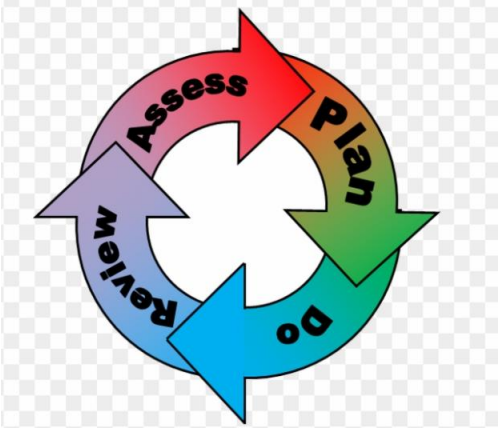
Status:	Approved By:	Date Approved	Review Period	Date of Review	Statutory / Recommended	SLT
Adopted		November 2026	Annually	November 2027	S	AHT for SEND

Lampard Community School SEND Information Report

November 2026



Document Control	
Title: SEND Information Report	
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Our Mission Statement	**Our Mission Statement** We are a positive learning community built on the relationships we make. Our EMPOWER curriculum develops **independence**, **communication** and **emotional wellbeing**. We are committed to providing our students with the best education based on these to equip them to go on to live an active and fulfilled life as adults in the modern world. We want our students to realise their aspirations and make positive steps towards developing the skills needed for future employment.
Our Key Values	**Our Key Values** We show each other respect when: • We are kind to each other • We listen to each other • We work together • We have the courage to keep trying our best • We celebrate and build on our own and each other's strengths and differences.
Our School Vision	**Our School Vision** **Our students are independent.** We support our students to become more independent in their learning and in their daily life skills. We work collaboratively with families to ensure they have opportunities to demonstrate their developing independence around the school, at home and in the local community. **Our students are effective and appropriate communicators in their daily lives.** Through a bespoke EMPOWER curriculum and a Total Communication approach, we actively support our students to be successful communicators empowering them to make safe and informed choices and to actively contribute to their community. **We help each other to overcome challenges** Our students have opportunities for personal development. They are encouraged to participate in the community and contribute positively to life beyond school. **We build on each other's strengths**. We recognise each of our students are unique and success is driven by the relationships we build, our knowledge of each child and in knowing what their aspirations are to empower them to aim high and to make steps towards these. **We use digital technology to inspire, engage and empower** our students in aspects of their learning and to enhance their skills and understanding of how technology can support them in their everyday life beyond the classroom. ❖ **Our provision is provided by highly skilled and trained champions of SEND.** Our strong workforce provides a positive community of specialised support who promote and embrace a love of learning. The school's environment enhances learning and wellbeing of our community.

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Type of School	Children and Young People attending this school have significant needs in the area of Communication and Interaction and this is specified in an EHCP. Many have a diagnosis of autism and/or have needs relating to speech, language and communication (SLCN). Due to their complex profile of needs, pupils are working well below age-related expectations, therefore at KS4 students take Entry Level/Level 1 Functional Skills qualifications and a range of vocational options at Entry Level. Typically, our students move on to Supported Learning at North Devon College, to access a progressive and meaningful post-16 education. We do not offer a GCSE Curriculum. We work with children from age 5-16. We are part of The Special Partnership Trust Special Partnership Trust - Home All of our students have a statement or an Education Health Care Plan (EHCP) which is maintained by the Local Authority. We identify barriers to your child's learning through: • Listening to parent/carers • Listening to your child • Closely monitoring your child's progress • Liaising with any agencies involved with your child.
Our Ofsted rating	Our current Ofsted rating is Good (January 2023). We evaluate our work and performance through regular School Improvement Partner visits, Trust Peer to Peer support and through carrying out and reviewing a robust annual School Development Plan which informs and updates our School Evaluation Framework.
What we do to help our pupils who have special educational needs	Lampard Community School adheres to the SEND Code of Practice (DfE 2015). The contents of this document reflect this and may be usefully read alongside our SEND Policy. We regularly check the progress your child is making. If the tutor has any concerns, they will support your child through appropriate strategies in the classroom. If the concern persists, the tutor will share this with you at the earliest opportunity and will also discuss their concerns with members of the Senior Leadership Team. If we feel we need further advice or guidance, we will make a referral to the appropriate external agency, with your permission. Where appropriate we can seek advice from other professionals such as the Educational Psychologist, Child and Adolescent Mental Health Service, Speech and Language team and Children and Family Health Devon in order to gain a better understanding of your child's needs. The tutor will liaise with you about any advice we receive. We carry out annual reviews for each student. If previously unidentified additional needs become apparent, we will provide the 0-25 team with the additional information and documentation.
How we adapt our teaching to suit the pupils	Your child will be part of a tutor group of approximately 10 students. The tutor is responsible for all the students in the class. The class will also be supported by two Teaching Assistants. We provide a key team working approach to supporting your child, this is your child's tutor team. The tutor is the holder of all the information on your child. They share key information with other relevant staff so that your child's needs are understood and catered for across the school.

