



Lonsdale School

SEND Policy & Working Practice

This document is based upon the
DfE Special Educational Needs and Disability Code of Practice 0-25 years
January 2015

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Other information sources include:-
Equality Act 2010: advice for schools DfE Feb 2013
Schools SEN Information Report Regulations 2014

Policy agreed by SLT	March 2018
Policy ratified by Governors	March 2018
Review date:	March 2019

Lonsdale School subscribes to principles underlying the SEND (Special Educational Needs and Disabilities) Code of Practice 2015

The SEND Code of Practice describes the principles that should be observed by all professionals working with children and young people who have SEN or disabilities. This includes:

- taking into account the views of children, young people and their families
- enabling children, young people and their parents to participate in decision-making
- collaborating with partners in education, health and social care to provide support
- identifying the needs of children and young people
- making high quality provision to meet the needs of children and young people
- focusing on inclusive practices and removing barriers to learning
- helping children and young people to prepare for adulthood

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INTRODUCTION

Lonsdale School is for pupils with Physical and Neurological Impairments (PNI). As a special school, all of our pupils have an Education, Health and Care Plan (EHCP) with their main presenting need being physical. Each pupil has unique and sometimes complex needs in addition to a physical or neurological impairment. Pupils may have a sensory loss, a medical condition or associated difficulty in learning. The partnership between home, school, health services, private therapists and other professionals is of vital importance. At Lonsdale we support our pupils to aspire to do the very best that they can and to have a fulfilling life and contribute to society.

SECTION 1:

ADMISSIONS: All pupils at Lonsdale are referred by local authorities because it is felt that their needs cannot be met in a mainstream setting. All pupils on roll will have an EHCP, detailing their specific needs. School caters for pupils with physical and neurological impairments and these are often accompanied by other difficulties.

The key needs of the Lonsdale pupils are:

PHYSICAL AND SENSORY: All of our pupils have a physical disability and their physical programmes are vital in ensuring they are comfortable and ready to access education and that they are able to maintain or improve their physical condition. Some students have progressive and degenerative conditions. The aim is to maintain these students' wellbeing and physical skills for as long as possible. School works closely with a team of Physiotherapists and Occupational Therapists to achieve this, and pupils use a wide range of equipment to support them throughout their day.

A specialist Speech and Language Therapist assesses those pupils with physical difficulties that affect their eating and drinking. Individual eating and drinking plans are constructed, and then are followed/implemented by trained school staff, including teachers, LSAs and MSAs and RSSWs.

Many of our pupils also have visual, hearing or other sensory impairments. Advisory teachers monitor those pupils regularly and give staff strategies to support the pupils and resources to enable them to access the curriculum.

COMMUNICATION AND INTERACTION: Many of our pupils have communication difficulties as a result of their conditions. They may be unable to express themselves verbally, and many have communication books or devices to support them with their communication. Other means are also explored to enable all pupils to have a voice. We work closely with a team of Speech and Language Therapists and our Communication Support Team. They, in turn, work closely with the Physiotherapy and OT team to ensure that pupils can access their devices using the most effective means possible.

COGNITION AND LEARNING: Our pupils cover a very wide spectrum of academic needs. We have pupils working at their appropriate expected age levels and some working at lower P levels and below expected levels. Class teams work with all professionals to ensure our pupils are as ready to access education as possible, by being well and having the correct equipment and resources. The New Horizons Individual Learning Plans (ILPS) will assist in the meeting of their

very specific needs and help them to make progress. The curriculum is broad and balanced and is based on the National Curriculum.

SOCIAL, EMOTIONAL AND MENTAL HEALTH: Some pupils experience behaviour difficulties. Staff are trained in the Hertfordshire Steps (STEP ON) programme and follow the principles of positive handling and de-escalation to support pupils and ensure that their behaviour does not impede their education and interaction with others. Staff ensure that the underlying reasons for such behaviours are identified within the context of each pupil.

Many of our pupils will experience emotional difficulties, some due to coping with their disability, especially if it is of a degenerative nature and some due to growing up and experiencing the worries and anxieties associated with this. As well as all staff having a responsibility to support and monitor these pupils, we have a trained counsellor in school that has regular individual sessions with them.

