*(This document is a live record and subject to regular review and updating. Current as of September 2025.)*

**1. The kinds of special educational needs for which provision is made at the school**

Lamledge School is an independent, specialist SEMH (Social, Emotional and Mental Health) provision for students aged 5–19, fully inclusive in its approach. Our school supports young people with SEMH needs—often associated with attachment difficulties or complex trauma—but also caters to additional learning needs such as Autism, Dyslexia, ADHD and other cognitive or interaction-related challenges ([Lamledge School](https://www.lamledgeschool.co.uk/?utm_source=chatgpt.com), [The Good Schools Guide](https://www.goodschoolsguide.co.uk/uk-schools/profile/lamledge-school?utm_source=chatgpt.com)).

Our learners have EHCPs predominately with SEMH as the primary need. We accommodate a broad spectrum of needs within our provision offer combined with the support from our on-site clinical team.

The school also provides support for:

* Autism (ASC)
* Hearing Impairment (HI)
* Moderate Learning Difficulties (MLD)
* Multi-Sensory Impairments (MSI)
* Various other disabilities (e.g. Down’s syndrome, epilepsy)
* Physical Disabilities (PD)
* Profound and Multiple Learning Difficulties (PMLD)
* Speech, Language and Communication Needs (SLCN)
* Severe Learning Difficulties (SLD)
* Specific Learning Difficulties (SpLD) – including dyscalculia, dysgraphia, dyspraxia, etc.
* Visual Impairment (VI)

**2. Identification and assessment of pupils with special educational needs**

Most students join Lamledge with existing EHC plans. For those without, the Transitions Team conducts thorough screening and observations to identify potential needs.

Triggers for interventions include:

* Lack of progress despite targeted, differentiated teaching
* Difficulties in developing literacy and numeracy skills
* Ongoing emotional or behavioural challenges
* Sensory or physiological issues impacting learning pace
* Communication or interaction difficulties.

Progress is continually monitored through both formal and informal assessments. Should underachievement be detected, swift action is taken via measures such as one-to-one support, targeted interventions devised by the SENCo, or assistance from the multi-disciplinary clinical team. Full details are available in the school’s downloadable policies: SEND Policy, Behaviour Policy, Safeguarding Policy, and Accessibility Plan ([Lamledge School](https://www.lamledgeschool.co.uk/about-us/policies/?utm_source=chatgpt.com)).

**3. Provision for pupils with special educational needs**

**a. Evaluating effectiveness**

Interventions are reviewed half-termly by class teachers, our cohort leads in Primary, Secondary, Post 16 and our Oaks provision Lead, the SENCo, and where necessary, the Pastoral and Safeguarding Leads. Bespoke interventions utilise the Plan–Do–Review cycle, often supported by TAC (Team Around the Child) and internal case conferences combining the termly clinical planning meeting with SEND and pastoral teams.

Progress is assessed against multiple benchmarks, including baseline attainment and comparisons with national and local SEND data. Standardised tools such as Star Reader, Star Maths, SWST, SWRT, YARK, Graded Reading and Spelling Tests, DASH- speed and fluency tests.Mathematics and Science assessments, SDQs, and Emotional Literacy baselines aid evaluation.

EHCP long term and short-term outcomes evidence is recorded and tracked using ‘Evidence for Learning’ which all members of staff contribute too.

Our clinical team use a wide a range of assessment tools within their work as OTs/SALT/Psychologist such as BECKS, RICADS, Conners and many more specific tools relating to the specialism of therapy offered.

Student and parent views are also sought through structured feedback forms and during the formal Annual Review process and student voice is collected and analysed once a term for use within the annual review process and for termly PEPs for our Children Looked after.

**b. Assessing and reviewing progress**

Class teachers engage with parents/carers twice yearly to discuss academic progress and interventions. Parents are encouraged to reinforce learning at home.

We provide biannual full subject reports on all our learners to provide home with up-to-date progress and attainment data and parents/carers are invited in for evenings to discuss progress and celebrate successes.

Pupils with EHC plans attend a formal Annual Review involving parents, professionals, and the student themselves, to set targets for the coming year.

Every student maintains an Individual Learning Plan (ILP), with targets and provisions reviewed every six months, as well as during EHCP or PEP reviews (for Looked After Children). This information feeds into a comprehensive Individual Support Plan (ISP) which includes, regulation strategies such as Zones of Regulation, a Healthy Mind platter and risk assessments. These are all reviewed regularly and personalised to each young person.

**c. Teaching approaches**

As a fully inclusive school, teaching is differentiated through small-group work, tailored activities, and one-to-one support delivered by experienced staff.

Learning is adapted to individual needs, including resources, recording methods, and curriculum adaptations in line with EHCP provisions.

**d. Adapting curriculum and learning environment**

Teachers plan lessons to meet diverse needs, adapting the curriculum and classroom environment as necessary. Strategies include:

* Visual timetables, concrete cues, multi-sensory approaches, modelling, adaptive practise
* Task breakdowns, sentence rehearsal, writing frames, enlarged text
* Digital tools (e.g., iPads, laptops), pre-teaching vocabulary, over-learning
* Peer buddies, positive behaviour systems, tailored home learning, specialist resources
* Flexible classroom layouts and seating plans.

A rigorous and robust plan throughout the academic year supports staff with their continuing professional development consisting of regular training and refresher courses as need emerges or identified through SEND and Quality of Education audits.

**e. Additional support for learning**

Lamledge offers literacy and numeracy interventions via the Access and Transitions department. Programmes include ARROW, Precision Teach, Catch-Up Literacy, Phonics, Read Write Inc and Fresh start.

Clinical support services such as Educational Psychologists, Speech & Language Therapists, and Occupational Therapists are also available.

**f. Extra-curricular activities**

The school ensures inclusive participation in school visits and parents and carers are invited into school for celebratory events which encourage participation and run throughout the school year. Parents are consulted to identify necessary support.

We run clubs throughout breaktimes and lunchtimes which include sports, arts and crafts, and gaming, evolving in line with student interests.

**g. Emotional and social development support**

Support includes:

* Daily assistance from teachers and teaching assistants
* Pastoral and safeguarding support, plus the clinical team
* Evidence-based interventions like social stories, resilience programmes, Lego Therapy, “Real Love Rocks”, ELSA, Drawing and Talking and trauma-informed emotional coaching
* Supervised administration of medication in line with policy
* Risk assessments for all activities and visits.

Behavioural support involves the Pastoral team, class teachers, the Safeguarding Lead, Family Support Officer, and Clinical staff and the SEND team.

**4. SENCo Contact Details**

**Amy Evans**
Lamledge School
Lamledge Lane, Shifnal
Shropshire, TF11 8SD
Tel: 01952 468 220

**Summary**

Lamledge School offers a comprehensive, trauma-informed, and inclusive SEN provision. Our approach is founded on rigorous identification, personalisation of learning, clinical support, and unwavering commitment to social and emotional development.

This report will be reviewed and updated periodically in line with school improvements and policy developments.