



SEND provision

Intent:

At Lyngford Park School, we are ambitious for every child. Our intention for pupils with Special Educational Needs and/or Disabilities (SEND) is simple and unwavering: every child will receive a high-quality, inclusive and aspirational education, regardless of need or disability.

We believe:

- Every teacher is a teacher of SEND.
- Every child deserves to feel safe, valued and understood.
- Every pupil can achieve highly with the right support.
- Inclusion is not an add-on — it is who we are. Our SEND intent is built on:
 - Early, accurate identification of need
 - Adaptive teaching as the first response
 - Communication-rich, sensory-aware classrooms
 - Strong partnerships with parents and external agencies
 - A culture of high expectations for all pupils
 - A commitment to independence, emotional regulation and life skills

Preparation for Adulthood (PfA) underpins our SEND intent. We believe independence, emotional regulation, communication and life-skills development begin in EYFS and continue throughout a child's journey with us. PfA is not an add-on; it is central to our ambition that every child grows in autonomy, confidence and readiness for the next stage of education. We are proud to be a school where families choose us

Implementation:

Inclusion at Lyngford Park is lived, visible and embedded. We implement our intent through a whole-school approach that ensures every child can access learning meaningfully and successfully.

High-quality, adaptive teaching

Teachers adapt teaching in real time to remove barriers and ensure full curriculum access. This includes:

- Visuals, scaffolds and vocabulary support
- Predictable routines and clear structure
- Chunked instructions and modelling
- Sensory-aware practice
- Independence-building rather than over-support

A communication-rich environment – all links to our Oracy focus.

We prioritise communication for all pupils through:

- Alternative communication systems
 - Colourful Semantics
 - Emotion visuals
 - Structured talk
 - Consistent language modelling
- We use a clear continuum of assessment and curriculum pathways:**
- Birth–3
 - Engagement Model
 - Pre-Key Stage Standards

This ensures progress is meaningful and matched to developmental stage.

Preparation for Adulthood is embedded across daily routines, curriculum access and personalised provision. Staff use a prompt-fading model to develop independence, moving pupils from full support towards independent. PfA skills are taught explicitly through communication systems, self-care routines, emotional regulation strategies, structured responsibilities and real-world learning opportunities. This links to our APDR cycles.

Impact:

Our provision results in strong outcomes across a range of domains, with a significant focus on Preparation for Adulthood. Pupils with SEND at Lyngford Park:

- Make strong, individualised progress from their unique starting points
- Show improved emotional regulation and resilience
- Demonstrate increased independence and confidence
- Engage positively in lessons and wider school life
- Access a full curriculum with appropriate adaptations
- Benefit from functional gains through SALT and OT
- Have a strong voice in shaping their support
- Are well prepared for secondary school and beyond
- Pupils demonstrate increased independence, improved emotional regulation, stronger communication and greater confidence in managing routines and responsibilities.

They generalise skills across settings and are well prepared for transition to secondary school and life beyond primary education. Parents consistently report high levels of trust and satisfaction, and external agencies recognise the strength of our provision and collaboration.

Lyngford Park is a school where inclusion is lived. Inclusion is something staff do, not

<p>because of our inclusive ethos and strong relationships.</p>	<p>Targeted intervention Where additional support is needed, pupils may access:</p> <ul style="list-style-type: none"> • SALT programmes • OT motor programmes • Lego Therapy • Thrive and ELSA • Precision teaching • Phonics and reading boosters • Maths fluency groups <p>Interventions are carefully matched to need and reviewed through APDR cycles.</p> <p>Strong multi-agency partnerships We work closely with:</p> <ul style="list-style-type: none"> • Educational Psychology • Speech and Language Therapy • Occupational Therapy • MHST/CAMHS • Paediatrics • VI/HI teams • Early Help and social care <p>Specialist recommendations are implemented promptly and consistently.</p> <p>High-quality staff development Staff receive extensive CPD linked to the needs within our school community. Alongside this SEND is part of whole-school monitoring through learning walks, book looks and Governor oversight etc.</p> <p>Partnership with parents We value and prioritise co-production through termly reviews, open door policy, collaboration of APDR cycles, team around the family/child meetings etc.</p>	<p>something we display, and where every child is known, valued and championed.</p>
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