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Adopted		November 2026	Annually	November 2027	S	AHT for SEND

	Learning is supported through a Total Communication approach. Your child will have a Communication Passport that has been written with your child. It helps staff understand how your child communicates, how they like to learn and what makes it difficult for them to learn. We have worked hard to develop a bespoke curriculum called the EMPOWER curriculum which is appropriate for the needs of our students and enables them to make progress towards their EHCP outcomes. Where needed, we adapt the curriculum further, developing other teaching strategies and resources to make learning accessible to all of our students. By personalising your child's learning experience, we aim to remove as many barriers to learning as possible. Ongoing review of progress enables teachers and support staff to identify barriers to learning. The tutor will meet with you termly through Personal Learning Goal (PLG) meetings to review progress towards EHCP outcomes and plan the next priority targets with you in the form of termly Personal Learning Goals. We work closely with you so that we understand and do all we can to meet your child's needs. Your child will also be helped to overcome any barriers to learning via our Personal Programmes offer. These are sessions that are delivered between three to four times per week in class with the tutor team or across phase if appropriate. The tutor will record the impact of the Personal Programmes. At the end of each term, you will receive a 'Learning Journey' detailing the progress your child has made towards their Personal Learning Goals and Personal Programmes. The tutor continually assesses your child's progress across subjects including reading, writing, phonics, maths and progress towards their EHCP outcomes through Personal Learning Goals. They use this information to ensure your child is making at least expected progress and record this information using Evidence for Learning Assessment Books. Tutors meet with their phase leads and Assistant Head for SEND to discuss progress and social and emotional wellbeing strategically throughout the year to ensure that the best progress is being made and whether additional support or referrals are required to support your child. Every child in the group is equally important. We plan our use of teaching assistants carefully so that all students can engage in the lesson. The tutors and all other teachers plan for high quality lessons which are differentiated in their approach, resources and group size. If your child is not making expected progress, the tutor will adapt teaching approaches, look at classroom provision and use specific strategies/equipment/resources as part of an even more personalised curriculum. We identify if your child has particular talents, abilities and skills. We will provide challenge and nurture through the curriculum, visits, clubs and extra-curricular activities. If your child needs a Student Support Plan (SSP) or Risk Assessment (RA) the tutor will liaise with you to write a plan. This will be signed by you and reviewed termly during Personal Learning Goal meetings or more frequently if needed. We use Pupil Premium, as well as the school budget to fund provision through a graduated response. We use assistive technology where appropriate to meet your child's needs.

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How we decide what resources we can give to the pupils	The school's budget is carefully allocated to ensure that your child's attainment, welfare and personal development is maximised. We identify the knowledge and expertise we have in school (staff and Board of Governors) and use this to develop our workforce and grow our own talent to meet the needs of our students. The school has developed a career structure for support staff to develop a highly skilled workforce and provides excellent support for teachers. Training is also provided by external professionals and includes Educational Psychologists, Occupational Therapists and Speech and Language Therapists. We review our School Development Plan each year and allocate budget according to agreed priorities. We assess pilot programmes / trial interventions on students and develop those that have the most impact on learning and personal development. Staff share resources and are aware of budgetary pressures and need to minimise wastage.
How we check that a pupil is making progress and how parents are kept informed	In order to support teachers, share best practice and improve learning we have developed a comprehensive and rigorous cycle to monitor the quality of teaching and learning across the school. We provide ongoing support and training for all staff to ensure that they can meet the needs of all our students. Each member of staff takes part in our appraisal process and has access to ongoing professional development and training. National Teacher and Headteacher standards are used to set targets for teaching members of staff alongside actions from the school development plan (SDP). We collect your child's progress twice in the academic year. We analyse this data to help us track the progress your child is making and adapt provision as necessary. Senior Leaders hold regular student progress meetings with class tutors to discuss holistic progress. We regularly review behaviour and attendance data and analyse this data to help us support your child and adapt provision as necessary. We personalise provision where needed and monitor outcomes in order to identify their effectiveness. We meet with you termly to agree personal learning goals for your child. These are short term targets towards your child's Education, Health and Care Plan (EHCP) outcomes. These are the priority steps towards achieving aspirational outcomes for your child. As part of the Annual Review/Transfer Review process, we report to you on the progress made towards their outcomes. We have a child centred approach to our Annual Reviews/Transfer Reviews. Staff will work with your child to help them express and record their views about school and their education as well as their aspirations for the future. We invite external agencies who are involved with your child to their Annual Review/Transfer Review. We regularly review our vision for the school and gather the views of parents/ carers, students, staff and governors to identify and agree our priorities. Our School Development Plan sets out areas that we want to target each academic year.

