, questions or queries can also be directed to our inclusion central inbox inclusion@leamanorhighschool.org

How do we consult with parents of children with SEND and involve them in their child's education?

- There are opportunities throughout the school year to attend Options Evenings, Open Evenings, Transition Evenings and Parental Engagement for each year group
- Parents will be notified via written communication if their child is receiving SEN support or added to the additional needs register
- The SENCo and the SEN team can be contacted via email to discuss any concerns. They can also be contacted to arrange a meeting in school
- Key workers who may be allocated to children on the additional needs register (K coded/EHCP) will be in contact with parents/carers on a weekly basis to discuss progress

How do we consult with young people with SEND and involve them in their education?

- Students who have a pupil passport will be asked for their feedback and comments on their education and experience in school. This allows our students to share their views and voice with all staff in school around what support is best for them in their learning
- Students who have an EHCP will be given the opportunity to review their targets annually either as part of the meeting or they are able to share their views prior for us to have an accurate understanding of their views
- Students who may be in the process of being referred may be asked for their feedback in written form for the application

- Students within the school are equal opportunities to share their wider views with us, through pupil surveys as well as student voice, student council and student leadership roles within the school

How do we assess and review children and young people's progress towards outcomes?

- Students with EHC plans will be reviewed annually. As part of that meeting we will discuss progress; both academic and progress towards targets outlined in their plan
- Student progress will be discussed at parental engagement events throughout the academic year to ensure that any concerns are reported in a timely manner
- Students with additional needs will have a passport, which supports students and teachers in identifying key areas in which to support them in their learning
- Intervention programmes, particularly for students in Key stage 4 allow students to make progress in their option subjects as well as their core subject areas
- Teaching staff and Heads of Department will monitor progress in their subjects closely and will work with their senior links to identify any gaps in learning and work to quickly address these through high quality first teaching
- Students who access interventions within the school will be reviewed and assessed before the completion of their intervention and to decide on the next steps; to continue to support your child if needed
- School leaders, including SEND, Behaviour, Safeguarding and Quality of Education work collaboratively to ensure the best education and outcomes for our students. Our holistic approach to the child ensures we offer support and intervention to support student needs and ensure they make progress at school
- Students may be allocated a key worker where this is necessary and required for additional support. Our key workers will work closely with students and parent/carers

How do we support children and young people in moving between primary and secondary school and in preparing them for adulthood?

- Lea Manor high school offers parents and carers the opportunity to attend our Open Evening before any application to high school is made
- The safeguarding team and SEND team work with our transition lead to meet students, parents and teachers where students may require additional support with transition
- Students on the additional needs register or students with EHC plans will be invited to attend additional transition days to support with their transition from primary school
- LMHS can offer students a place in our Nurture Group if a student is identified through the transition process. Our Nurture Group serves to support students in the transition process both socially and academically. Students in Nurture may be taught by our Primary specialist and will begin a transition into the mainstream school throughout the academic year
- LMHS will work with primary schools to gather as much information about the student prior to them attending our school
- Early identification of SEND will begin in September, working with our teaching staff and pastoral team to efficiently and effectively intervene if necessary to support our students
- Students who receive intervention upon joining LMHS will have review dates to assess the impact of such interventions. This also applies to the Nurture group
- SEND team will work carefully with teaching staff to communicate any support required
- Pupil passports will be a joint approach with students, staff and parents and will be shared with staff in a timely manner

What is our approach to teaching children and young people with SEND?

- Students at LMHS benefit from High Quality First teaching in the first instance
- Staff at LMHS have high expectations of all learners in the classroom including those with SEND to support those expectations in conjunction with high quality first teaching

reasonable adjustments are made in the classroom to support in accessing the curriculum and learning