Other pupils have medical conditions associated with their physical disabilities. We have a team of nurses on-site. The nurses ensure that the pupils are able to maintain their health and well-being throughout the school day and that their medical needs are met.

SECTION 2

AIMS

- To provide and develop the best education and care, matched to the physical, communication and developmental needs of every individual promoting life-long learning
- To provide a high quality, well-resourced and secure environment and develop the independence and autonomy of every individual
- To teach pupils and support families to apply their rights and entitlement positively as citizens and demonstrate respect and value of others
- To develop the confidence, independence, self-worth, spiritual and moral values of each individual
- To work within the guidance provide in the SEND Code of Practice, 2015
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf
- To provide high quality advice and outreach to families and other schools in the geographic area.

OBJECTIVES

TEACHING PROVISION:

School is organised in a three section linear model:

1. Early Years and Foundation Stage
2. Primary (KS1 and KS2)
3. Secondary/Upper School (KS3, KS4 and KS5)

The average class size is eight pupils. Classes are determined by the numbers of pupils in a particular age group and the physical, social and academic needs of the pupils. The high staff ratio of one teacher and, typically, two learning support assistants to a class allows for flexibility in teaching groups and individuals. The input of other professionals and the use of a wide range of specialised equipment ensure full access to the curriculum for all pupils.

At Lonsdale we have Residential Educational Provision (REP) that gives pupils the opportunity to continue their learning in independence, social and leisure skills by being resident and accessing a 24 hour curriculum. The school employs a team of Residential School Support Workers (RSSWs), who deliver individual pupil programmes. This resource is needs-based, individually assessed and available to Upper School pupils up to four nights a week.

CURRICULUM: We believe that all pupils are entitled to a broad and balanced curriculum based on the National Curriculum that is relevant to their needs. For some pupils this may mean accessing a modified and individualised curriculum.

Each pupil has an EHCP detailing his or her care, physical management and educational needs. All pupils have individual eating & drinking plans and moving & handling plans. Others have individual risk assessments/management plans to support them at school and in REP.

Many pupils have medical difficulties and require ongoing treatment. Pupils are assessed for their care and physical needs and reviewed regularly. Care plans and therapy plans are formulated in partnership with parents. Pupils with medical needs are supported by paediatric nurses who are on site for 24 hours provided by East and North Herts Trust. A Paediatrician holds regular clinics in school.

Some pupils have speech, communication and/or eating and drinking difficulties. The LA fund a speech and language therapy service. Three part-time speech therapists and a speech and language support assistant work in school to assess pupils, develop programmes, provide advice and support to school staff and parents. School can make referrals to this service. This is in addition to the Lonsdale Communication Support Team.

The majority of pupils have gross motor and fine motor impairments. East and North Herts Health Trust provide both Occupational Therapy and Physiotherapy services in school.

Some pupils have visual, hearing or multisensory difficulties. LA Advisory teachers visit these pupils to assess their needs, develop programmes and give advice and support to staff.

Staff integrate professional advice about each student into a comprehensive, relevant and manageable programme for that student and the classroom team. Integrating this advice and meeting the complex needs for a diverse group of pupils can be challenging for teachers and support staff. Class teams have to integrate pupils' physical management programmes into the

daily routines and negotiate a manageable programme for the group. It is important to ensure that the educational, physical, health and communication needs are balanced and one does not compromise the other.

ENVIRONMENT: Lonsdale School shares a site with Marriotts (a mainstream 11-18 school). Lonsdale is fully accessible. Each class and other main rooms have overhead hoists as do many of the bathrooms. The school has a hydrotherapy pool, a Food Technology room, a Science / Art room, a Sensory room, a Library, Hall, Dining room, Music and Drama room plus large classrooms. There are also group rooms and breakout areas where individual pupils and small groups can work. There are lifts to the first floor where the Nurses and Physios/OTs have their rooms. The Residential unit is on the first floor and incorporates 4 self-contained flats and a communal dining area.

Pupils have access to computers in each class. A wide range of input devices, (e.g. tracker balls, touch screens, switches, eye-gaze computers etc.) are used. There is a variety of mobility systems including switch controlled power chairs, height adjustable furniture and changing beds, well equipped bathrooms, hoists, etc. There are also a wide range of resources which help pupils to overcome their physical difficulties such as specialised feeding equipment, scissors and magnifying devices. School has two tail lift minibuses and a people carrier that can take up to three wheelchairs.