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Support we offer for the pupils' health and general well-being	Supporting the whole child is paramount to us and we want to help your child make the most of every learning opportunity. Our Safeguarding and SEND Teams work closely to support the tutors to meet your child's wider needs. Where appropriate, with your consent, they will refer your child and your family for specialist support and guidance. They maintain regular contact with families in need of additional support. They coordinate the therapeutic provision and oversee all safeguarding policies and procedures. They also play a lead role in the support and monitoring of children in care, children in need and post looked after (adopted) children. A number of children have medical conditions and require medication to be administered in the school day. Medications are managed in line with the Administration of Medicines Policy. The Office Manager has overall responsibility for the administration of medications in school. One aspect of our curriculum is to encourage healthy living. We will work with you and your child and the catering staff to accommodate specific requirements and encourage a healthy lifestyle. The SEND, Care and Safeguarding Team will liaise with you and the class team if your child has a Health Care Plan. There will be regular training in place for staff who deal with particular medical conditions such as epilepsy and specific allergies. The team will also assist with the writing of Personal Care Plans (PCP) if your child requires ongoing assistance. All our staff have had training in a range of relational practice. Strategies are used as appropriate to support the emotional development and well-being of our students. In our last OFSTED inspection (January 2023) Inspectors judged that 'Leaders have high expectations of pupils' conduct and, as a result, they behave well. Staff receive good-quality training and know how to manage pupils' behaviour. If a pupil is distressed, staff are skilful at helping them. This has reduced the number of incidents of poor behaviour, which are now rare'. All of our staff are trained in 'Team Teach' and use strategies to help students manage their emotions and behaviour. We interpret behaviour as communication and we will always seek to understand the cause of any behaviour and use this to further expand our understanding of the child's needs and how we can further support these needs. Any action taken when supporting behaviour must be reasonable, proportionate and in the best interest of our pupils. De-escalation strategies are used as part of our day-to-day work. Students are encouraged to develop self-calming strategies and this may involve them going, with a member of staff to a quieter space, including outside. However, if a student is at risk of harming themselves or others, we may need to use positive handling strategies on the rare occasion to keep them safe. Sometimes a child may need time to calm, and be able to listen and talk with a member of staff. We manage situations on an individual basis, having carried out a risk assessment, using knowledge of the child's needs and any information held in a behaviour plan. All staff are trained in Team Teach and this is regularly updated. If there are any changes to your child's home circumstances the Tutor and the Care and Safeguarding Team are able to provide further support within school.

Specialist external services we use when we think extra help is needed	We endeavour to work closely with colleagues across health, social care and other agencies to meet the needs of your child. If your child has been identified as requiring support or specialist input we will liaise with you to complete a referral. Examples of external agencies are Educational Psychologists, Speech and Language Team, Occupational Therapy, Physiotherapy, Communication and Interaction Team, School Nurse, CAMHS and the Disabled Children's Service. Some of their work may take place in school with your child dependent on the advice received. As a school we also fund a private Educational Psychologist, Occupational Therapist and speech Therapist to work with classes and individuals. We are a Thrive setting and have two three Thrive Practitioners who work with children in school and all classes will take part in Thrive activities with their class team. We also fund a music therapist through Chroma and a further mixed therapy offer which includes play therapy and drawing and talking therapy. Each term the NHS Mental Health Support Team undertake whole class work with different classes supporting issues such as friendships and online safety. We engage with services like Young Devon and Kooth to support our young people's mental health and wellbeing.
Staff expertise and training	We have rigorous recruitment procedures and will only appoint staff who we feel are going to be able to meet our high standards. Once appointed, all staff take part in an induction programme and some have a probationary period. All staff are part of an annual appraisal programme. All staff can access targeted training on a regular basis. We have divided the school into three phases, Lower, Middle and Upper School. Each phase is led and supported by a Phase Coordinator. They are a member of the Middle Leadership Team and it is part of their job to ensure that everything is working well in that part of the school. Our teaching assistants have been trained and have experience of delivering to deliver specialised interventions both academic and therapeutic. We want to ensure that the right students are placed at Lampard. We work closely with the Local Authority with all placement consultations. Students are observed in their current school where possible or at Lampard if they are currently being electively home educated. If we feel that a student would not be appropriately placed here, we will always explain why through our consultation response. We invest heavily in our transition arrangements to gather historical and current information about your child so that we are ready for their start. You will be involved in this process.

