



**Lynneham**  
Primary School

**Special Educational Need and Disabilities  
(SEND)  
Information Report**

**Autumn Term 2025**

## About Lyneham Primary school

In November 2025, Lyneham Primary School had 310 Children on roll.

25% of children at school were designated as having some form of Special Educational Need or Disability (National State-funded Primary Schools 2024/2025: 18.2%). A further 7.5% of children are being monitored for having possible Special Educational Needs. This can be broken down as follows:

25.7% of children within the Foundation Stage and Key stage 1  
(Years R, 1 and 2)

25.1% of children within Key stage 2  
(Years 3, 4, 5 and 6)

This includes 8.4% of children across the school who have an Education Health Care Plan (EHCP) (National State-funded Primary Schools 2024/2025: 5.3%).

In July 2019, the school achieved the Inclusion Quality Award Mark and in July 2022, has become a Dyslexia Friendly School (the British Dyslexia Association's nationally recognised quality mark). Further information regarding our school protocols for supporting pupils with a dyslexic profile can be found on our school website and at Appendix 2 of our SEN policy.

### **1. What kinds of Special Educational Needs and Disabilities (SEND) does Lyneham Primary School provide for?**

Our school is an inclusive school where every child matters; we aim to address children's needs and support their development in the most appropriate way possible and celebrate effort as much as achievement. Our school's SEND policy document is available on the school website, detailing our philosophy in relation to SEND.

We also have a Resource Base which caters for pupils with Communication and Interaction needs, all of whom have an EHCP.

Additional to and/or different provision is currently being made in school for children with a range of needs, including:

- Cognition and Learning – Moderate learning difficulties; Specific learning difficulties - dyslexia, dyspraxia, Prader-Willi Syndrome.
- Sensory, Medical and Physical – visual impairment, hearing impairment, sensory processing difficulties, Epilepsy, Cerebral Palsy.
- Communication and Interaction – Autistic Spectrum Condition, Attention Deficit Hyperactivity Disorder, speech and language difficulties.
- Social, Emotional and Mental Health – anxiety, low self-esteem, anger, oppositional defiant disorder.

### **2. What are our policies with regard to the identification and assessment of children with SEN?**

Children are identified as having SEND through a variety of ways.

- Work scrutiny by teaching staff and leaders – where children's books are looked at regularly to see how a child is progressing and whether or not they are meeting the expectations of the National Curriculum and work set by the teacher. Discussions also take place at Pupil

Inclusion Meetings between class teachers, the SENCo and other members of the Senior Leadership Team e.g. the Inclusion Lead, the assessment leader, English/ Maths leaders and Headteacher.

- Observations by teaching staff in class and around school. Changes of behaviour may be identified which may indicate a need.
- Standardised assessments where children are assessed against set criteria in a test format and compared with children who are the same age.
- Standardised assessments completed in a 1:1 situation with the SENCo or other trained member of staff.
- Use of the Wiltshire Graduated Response to SEND Support (GRSS) Document used in all Wiltshire Schools which has criteria against which a child can be assessed in different areas of need:
  - Communication and Interaction
  - Social emotional and mental health
  - Cognition and Learning
  - Sensory and Physical
- Checklists may be completed with the class teacher and parents to identify a child's strengths and difficulties profile and to help plan ways to support them based on their needs.
- See Annex 2 of the SEND Policy which gives an explanation of our protocol of identification and assessment of pupils with dyslexia.
- Parent voice is listened to. Parents are a child's first and most enduring educators and when they raise concerns about their child's development and/or learning needs, this is taken seriously. Children's behaviour can present differently in the home and school environment so it is important that a holistic view of the child is taken.
- Use of The Needs Led Approach for referral to the Wiltshire Neurodevelopmental Pathway for assessment for Autism or ADHD.

### **Quality First Teaching and Curriculum**

We use the Wiltshire Graduated Response to SEN to provide Quality First Wave 1 teaching. In addition, we implement the CUSP and ARK curriculums to ensure a broad and inclusive approach to meeting the needs of all pupils.

### **Wave 2 Support: Targeted 'Catch Up to Keep Up' Interventions**

When pupils are identified as needing additional support to catch up or keep up, the class teacher decides on the appropriate Wave 2 provision. This support may be delivered using the CUSP Scaffolding Toolkit, tailored to the needs identified through ongoing Assessment for Learning (AfL), and recorded on the AfL grid. At this stage, if the pupil is not already on the SEN register, they may be placed on the SEN monitoring list. Personalised Academic Aspirations are set to guide the pupil's progress in targeted areas.

