



Lonsdale School

Lonsdale School is committed to providing a broad and balanced education for all our young people. For all of us who learn, teach and work in school, three things in particular matter – belief, ambition and community.

We consider the “Early Support Approach” and its 10 key principles to be of significant importance, and expect this of the organisations we work alongside.

- We value uniqueness, in every young person and every family.
- We plan in partnership, we use an integrated assessment approach with all learners and families including other agencies as appropriate, and we track and review progress.
- We believe in and use the key working approach; we work holistically with partner agencies and the family to deliver a person-centred learning experience.
- We see ourselves as a key service in the Birth-to-Adulthood journey
- We focus on Learning and Development; we are achievement focused and closely monitor and promote each learner’s personal, social, emotional and health development, their academic progress and their development as citizens of the UK and the world.
- We believe in informed choice, and we want information to be transparently available to allow young people and their families to know what their choices are and to respect them when they are made.
- We want our school population and their families to have fulfilled lives with aspirations and expectations for themselves.
- We want and work for full participation of our young people, we expect every one we work with to have this attitude.
- We work together and expect to be challenged if we don’t, and we challenge others who don’t work willingly or co-operatively with us.
- We believe in continual development and challenge for workforce improvement, and provide the resources for this.

Admission to school is through the statutory assessment process where the school is named as part of the Education Health Care Plan (EHCP).

<p>What type of SEN school are we?</p>	<p>Lonsdale School is a special school for young people, aged 3 to 18 with physical and neurological impairments (PNI), as a primary need. We provide support for our pupils who often have other SEN needs including speech and language communication, hearing or visual impairment, autistic spectrum disorder, learning difficulties and social emotional mental health needs. All our learners have an EHCP.</p> <p>School makes provision in accordance with the Code of Practice (2015) and the SEN and Disability Regulations (2014). Our SEN policy and our working practice aim to reflect these principles.</p>
<p>What is our approach to teaching pupils with SEN?</p>	<p>Classes are taught in Key Stage phases of Nursery, Primary, Secondary and Upper School (Post 16).</p> <p>School uses a wide range of approaches to learning and supporting young people, all work is differentiated to meet pupil needs and may include -</p> <ul style="list-style-type: none"> • individual work with one of the classroom team. • group work in the classroom with learners at similar levels of achievement.



	<ul style="list-style-type: none"> class work in which learners with different needs work closely together with practical or experiential learning activities. <p>All approaches to learning ensure next steps in learning are clearly identified, with learning targets understood by staff and whenever possible, learners. Appropriate approaches and methods are directed by the class teacher and take place in the learner’s classroom where the learner works with a class team.</p> <p>This class team knows the young person and understands -</p> <ul style="list-style-type: none"> their learning targets their learning challenges, physical challenges emotional challenges, any health issues the young person has the impact of the above on the young person’s ability to learn, and this helps the staff also judge the appropriate pace and intensity of activities and experiences to ensure enjoyment and safety in lessons. <p>Each class team is trained in the medical needs of the individual and ensures their learning is underpinned by meeting their care and physical needs.</p>
<p>How do we adapt the curriculum and the learning environment?</p>	<p>The curriculum is designed to be broad, balanced and flexible with a range of accredited courses in secondary and upper school.</p> <p>Those who require additional support through 1:1 catch up, or to reduce barriers to learning, have specific support in relevant areas. Classes are adapted to meet the physical needs of all pupils.</p> <p>Augmented and alternative communication devices are used to support pupils’ communication as well as access to the curriculum including voice-activated software where appropriate.</p> <p>We have a full communication learning environment (including sign language and Braille use) to enable pupils to have every opportunity to communicate and understand. This includes visual prompts, objects of reference, photographs, symbols and words.</p> <p>We are fortunate to have a purpose built learning environment that includes a hydrotherapy pool, sensory and drama room with magic carpet and magic wall.</p> <p>We strive to use, source and introduce innovative and latest technology, such as Virtual Reality (VR), Augmented Reality (AR), environmental controls and switch access to widen access opportunities for each learner.</p>
<p>How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?</p>	<p>In order to enable every learner to gain as much independence as possible and interact with the community we provide a wide range of opportunities. these include, for example:</p> <ul style="list-style-type: none"> Collaborative activities and projects with other schools including opportunities for some pupils to access lessons and activities at Marriotts and vice versa. Horse riding Sports clubs, using sports and leisure centres