- Students who may have reasonable adjustments have pupil passports which support teachers in understanding their educational needs and the provisions in place to support their learning in the classroom
- Students may have adjustments to support them such as seating plan arrangements, overlays if they require and specialist equipment, these are determined based on the individual needs of each child in lessons
- Reasonable adjustments are reviewed to ensure that they continue to support the students needs in their learning
- Teachers within the school receive regular training and development within school on how they can best support students within the classroom and ensure high expectations and aspirations for all
- Teachers also benefit from frequent information shared with them about students to ensure they have accurate and up to date information that informs their teaching approaches
- Students with SEND benefit from our Teaching and Learning Model which includes clear and consistent routines at the start and end of lessons as well as retrieval activities to support with retaining learning over time
- Support staff may be deployed to lessons to support with groups of students where necessary and appropriate and where this has an impact on the learning of the students
- Teachers and support staff have regular training on the effective use of support in lessons to benefit all learners
- Interventions are carefully planned and sequenced to ensure minimal impact on teaching and learning and time spent in the classroom

How have we adapted the curriculum and the learning environment of children and young people with SEND?

- Learning environments may be adapted where necessary to suit the needs of students, this may include the classroom used or the teacher delivering the content
- Interventions are sequenced and carefully planned and the environment carefully selected to ensure it is most suited to the work that is being conducted
- The curriculum in the Nurture provision is sequenced in line with the main school curriculum however adaptions to the delivery of the content will be made based on the individual needs of our children
- Students receive a broad and balanced curriculum and that is inclusive of children who are taught within the Nurture provision and Maple
- Adaptations are based on a individual basis for example if a student has a disability activities such as PE will be suited to their needs or may include therapy interventions of a physical nature to better support them
- We offer Sensory spaces within school that can be accessed by students who may need to spend time in a space that supports any sensory needs
- We ensure that students in Key Stage 3 have a broad curriculum offer to support their option choices in Key Stage 4
- We have adapted our Key Stage 4 curriculum pathway to include ASDAN as an option subject to support learners with learning key skills, environmental skills whilst completing this as a coursework based subject
- Students in KS3 may have a curriculum which also includes Art as a therapeutic subject as well as small group Food lessons

- Our Nurture curriculum has been carefully timetabled to ensure student transitions into the main school allow them to continue to study the same subjects at the same time to limit the impact on their learning

What is the expertise of staff to support children and young people with SEND and how do we continue to train them. How do we secure specialist expertise?

- Chloe Ward is the Assistant Headteacher – SEN and inclusion and has the strategic oversight of SEN and Inclusion within the school
- Helen Curr- Deputy SENCo oversees our Maple provision as well as the running of the Gateway and Nurture Group
- Julie Mitchell- Assistant SENCo looks after the children and young people within our Gateway provision
- We also have a team of HLTAs and LSAs who offer and deliver small group or 1:1 intervention. The interventions work in blocks of 8 weeks to ensure that students have sufficient time in each intervention and the impact measured, whilst not removing curriculum time. Monitoring of students following intervention can then take place to establish any necessary next steps to support them further
- Our SEND team operate in all areas of the school, including classrooms, Nurture provisions, Maple as well as supporting and running interventions
- Our SEND team are able to share their experience with staff as they all have an area of expertise, which is used to assess students, run interventions and support students in the classroom
- Shirley Shuttleworth supports our team to ensure the communication and administration elements of SEN are completed in a timely and efficient manner
- The expertise within the department is shared with staff through HITT sessions, CPD and training sessions as well as PDD days
- The SENCO and Deputy SENCO share knowledge and expertise through the PIP process in school to ensure that students are getting the right support
- The SENCO and the Deputy Headteacher will discuss students where intervention has already been in place to ensure that the right level of support is offered to regularly review the support that is offered and respond in a timely manner to any emerging needs
- The SEND department will visit lessons and specific students to offer support and expertise within the classroom
- Our support team and SEND team are encouraged to regularly attend CPD sessions to further their development and expertise. This is then shared with the department or the wider school
- Outside of our own area of expertise we will draw on the support and knowledge of external services where needed, this may include support from the Inclusion team at the Local Authority, The ASD team as well as guidance from the Local Authority Assessment teams. This is used in conjunction with Educational Phycologists advice and recommendations and other services such as CAMH, TOKKO and Edwin Lobo
- Our SEND team regularly attend meetings with professionals for SEND students to provide feedback and gain a deeper understanding of the child to ensure we are responding to any additional support that is needed

How do we know how effective our provision for children and young people with SEND is?