### **Further Individualised Support and Monitoring**

If a pupil requires more personalised, targeted support beyond Wave 2, this is identified collaboratively by the class teacher, SENCO, and subject leader (where appropriate) through continued AfL and recorded on the AfL grid. For pupils who continue to experience difficulties,

further advice is sought from the SENCO and subject leader, who may recommend specific interventions linked to the pupil's area of need. External agencies may also be consulted for additional support and advice.

### **Wave 3 SEN Support and SEN Register**

At this stage, pupils receiving targeted intervention are recorded on the SEN register (if not already listed) as they are receiving SEN Support. Additional Wave 3 interventions, which are 'additional to and different from' in-class learning, are carefully tracked and monitored by the SENCO and Senior Leadership Team (SLT) using the interventions provision map to ensure effective support and progress.

A My Support Plan may be formulated in liaison with the class teacher, parents, SENCO and any outside agencies. A My Support Plan is non-statutory but is an especially helpful document if there are a number of different agencies involved for a pupil as all important information about the pupil is recorded in one place. A My Support Plan is reviewed every 4-5 months and is used as the basis for an application for an Education Health Care plan).

Our school's Assessment Policy (which is available in school and on the school website) outlines the range of assessments regularly used throughout the school. Additional and different assessment tools may be required when children are making less than expected progress, which can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.

Progress in areas other than attainment is also considered e.g. where a child needs to make additional progress with social needs in order to be fully integrated into school life or make a successful transition to secondary school. If behaviour is causing concern, a graduated response to support will be planned for with input from parents and the pupil (if appropriate) with small step personalised targets to focus on. See Behaviour Policy for further details of stage 1, 2 and 3 plans.

Parents are always informed if school staff consider that their child may have an additional need and parents and children (as appropriate depending upon age and capability) are involved in the planning to meet the need. We often recommend initially that eyesight and hearing are checked to discount these aspects as possible underlying causes of learning issues.

At Lyneham a range of specific, more specialised tests may be used to assist in the identification of a child's needs in order to plan targeted programmes for them and to use as a benchmark for measuring the impact of subsequent interventions.

To obtain further understanding of a child's learning difficulties, we may use:

- Salford Sentence Reading and Comprehension Test
- The Single Word Spelling Test (SWST)
- Phonological Assessment Battery (PhAB)
- York Assessment of Reading for Comprehension (YARC)
- Wiltshire Early Screening for Dyslexia (Wesford)
- Sandwell Early Numeracy Test
- British Picture Vocabulary Scale (receptive vocabulary)
- Detailed Assessment of Speed of Handwriting (DASH)
- TAPS-4 A Language Processing Skills Assessment

Other specialised assessments which may be used in school to identify barriers to learning include:

- Social, emotional, behavioural checklists – e.g. Boxall Profile, Strengths and Difficulties Questionnaire.
- ELSA Network Assessments.
- Observation schedules e.g. for behaviour, concentration, attention.
- The movement abc checklist, assessment of gross and fine motor skills.
- Sensory profiles.

### **3. What are the arrangements for consulting and involving parents of children with SEN?**

Throughout the year there are 2 Parents' Evenings, two mid-year reports and there is an end of year annual report to parents. Parents of pupils with SEN can book a double slot for parents' evenings to ensure there is ample time for thorough discussion of their child's progress, needs, and tailored support. Parents are invited to discuss their child's Academic Aspirations during these meetings and may request to meet with class teachers as and when concerns arise. The SENCo is easily contactable via the school office/telephone/email and will endeavour to speak to parents regarding any concerns either by phone, email or meeting in person. The SENCo is also available for consultation during Parents' Evening at the request of teachers or parents.

Parents may be invited into school to discuss their child's progress at any time and additional meetings are set up as required or as requested by parents to discuss particular aspects of a child's SEN; we particularly welcome information from parents about how their child learns best in order that it can be shared with those people who teach the child.

Progress and outcomes of assessments by other external agencies may also be discussed with parents at consultation meetings (e.g. with the speech and language therapist or with specialist support teachers from the Specialist SEN Service). Copies of any reports are always shared with parents.

The progress of children holding an EHCP is discussed at their annual review (interim reviews may also be called as necessary). At Year 5 annual reviews, transition to secondary school is considered with discussion involving parents and the Local Authority. At Year 6 annual reviews the SENCo of the receiving secondary school is invited to attend.