VALUES AND CONFIDENCE: By ensuring that pupils have the correct curriculum, resources, equipment, appropriate staffing, a means of communicating (communication devices, signs, symbols) and a safe and secure environment, Lonsdale School is able to deliver an education which encompasses both skills and values and focuses on developing the whole person. Extra-curricular activities such as lunchtime clubs, after school residential activities, horse riding, sports activities, trips out of school and the Duke of Edinburgh Award will enable pupils to gain confidence, resilience and self-esteem as they put their skills into practice.

SECTION 3:

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

Pupils are initially assessed against the admissions criteria through their Statutory SEND paperwork. They will then visit school and this, together with parental comments, liaison with other professionals working with the pupil at that time and the assessments contained within the paperwork will inform our decision. A decision of suitability is then communicated to the pupil's local authority, who then decides whether they offer a place to the pupil.

The purpose of identifying special educational needs is to work out what action the school needs to take, not to fit a pupil into a category. At Lonsdale, we consider the needs of the 'whole' person and this includes the special educational needs of the child or young person.

Other factors may impact on progress and attainment and these are always taken into account:

- Disability (the Code of Practice, outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare

- EAL/EFL
- Being in receipt of Pupil Premium allowance
- Being a Child Looked After
- Being a child of Service personnel

SECTION 4:

MANAGING PUPILS NEEDS

A Graduated Approach to SEN Support

- When pupils have a place at Lonsdale School, a period of transition will be organised in a way that meets the needs of that pupil. This transition period will also enable other professionals to assess the pupil and for appropriate resources to be put in place. The class teacher will also meet the parents and may visit the pupil in their previous setting.
- Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have SEN.
- Additional intervention and support which complements good quality teaching will be put in place.

Pupils have Individual Learning Plans (ILPs) and targets that are linked to the outcomes detailed in their EHCP. These are regularly and carefully reviewed as is the quality of teaching for all pupils, including those at risk of underachievement. Where necessary, training is provided to improve, teachers' understanding and knowledge of strategies to identify and support pupils. We also have NHS onsite input from the Speech Therapy, Occupational Therapy and Physiotherapy team who provide specialised assessments and support.

The key process for all parties in evaluating the appropriateness of SEN support is the involvement in the Person Centred Annual Review (PCAR) meeting where the EHCP is reviewed.

As a PNI school, there is access to a wide range of professionals. However, if we identify that a pupil is not making expected progress or has an additional difficulty, we will access advice and input from external professionals. This is done via a Single Service Request form, which is completed in liaison with parents / carers and sent to the appropriate team.

The Person Centred Annual Review (PCAR) procedure:

- A date is set at the beginning of the school year for the Person Centred Annual Review of the pupils Education Health and Care Plan (EHCP).
- The LA is informed of this Annual Review Schedule with an open invitation to attend all review meetings.
- The review date will normally be the anniversary of the date when their EHCP was completed but this may change at transition times to implement strategies to ensure a seamless transition into the next stage of the pupil's education.

Responsibility for PCARs at Lonsdale School:

- The Head has delegated part of the responsibility for the Annual Review process to class teachers as part of their “SENCO” role for which they receive an SEN allowance.

The Process of Preparing for PCAR at Lonsdale School**In order to set up a PCAR the Office Administrator will:**

- Provide class teachers with a list of the dates for the PCARs that need to be held each term. This list will be prepared in consultation with the Head, with reference to the school list of Annual Review dates.
- The standard school letter should be sent to all persons concerned inviting attendance at the review. This letter also requests their contribution in writing and gives a date by which this information should be returned to school. Due notice should be taken of the Privacy Notice and the sending of confidential data.
- Parents should be encouraged to attend but where this is not possible views should be sought, in writing, using the EHCP Parent/Carer views form.
- Where parents decline to attend a review, the meeting will go ahead with teachers and other appropriate persons present.
- School should consider rearranging the date of the meeting if key persons are unable to attend.

In order to set up a PCAR the Class Teacher will:

- Prepare for the meeting by identifying educational progress and developments.