- We use data both academic and behaviour, as well as results from interventions to assess the impact of interventions and provisions
- Staff planning and preparation for future interventions may capture student voice
- The school will make use of external support and support from within the Trust when assessing and developing effective provisions for children with SEN, these may include Trust SLEs and Educational Psychologists

- We use staff feedback and PIP referrals to assess the impact of our provisions
- We also conduct learning visits to see the students in their lessons to gain a better understanding of the support in class

What do we do to make sure children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND

- LMHS is an inclusive school. As such, our full offer is available to all students in school
- The school offers a wide range of activities outside the curriculum, these activities are inclusive to all students and are well attended by our SEND students within the school
- The school offers trips, activities and events, including sporting fixtures. All trips and events are available to all students. If a student should require support to attend or access, support would be offered to ensure everyone is able to attend
- School leadership opportunities such as Student Council and Student Leadership roles are available for all students. Reasonable adjustments will be made for any interview processes if necessary to ensure there is an equal opportunity for all our students
- Students are able to participate in our school musicals and drama performances as well as reward trips in school
- We encourage all students to engage with any of the opportunities in the school, no activity or club is aimed at a specific group of students and we will aim to provide support or access to anyone who wishes to engage or participate

What support have we got in place for improving emotional and social development of our students

- Developing children and young people socially and emotionally in school is a key part of day to day life. Form time and the activities within form time are carefully planned and delivered to expose children to a wide range of activities and content to enable children to understand the modern world
- The children at LMHS are supported by a range of professionals outside of the classroom including a pastoral team who offer wrap around care to the children at the school
- Interventions and provisions in school for children who require additional support with developing their social and emotional needs are delivered. These sessions are bespoke and are small group or individual sessions
- Interventions are reviewed and monitored to ensure they have had an impact before completion
- Students within the school have access to the safeguarding and pastoral teams throughout the day if they require support
- The school promotes the early identification and assessment of SEN to ensure students receive the help and support they need
- Staff receive training and development on the early identification of social and emotional needs and have a process to make referrals to the SEND team for support if they are concerned

How do we involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and how do we support families?

- The SEND and pastoral team work closely to ensure parents and children are supported in school. We will meet with parents when necessary to explore any concerns or support.
- The school also engage with other external agencies for referrals or help and advice for the children in school. The school works closely with the local authority to support students in school with SEND
- The school will attend Multi Agency meetings or panels to represent the child and family to ensure they receive the support required. The school utilises support from some of the following agencies:

- Alternative Providers of Education
- CHUMS
- TOKKO
- Speech and Language Therapists
- Children' Social Care
- Occupational Therapists
- Autism Bedfordshire
- Visual Impairment Unit
- Educational Psychology Service
- Children and Adolescent Mental Health Service (CAMH)
- Edwin Lobo
- Educational Welfare Service
- Hearing Impairment Team
- Local Colleges and Further Education Providers
- NHS
- GP
- School Nurse

The school may access other services not included on the list where a child may require support from an additional service

What arrangements are in place for handling complaints from parents of children with SEND about the provision made at the school?

- The school complaints procedure and policy is outlined on the schools website

What arrangements for supporting children and young people who are looked after by the local authority and have SEN?

- Looked after children who also have SEND will be supported by the designated teacher for LAC in school with the support and involvement of the SENDCo and Virtual Schools
- The designated teacher for LAC will collect evidence and summaries of progress in school both academic and social and emotional development and routinely feedback to provide an accurate picture of the child in school
- Children who are looked after are monitored by key staff in school and all staff in school may be made aware of any adjustments or support they may require

The arrangements for the admission of students with disabilities

- The school has an admission policy for children attending the school. The policy and process for admissions can be found on the schools website.
- Admissions meeting are conducted with School, home and students to gain a better understanding of any additional needs that may need to be supported

The facilities you provide to help students with disabilities to access the school

- The school has an accessibility plan and policy which can be located on the schools website
- We offer support to students with disabilities that is specific to their needs and the level of support that is required, this may include but is not exclusive to, adjustments to the movement around the school, ensuring equipment is adapted to their disability as well as the use of lift if required to support.