Parental survey forms are used at annual reviews and throughout the year to obtain parents' views about their child's SEN, support in place to address needs and any modifications to this support which parents feel may be appropriate.

### **4. What are the arrangements for consulting and involving children with SEN in their education?**

. All pupils are taught to self-assess and reflect on their personal academic aspirations. Child survey forms are used at annual reviews and throughout the year to obtain children's views about their learning, what helps them and what they would like to improve on. Pupil voice is strong in the SEN Pupil Passports and pupil voice is sought during the SEND monitoring process carried out by the SENCo throughout the year. Children with SEND are represented in proportion to their numbers in the school on our School Council

### **5. What are the arrangements for assessing and reviewing pupils' progress?**

#### **a) How do we evaluate the effectiveness of provision for children with SEN?**

- Use of a whole school Wave 3 provision map to collate and evaluate the progress of pupils accessing interventions that are additional to in class support. Teachers and core area leaders evaluate Wave 1 and 2 provision on class planning, learning walks and Wave 2/ AfL grids at pupil progress meetings and report to governors on outcomes.

- Class teachers use their class provision map/AfL grids to support assessment and feedback processes.
- Evaluation of Outcomes with parents and children through the annual review process.
- Use of standardised assessment data/progress rates, pre- and post- interventions.
- SENCo analysis of attainment and progress data for children with SEN across the school at least 3 times per year.
- SEN pupils making insufficient progress are raised by the SENCo with class teachers and plans to improve progress are made.
- Use of pupil/parents interviews/questionnaires.

## **b) What are our arrangements for assessing and reviewing the progress of children with SEN?**

- Our school's Assessment and Feedback Policy (available in school) outlines the range of assessments regularly used throughout the school.
- Evaluation of interventions at least 3x yearly based on the assess-plan-do-review model. Mid-point checks take place where appropriate.
- Tracking of pupil progress in terms of teacher assessment-daily through AfL grids and some standardised tests e.g. Salford Reading Ages, Sandwell Maths– 3x yearly.
- Pupil Inclusion Meetings held at least twice a year with class teacher, SENCo, Inclusion Lead and Headteacher.
- Progress of children with speech and language needs is assessed and reviewed using the traffic lights monitoring sheet if they have SALT targets set by a therapist. The WellComm assessment system is used for those without.
- Progress of some pupils may be assessed using the B-squared assessment tool.

## **6. What are the arrangements for supporting pupils moving between phases of education?**

Visits to pre-schools and nurseries are made by Early Years staff (and SENCo if appropriate) before pupils begin in Reception class and information is obtained from Early Years providers. Parents visit the school with their children and support their child's gradual start into school. Early Years staff carry out 1:1 parent meetings during the first two weeks of term.

In school, there are meetings between teachers before pupils move to different classes and information is passed on. Parents meet the new teachers and children spend introductory time with their new teachers. Pupils with SEND may make additional visits and do more work around the transition which may include taking photographs and getting used to a new environment to reduce anxiety. SEN Pupil Passports are shared with new members of staff in advance of the move to their new class.

When a child with SEND moves up to Secondary School, they are given additional visits, if appropriate. The SENCo also links with the SENCo at the receiving school to share information. SEN pupils transferring in/out of Lyneham Primary at a time other than Reception or Year 6 will be supported by our transition co-ordinator who works through some 'Moving On' resources or 'Arriving in Lyneham' resources (as appropriate). This helps to support pupil's emotional health and well-being with talking about possible anxieties and also finding closure that comes with moving on. The Transitions Co-ordinator arranges for parents of pupils with SEN to meet Mrs Golder (SENCo) prior to their first official day in order to get a clear picture of their additional needs.

### **Links with other schools and arrangements for transition between schools**

When a pupil joins Lyneham Primary School from another school, all records are requested from the sending school. If the pupil was identified as having SEND at the previous school then the admin team contacts the school directly to seek further information. This information will then be shared with the relevant staff.

It is the SENCO's responsibility to ensure that the records of any pupil on the SEND register are passed on to a receiving school. For pupils with statements/ EHC plans, the SENCO is responsible for transition arrangements, ensuring that receiving school staff get all relevant information. Where possible, the receiving SENCO will attend the last annual review before transition. Pupils with SEND often have extra visits to secondary school before official transition visits. Meetings will usually take place with parents/carers of pupils for targeted pupils or those with statements/ EHC plans before the pupil moves into the school.