The Person Centred Annual Review Meeting:

- Annual Reviews meeting are held during the school day and are chaired by a Senior Leader (Head, Deputy Head or Assistant Head).
- The meeting should follow the procedures laid down in the Code of Practice. Notes will be kept to detail persons present, the views about what is working well or not so well and a list of agreed actions.
- Those present at the meeting should, in the light of the issues raised in the report and discussion consider:
 1. Does the outcome of the EHCP remain appropriate?
 2. Are any amendments to the EHCP required?
 3. Should the LA continue to maintain the EHCP, or should the LA be recommended to cease the plan
- Any new targets to be set to meet the outcomes set out in the EHCP The meeting will consider the draft review and any other contributions including written contributions.
- The current ILP will be discussed and any changes agreed.

A review meeting may make recommendations on any of the matters above.

Amendments to the EHCP are likely to be recommended if:

- Significant new evidence has emerged which is not recorded on the EHCP
- Significant Outcomes recorded on the EHCP are no longer present
- Provision amendments are required to meet the child’s changing needs and the targets specified at the review meeting

Action Following the Person Centred Annual Review meeting

- A Senior Leader will produce the final version of the PCAR and agrees this with the Head.
- The Head will sign the report and pass to the school office.

The Office Administrator will make the necessary copies:

1. To be sent to the LA not later than 10 school days after the meeting.
2. For school file
3. For the pupil's Individual File
4. Parents/Carers
5. Any other named person

The Office Administrator will also complete the PCAR process check-sheet and will update the PCAR database each term.

The Class Teacher will ensure that actions for the school as agreed in the meeting are followed through and make any changes to care plans and New Horizon documentation in line with new outcomes and/or aims agreed in the PCAR meeting.

Individual Learning Plans

1. All pupils will have Horizons Targets. These are termed SMART targets as identified in their EHCP. An Individual Learning Plan (ILP) combines the above targets, academic targets and other focus areas important to the individual.
2. Within six weeks of entry to the school all pupils will have a New Horizons Individual Learning Plan (ILP) and Horizon targets in place.
3. The ILP and Horizon Targets will be devised by the class teacher with reference to the EHCP and/or the targets outlined in the most recent review.
4. The ILP and Horizon Targets will be shared with parents and carers.
5. The Horizon Targets are SMART learning targets and support programmes for all EHCP outcomes. The targets will be drawn up with input from the pupil, parents and all professionals working with the pupil.
6. ILPs and Horizon Targets will be monitored regularly and form part of on-going pupil monitoring.
7. Horizons Targets will be set/reviewed in September, January and April. When targets are achieved, new targets will be set.
8. These targets will also be used for monitoring whole school progress.

Additional reporting to Parents

A summative annual report giving details of progress and achievement is sent to parents in the summer term. For Year 2 and Year 6 pupils this report will also give details of progress in Teacher Assessments and where appropriate National Tests.

Other Agencies: Multi-agency work is important. We will work in collaboration with all agencies especially those concerned with education, health, welfare and social development to support the needs of children within the school.

School has good working relationships with the following agencies and includes, for example:-

- Social Services: Many pupils have a named social worker. We are jointly involved with Social Services on Care Plans for Children Looked After (CLA).
- The Learning Disabilities Team.
- Educational Psychologist
- School Doctor: The community paediatrician holds regular clinics at school and sees each pupil at least 1x a year as part of the review system
- Visually Impaired Service: Provide individual support for named children
- Hearing Impaired Service
- Physiotherapy Service
- Speech and Language Therapy Service
- Occupational Therapy Service
- The PNI Advisory Service
- Wheelchair Service
- School Nurses
- School Counsellor

SECTION 5: CRITERIA FOR ENDING AN EHCP

Should a pupil return to a mainstream setting and all elements of the EHCP outcomes are complete (i.e. that the child is operating academically, socially, emotionally and physically at an age appropriate level), then consideration for the ending of the EHCP will be made.

SECTION 6: SUPPORTING PUPILS AND FAMILIES

At Lonsdale School we believe that links between home and school work best when parents are positively encouraged to come into school and to work closely with the school in order to benefit the child. Links between home and school will be strengthened when:

- Teachers take parents' views seriously
 - There is good communication
 - Parents do not feel threatened
 - Parents are given clear guidance on how they may help in school
 - School is welcoming and encouraging.
 - Home and school adopt a joint approach to problems.
 - Parents are actively encouraged to be part of the learning support for their child
- Before a child is admitted to the school parents are invited to visit the school and where possible members of staff make home visits. There is an induction period for most pupils including spending part of a day in their new class.