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	We will design a transition programme based on your child's needs. This may include a number of visits to Lampard, staff visiting your child in their current school or setting, visual booklet with key people and places, and spending time with their new tutor and new classmates. The SEND, and Safeguarding Team will support class teams by liaising with external agencies, identifying targeted therapeutic inputs, co-ordinating health care plans and personal care plans.
Inclusion in school activities and trips	Within our EMPOWER curriculum we have a strategic approach to the provision of Learning Outside the Classroom (LOtC) opportunities. Our intent is: • To establish high quality and frequent learning outside the classroom as an entitlement for all students • To promote greater understanding by offering hands on education in the real world • To ensure there is a wide range of continuous and progressive activities for all ages, linked to our Phase Intent statement • To provide students with learning experiences that promote life skills, preparation for adulthood, personal development and wellbeing. Lampard Community School became members of the Council for Learning Outside the Classroom (LOtC) in 2021 and we are proud of now having achieved The Gold (LOtC) Mark.
Our school environment	We continually review the needs of our students and identify priority areas for site improvement. We are supported in this by the Occupational Therapy and Visual Impairment Team. Lampard's school site is accessible for wheelchairs. We have three disabled toilet facilities located across the school. The schools' accessibility plan detailing how this is being developed can be accessed from the school website. We are mindful of the sensory needs of our students and continue to develop our site accordingly. We have a small therapy room and a small sensory room. We continue to develop our outside spaces as supportive learning environments. We have an allotment, forest school space, outdoor classroom, sensory garden and a farm, a motor vehicle provision, newly developed life skills facility and outdoor music room and library. We also have a range of specialist play equipment and we have three outdoor play spaces for students to access. Safety of your child is extremely important to us. We have a coded fob system in place on all of our external doors. We can fob internal doors should the need arise although they now remain unfobbed for the vast majority of the time. Through this system, as well as a high staff ratio, we can supervise our students at all times.
How we prepare for children and young people to join our school and	It is possible for parents to visit if they are considering requesting a place for their child. We show parents round and explain what we do. We encourage parents to visit other schools and discuss their child's needs with the Local Authority in order that they get the best possible advice. It is very important to us that children are placed in the right setting. When the Local Authority consults us on a possible placement, we read through all the consultation paperwork, observe the

leave our school	child in their current setting where possible and speak with their current school / other professionals before making a decision. We then inform the Local Authority whether or not we can meet the child's needs. When a place is approved by the Local Authority we liaise closely with the parent / carer and sending school, and put in place a bespoke transition programme. This includes visiting the sending school to meet the child and gather information from the relevant professionals. We then arrange a minimum of two visits to Lampard, creation of a transition book with photographs and written prompts, together with a parents evening for new parents and meet the tutor morning for new students. Transition may include home visits for those children who are being electively home educated. When requested our transition co-ordinator can attend annual reviews and 'Team around the family' (TAF) meetings for confirmed students. If necessary, children can have a phased introduction to Lampard. We want all students to have a successful transition to and from Lampard and have developed a highly effective programme of support over the years. Preparation for Adulthood/Independent living is a priority and our curriculum is designed to build academic, life skills and understanding over time. We work hard to develop positive relationships with Post 16 providers and a transition programme that develops over KS4 until your child leaves at the end of year 11. This can include: • 1:1 Careers guidance from a Career Development Consultant from CSW Group. • Careers guidance and careers intervention work from our in-house Level 6 trained careers advisor. • Preparation for Adulthood meetings from Year 9 to discuss goals and aspirations for the future. These are shared formally at the ECH Plan meetings. • We support students to access transition visits and taster days to their Post 16 placements. • We endeavour to keep students and their families informed of relevant Post 16 events. • Opportunities to attend vocational courses during KS4 at local Post 16 provision. • FE colleagues visiting Lampard to see our provision and get to know your child's needs and in sharing successful strategies. • We offer to assist you and your child to complete Post 16 application forms • We invite local FE providers to KS4 annual reviews to answer questions about their provision. • We provide written documentation promptly for Post 16 placements once places are confirmed.
How parents are involved in school life	We want to work with you to ensure the best outcomes for your child and to ensure that your child's needs are identified and met as early as possible. We will provide you with information about what your child is doing in school so that you are able to reinforce their learning. It would help us if you let us know of any concerns you may have as early as possible. If you raise a concern about their child or their education, we will listen to you. We will explain what is happening in school and discuss other strategies / ideas.