## **7. What is our approach to teaching pupils with SEN?**

'All teachers are teachers of pupils with special educational needs or disabilities' (SEN Code of Practice 2015).

- Teaching such pupils is, therefore, a whole school responsibility requiring a whole-school response.
- Quality First Teaching is the benchmark for every lesson.
- The majority of pupils will learn and progress within the normal curriculum.
- Teachers are expected to deliver the National Curriculum programmes of study in ways that meet the particular learning requirements of their pupils.

We aim to unlock potential and remove barriers to learning. We work in partnership with all of our families and external agencies where appropriate to make high aspirations a reality for every child, taking specific action to create effective learning environments, secure children's motivation and concentration, provide equality of opportunity, use appropriate assessments and set suitable academic aspirations for learning.

Provision for children with SEND is a matter for the school as a whole. In addition, the Governing Body, Head teacher, SENCo and all staff members have important day-to-day responsibilities. All teachers are teachers of children with SEND and all leaders are leaders of children with SEND.

A continuous cycle of planning, teaching and assessing is firmly embedded, which takes account of the wide range of abilities, aptitudes and interests of our children; the majority of our children will learn and progress within these arrangements, children with SEND will receive support that is additional to or different from the provision made for other children. All our teachers take account of a child's SEN in planning and assessment; they provide appropriate support for communication, language and literacy needs; they plan where necessary to develop children's understanding through the use of all available senses and experience; they plan to enable children to take full part in learning, physical and practical activities; they help children to manage their behaviour in order to take part in learning effectively and safely; they help children to manage their emotions in order to take part in learning effectively.

At Lyneham, we aim to identify children with particular needs as early as possible; assessment of need may include observation of children's social skills and learning experiences in all curriculum areas, specific assessment by the school's SENCo, teacher assessment and use of assessments which will enable peer group comparisons to be made. In completing assessments to consider the whole child, we acknowledge that gifted children often require additional resourcing to extend and fully develop their potential.

We acknowledge that not all children with disabilities necessarily have special educational needs. All our teachers take action however, to ensure that children with disabilities are able to participate as fully as possible in the National Curriculum and statutory assessment arrangements. Teachers plan enough time for the satisfactory completion of tasks; plan opportunities where required for the development of skills in practical aspects of the curriculum; identify aspects of programmes of study and attainment targets that may present specific difficulties for children with disabilities.

## **8. How Do We Adapt the Curriculum and Learning Environment?**

Our curriculum is thoughtfully scaffolded and differentiated to meet the diverse needs of all pupils, ensuring inclusive access and progression. We use the CUSP curriculum alongside the Graduated Response to SEN, which provides a structured, coherent, and sequenced approach to learning. The CUSP curriculum supports knowledge acquisition, vocabulary development, and skill-building, with built-in scaffolding strategies to help all pupils, including those with special educational needs, engage meaningfully with the curriculum.

Differentiation in our school may include:

- Grouping strategies such as small groups, 1:1 support, ability grouping, and peer partnerships.
- Adjustments to lesson content and pacing.
- Alternative recording methods, including scribing, use of ICT, thinking maps, picture prompts, and writing frames.
- Varied expected outcomes tailored to individual pupil needs.
- Use of appropriate materials and resources.
- Levels of adult support tailored to individual requirements.
- Provision of alternative locations for work completion when beneficial.

We actively implement advice from external specialists to meet specific needs, such as enlarging print for visually impaired pupils, optimal seating arrangements and aids for hearing-impaired pupils, use of laptops for pupils with recording difficulties, and sensory supports like coloured overlays, brain breaks, sensory cushions, and weighted blankets for pupils with sensory sensitivities.

Our classrooms are designed to be:

- Dyslexia friendly, featuring labelled resources, clear and uncluttered learning walls to reduce cognitive load, prompt mats, knowledge organisers, buff-coloured interactive boards, and individual aids such as number lines, 100 squares, and phonic prompts. We also provide alternative recording options and opportunities for modelled and shared writing.
- ASD friendly, with visual timetables, personalised schedules, prompt and sequence cards, quiet workstations, retreat areas, and pictorially labelled resources to support communication and reduce anxiety.
- Speech and language friendly, incorporating visual feedback, 'chunking' of instructions, the '10-second rule' to allow processing time, pre-teaching and display of key vocabulary, and use of sentence starters across subjects. Quiet small group areas are available for focused 1:1 or small group interventions.