For Foundation Stage pupils, staff may visit preschool provisions and the home in order to get a full picture of a child before they start school.

There are regular social and fundraising events.

Each child has a home /school diary and parents are encouraged to communicate with the school. Parents may contact the school at any time to make an appointment to see their child's teacher or a senior member of staff.

Parents contribute to Person Centred Annual Reviews (PCARS) and ILPS.

There are opportunities for parents to support their children through paired reading, learning words for reading and spelling etc. following up speech programmes. Teachers will communicate with parents either by the contact book or by telephone if there is any minor query or problem. Parents are invited to school assemblies, plays, concerts and school events.

SECTION 7: SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have severe or life threatening medical conditions for which arrangements will be put into place on an individual need basis. The school's policy for supporting pupils with medical conditions complies with guidance in Supporting Pupils at School with Medical Conditions.

SECTION 8: MONITORING AND EVALUATION OF SEND

School closely monitors progress and wellbeing of all pupils. SLT and Governors monitor the quality of teaching, curriculum and pupil progress.

The evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils. A cycle of moderation is in place to ensure pupil progress is regularly assessed. Teachers analyse the data to identify any difficulties pupils may be having, explore possible reasons for this and to take action to close the gap between expected and actual progress. Monitoring meetings are conducted by SLT.

School surveys the pupils, parents and staff to monitor their views as to how the school is meeting the needs of its pupils.

SECTION 9: TRAINING AND RESOURCES

Training needs will be identified through Appraisal and Professional Development processes and should be linked to the Lonsdale Development Plan.

In order to maintain and develop the quality of teaching and provision and to respond to the strengths and needs of all pupils, all staff are encouraged to undertake appropriate CPD training and development.

All teachers and support staff undertake induction upon taking up a post.

SECTION 10: ROLES AND RESPONSIBILITIES

The Lonsdale Governing Board is involved in all aspects of school life. Governors are charged with managing efficiently the finance and resources and ensuring that the school delivers a high standard of education appropriate for pupils with SEN.

SECTION 11: STORING AND MANAGING INFORMATION

Pupil information is held securely both on the Schools Information Management System (SIMS) and in locked cabinets in the Admin office. The information will be available to teachers, and where appropriate Learning Support Assistants and shared, when applicable, with other professionals working with the child.

This is in accordance with the Lonsdale Data Protection Policy¹

SECTION 12: REVIEWING THE SEND POLICY

This Policy will be reviewed annually by staff and Governors in accordance with the following criteria in that it:

- Continues to support the provision of education for pupils within the school.
- Meets statutory requirements.
- Supports Hertfordshire's SEN Policy
- Provides information that is relevant for parents, staff and other professionals.
- Meets the requirements of OFSTED

SECTION 13: ACCESSIBILITY

School has a detailed Accessibility Plan. This document is approved by SLT and governors and is available for scrutiny if required.

SECTION 14: DEALING WITH COMPLAINTS

All complaints that cannot be dealt with by reference to the class teacher should be brought to the attention of the Head.

If the problems cannot be resolved in discussion with the Head then parents have the right to follow the official complaints procedure as detailed on the school website

www.lonsdale.herts.sch.uk

SECTION 15: BULLYING

Although incidents are rare school remains vigilant to protect pupils. Specific procedures are detailed in the Anti-bullying Policy.

SECTION 16: APPENDIX

CODE OF PRACTICE 2015

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

¹ Ratified by School Governors April 2017

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (date 2015) 3.65 and has been written with reference to the following guidance and documents:

Equality Act 2010: advice for schools DfE Feb 2013
SEND Code of Practice 0 – 25 (September 2015)
Schools SEN Information Report Regulations (2014)

The public sector equality duty of the Equality Act 2010 has also been considered in the writing of this policy. A Discrimination Impact Assessment concludes that through this policy Lonsdale School seeks to:

- Eliminate discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.
- Protected Characteristics: age, disability, gender, gender identity, race, religion or belief, and sexual orientation.