	As so many of our students travel to school on transport, we do not get to see many parents/carers on a daily basis. It is important to us to keep in contact with you and we find that the home/school book is the best way to do this or by emailing the tutor if you prefer. If there is an urgent or more confidential matter, you can phone us. The home/school book provides an opportunity for regular contact between you and your child's class team. We understand that what happens in school can impact on your child at home and vice versa – it is very important that we all communicate well with each other. At the termly Personal Learning Goal Planning meetings held during the year we will have the opportunity to talk with you about your child's successes and discuss their progress. At the Annual Review/Transfer Review we will summarise your child's progress and needs to ensure that the Local Authority has full and up to date information about your child. We can identify what is working and/or if we need to adjust our provision to better meet emerging needs. Our teachers are continually assessing, planning, implementing and reviewing their approach to teaching so that they build up a bank of successful strategies which they will share with you. Through this graduated response we endeavour to meet any emerging or changing needs and for your child to continue to make progress. We send regular letters home with updates and information on upcoming events. We write half-termly newsletters. We have a PTFA called Parents, Teachers and Friends of Lampard, made up of staff and parents. They organise fundraising and whole school events. Please contact the office for further information. Should your first language not be English, we can assist with translations and access additional support.
How do we involve your child in their own education?	The class teams will work hard to form positive relationships with your child. Your child will be supported to add to their communication passport which tells staff their likes and dislikes, what helps them to learn and what makes things difficult for them. The class team gets to know your child as an individual, their strengths, their interests, ideas, thoughts and beliefs, likes and dislikes. We will encourage your child to be as independent as they can be. As they get older, we expect them to do more and more for themselves (even if we are hovering in the background for moral support!) We will support your child to develop their ability to communicate and to develop a sense of wellbeing; understanding what make them happy and encourage them to carry out the positive practice of '10-a-day' to support their wellbeing. We have an elected School Council and students help with staff interviews, showing visitors around the school, and charity events. From time to time they are invited to send representatives to a Senior Leadership meeting or to meet with governor representatives to share their ideas – we try to implement as many as we possibly can.

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	Prior to your child's Annual Review / Transition Review, we will ask them about how they feel they have got on during the year and what they are most proud of. We also ask them what they would like to get better at and we use this information to help set relevant Personal Learning Goal targets. We encourage children to play an active part in their Annual Review and we adapt what we do to make sure it is age appropriate and meets your child's needs.
Who to contact for more information or to discuss a concern	Lampard School endeavours to do the best for your child at all times and staff take pride in all aspects of their work. If however you have any concerns, please speak to your child's Tutor in the first instance and/or the phase coordinator with responsibility for your child's phase as soon as possible. The sooner we know that you are unhappy about something the quicker we can work with you to resolve the issue. If you continue to be concerned you may wish to speak to the Headteacher, please telephone the school and the office will help you. The school has a Complaints Policy which can be found on our website or can be sent to you by the office. This explains what you can do in the unlikely event of us not being able to resolve any matter informally. If you need independent and impartial support we encourage parents / carers to seek help and advice from Independent Information, advice and support services including Devon DIAS Home - Devon Information Advice & Support (devonias.org.uk) Parents /carers are also encouraged to speak with colleagues in the 0-25 Team. They are based at County Hall and the number is 01392 383000. To find information linked to services that may be relevant to your child please access the following link CFHD providing care and treatment for children and families in Devon. - Children and Family Health Devon If you are not sure who to contact please phone the school and speak to the Assistant Head for SEND who will be able to advise you.
The Local Offer	The Devon County Council website provides information about the "Local Offer" About the SEND Local Offer - Find out about support for SEND in Devon This website provides valuable information about different agencies, services and resources for children, young people with SEND and their families in addition to school resources and information.