Furthermore, we maintain a 3-year Accessibility Plan aimed at progressively improving access to curriculum materials for pupils and parents, as well as enhancing the physical environment of the school. This plan is available on the school website under statutory information.

## **9. What additional support for learning is available for children with SEN?**

The School caters for children with SEND in many different ways.

### **Pastoral Support**

We have three part time Emotional Literacy Support Assistants (ELSAs) who support children individually and in small groups, both within and outside of the classroom. Two of these ELSAs are non-class based.

There are a number of intervention programmes which the ELSA and other TAs implement linked to developing self-esteem, confidence, social skills and enabling children to manage their emotions. All children across the school may access these programmes of intervention at different times should the need arise.

Children who have Special Educational needs can also access Wave 3 intervention programmes for English and Maths.

## **Sensory Provision**

We have 2 large sensory rooms in school, one in the mainstream and one in the Resource Base, which are available for all classes and pupils to use. Some of the ways they are used to support SEN pupils are: ELSA run relaxation and mindfulness groups, morning meet and greet sessions to support transition, specific timetabled slots for individuals with sensory processing disorders who require learning breaks. Multi-sensory learning environment to deliver some aspects of the National Curriculum in an engaging and motivating way.

We also have 4 sensory stations across the school which are linked to the Zones of Regulation. These sensory stations provide targeted activities which aim to support emotional and sensory regulation throughout the school day.

## **Forest School**

At Lyneham Primary, we believe that Forest School has much to offer all learners in their physical and emotional development, acquisition of skills and knowledge, and experience of our natural environment. It provides opportunities to develop interpersonal skills such as cooperation and empathy, personal characteristics like creativity, confidence and independence, and life skills including risk-taking, resilience and responsibility. Forest School sessions also enable children to acquire and practice fine and gross motor skills. The forest school setting is an ideal location to nurture relationships between individuals in an environment other than the classroom. This can help to address the increasing disconnect between children (and adults!) and their natural environment. Over the last few years, the school has invested in developing its own 'Wild Area', complete with a roundhouse. Coupled with the wider school grounds, these facilities provide a range of environments and habitats to explore and learn about. All children across the school have 1 term of weekly sessions in the wild area.

It is a provision that benefits all pupils but is frequently named as 'a best bit of school' or 'my favourite place' by pupils on the SEN register. It gives all children another environment in which to succeed beyond the classroom.

## **Outside Agency Support**

There are a number of different services outlined below which the school is able to call upon who offer advice and support to manage a variety of SEND and ensure each child is able to achieve their potential.

1. Behaviour Support Service
2. Specialist SEN Service SSENS specialising in Physical and sensory needs, social communication difficulties, as well as difficulties with cognition and learning.
3. Speech and Language Therapy
4. Occupational Therapy
6. Physiotherapy

5. School Nurse- *The school nurse trains staff annually in areas of epilepsy and the use of the epi- pen for children who have severe allergies. Training occurs to meet the needs of the children within the school.*

6. Social Care when appropriate

7. Parent Support Advisor. – *The Parent Support Advisor Terry Jones is usually available to meet with parents on Tuesdays and Fridays. She runs support workshops as well as working 1:1 with families.*

8. Looked after Children's Service

9. Educational Psychologist

10. Paediatrician and other medical professionals linked to children's individual needs

11. Local GP's linked to families

12. Educational Welfare Officer

13. Ethnic Minority Service.

14. CAMHS - Child and Adolescent Mental Health Service

16. Early Help (ESA)

## **Staffing, Training and Qualifications**

The SENCO manages the provision for children with SEND across the school.

Mrs Lucy Golder is the SENCO working full time and is also the Deputy Headteacher and Deputy Designated Safeguarding Lead.

Mrs Golder has a BA (hons) in Primary Education and a Certificate of Higher Education in Autism from the University of Birmingham. Mrs Golder has completed a NASENCo, NPQSL, a NPQH and is an Intensive Interaction co-ordinator. During her 18 years of working in Special Education and 5 years in Mainstream Education, she has completed Sign-a-long, PECS, TEACCH and AAC courses and has trained as a Team Teach trainer.

Training in SEN is continually updated to ensure new initiatives and research is put into place to benefit the children within the School. The school is a member of the National Association for SEN (NASEN)

There are currently 310 children on roll, which includes the Resource Base. We have 15 teaching assistants and 6 HLTAs employed in school, providing a higher staff to pupil ratio. This maximises learning potential for all our children; most are trained to deliver a number of intervention programmes throughout the school. Some TAs are deployed in classes to support named pupils and to work on a small group basis or to cover the class in order that the class teacher can provide 1:1 or small group support to pupils. Some TAs have specific out of class responsibilities e.g. Speech and Language, ELSA, Forest School or interventions.

We teach a scaffolded curriculum to ensure that the needs of all children are met. We implement Wave 2 class provision maps/ AfL grids with specific 'academic aspirations'. A number of intervention programmes are in place for children who require additional support.

There is regular professional development for all staff across the school, linked to a variety of aspects of SEND, including Dyslexia Friendly Schools, Deaf Awareness, Attachment difficulties and de-escalation strategies to help manage behaviour, ASD Awareness, Reading intervention, communication through symbols, Makaton and Identification of Speech and Language needs.

### **10. How is the effectiveness of the provision for pupils with SEN evaluated?**

There are termly pupil inclusion meetings with the class teachers, SENCo, core subject leader or Headteacher. The SENCo observes teaching and learning for SEN pupils and provides feedback to class teachers through the monitoring process. The SEND Report is presented to the Governing Body three times per year. There is a SEND Governor – Mrs Jane Ball. She visits the school and meets with the SENCo and staff as often as she is able. She jointly monitors SEN provision with the SENCo and has been involved with the writing of the SEN Action Plan and School Improvement Action Plan.

### **11. What activities are available for children with SEN in addition to those in accordance with the curriculum?**

- All extra-curricular activities are available to all our children.
- School trips/ excursions take place in all year groups.
- Lunchtime Clubs – a selection of lunch times, available for all children.
- The Nest playtime and lunchtime club.

### **12. What support is available for improving the emotional and social development of children with SEN?**

- Specialist advice from the SSENs team for children with social communication/interaction difficulties.
- Specialist advice from our Educational Psychologist.
- Specialist advice from the Behaviour Support Service.
- Specialist advice from colleagues at CAMHS (subject to referral acceptance).
- Specialist wellbeing support from the school nursing team.
- Trained ELSAs (non-class based) providing pastoral support 1:1 and group sessions.
- Areas designated for 'quiet retreat' within or outside many classrooms.
- Personalised behaviour support plans where necessary.
- The Nest Playtime/ Lunchtime club – 5x weekly at lunch times for children with social communication/ interaction issues or who may find unstructured times difficult.
- Forest School outdoor learning opportunities.
- Terry Jones (Parent Support Advisor) runs workshops for parents to teach strategies to support behavioural difficulties and anxiety. She also works directly with pupils and sometimes with parent and pupil partnerships.
- Coffee mornings for parents with guest speakers to support parents in areas they request to enable them to further support their children.

### **13. What are the arrangements made by the Governing Body relating to the treatment of complaints from parents of children with SEN concerning the provision made at school?**

It is in everyone's interests for complaints to be resolved as quickly and at as low a level as possible and our SEN complaint procedure is as follows:

The complaint is dealt with by the class teacher – the complainant needs to feel that they have been listened to and that all points raised have been addressed. If the matter remains unresolved, the complaint is dealt with by the SENCo or by a senior leader. If there is still no resolution, the Head teacher should become actively involved. If the matter is still not resolved, the complainant **must** put their complaint **in writing** to the Chair of Governors (the complaints procedure can be found on the school website). The Governing Body will deal with the matter through their agreed complaint resolution procedures. In the unlikely event that the matter is still not resolved, the parent can then take the complaint to the Local Authority.

#### **14. What is the name and contact details for the SENCo?**

Our SENCo is Mrs Lucy Golder (contactable via the [school office 01249 890413](tel:01249890413) [admin@lynehamprimary.wilts.sch.uk](mailto:admin@lynehamprimary.wilts.sch.uk) ) who works full time and is also the Deputy Headteacher and Deputy Designated Safeguarding Lead.

#### **15. Where is the Local Authority's Local Offer published?**

The Children and Families Bill became law in June 2014. From this date, Local Authorities are required to publish, and keep under review, information about services they expect to be available for the children and young people with Special Educational Needs and Disabilities (SEND) aged 0-25. This is the 'Local Offer'. The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area. The Wiltshire Local Offer can be found on the website: <https://www.wiltshire.gov.uk/local-offer>

For any queries about Wiltshire's SEND Service or to speak to a member of the SEND Team about a child's needs, you can contact the [duty SEND lead worker on 0300 456 0108](tel:03004560108).

This information report will be updated regularly in line with new legislation and initiatives both county and nationwide.