	<ul style="list-style-type: none"> • Accessing shops, museums, libraries and galleries. • Going to matches, sporting and music events or hosting events at Lonsdale School • Vocational learning • Visitors/volunteers in school
<p>How do we consult parents of pupils with SEN and involve them in their child's education?</p>	<p>We recognise that parents, pupils and the school staff are vital to the learning of our young people.</p> <p>We want to work together to ensure that each learner grows and develops into as independent and resilient a young person as possible. We have a range of ways that parents/carers can play an active part in the work of the process which starts with an "open" policy to parents/carers. We have also a range of opportunities for us to work together</p> <ul style="list-style-type: none"> • EHCP annual review, • Review meetings for specific aspects of need and strategies, • Meetings also take place to review termly progress and discuss any proposed transitions as young people move up through the school. • Weekly Learning@Lonsdale Newsletters • Use of the SchoolComms system to send information and enable parents to make payments and contributions • Surveys of parents/carers views of the school, its performance and how it meets their expectations. We are always open for consultations or meetings as and when issues that need discussion arise. We welcome involvement with parents/carers and others whom the parents/carers want to attend, such as our School Family Worker. • Annual school report • Providing information for parents on the school website and school app • Involving parents in school events
<p>How do we consult pupils with SEN and involve them in their education?</p>	<p>We involve our young people directly in their learning and experiences, where this isn't possible we strive to identify the likes, dislikes and preferences of each individual through their behaviour and responses. Each pupil completes an 'All About Me' questionnaire to show how they would like to be supported and how they would like their needs met in school. This is an important element of school's target setting and progress monitoring package and is also used for the EHCP annual review. "Listening" to all the young people is vital, we have a range of ways of gathering and assessing what they say, what they want improved and what they feel about being in our school family.</p> <p>The views of all learners are sought, valued, shared and acted upon, principally through the School Council co-ordinated by the Assistant Head.</p> <p>If any individual talks or discloses to any member of staff concerns or worries these will be followed up through established safeguarding procedures. Where possible, individual learners have appropriate conversations on their learning goals and their sense of achievement and wellbeing. We use a range of strategies to help our learners understand their goals.</p> <p>Surveys of pupils' views are conducted annually and a survey of pupils' views on REP choices is completed at least termly with all REP pupils. Pupil</p>



	<p>choices are recorded and analysed to help us improve our provision in line with what pupils would like to try and engage in.</p>
<p>How do we assess and review pupils' progress towards their outcomes?</p>	<p>School assesses and reviews pupils' progress using our New Horizons assessment framework. The pupil's 'All about Me' is the starting point of this assessment together with the pupil's individual baseline. Pupils are given a copy of their targets, both academic and non-academic which are set with the pupil, parents, teachers and other relevant multidisciplinary teams. These are reviewed termly and formulate the 'next steps' in the pupil's individual learning plan. Aims and Outcomes are reviewed with pupil, parents, staff and other professionals at the annual review meeting.</p>
<p>How do we support pupils moving between different phases of education?</p>	<p>School works with the Transition Service and YC Hertfordshire to facilitate a smooth transition. This may include college, supported living, support to access community resources from a personal assistant, supported work placements, attendance at a specialist centre, all as agreed with the young person and their family/carers. Young people usually leave the school at the end of Yr. 13 unless they are going to another educational establishment.</p> <p>Where transfers into school or from school occur, Lonsdale will liaise with parents/carers and others to ensure a smooth transition to or from another special school or mainstream setting. For those young people under the statutory school age a phased programme of attendance is discussed with the parents/carers and may include taster lessons, visits or days. Prior to attending school, we make sure we are aware of the individual's needs and that if necessary, any training, protocols and guidance are in place, before the young person starts attending.</p> <p>School has an established process for passing on important information when learners move classes or change staffing within the school. Likewise, we will share necessary information with others if our pupils attend another setting.</p>
<p>How do we support pupils preparing for adulthood?</p>	<p>Pupils throughout school are encouraged to be as independent as possible using the skills they have. This will include aspects of personal care, organisation, learning to be independent of full adult attention and moving around school independently.</p> <p>The PSHCE and Basic Skills curriculum programme of study start to prepare our young people for adulthood. Our residential educational provision (REP) ensures that pupils are learning to be more independent, autonomous and resilient and in some cases learn to live independently.</p> <p>Post 16 provision ensures that life after Lonsdale is discussed, planned for and transition programmes are in place to meet the needs of our young people.</p>
<p>How do we support pupils with SEN to improve their emotional and social development?</p>	<p>Pupils have access to a school counsellor, music or play therapist according to their age and needs. They often are also able to discuss any emotional needs with head of care or in the case of REP the Independent Listener.</p> <p>PSHCE lessons are an integral part of the school's curriculum, which highlight current affairs and other current situations, which our pupils need to be aware of or be able to deal with.</p>



	<p>Social communication groups are in place for those who use alternative communication and a particular emphasis on social times is provided during the school day.</p>
<p>What expertise and training do our staff have to support pupils with SEN and their families?</p>	<p>Staff receive training to ensure that the needs of all pupils are met. Teachers are continually developing their practice through CPD/INSET and weekly teacher meetings focusing on all areas of learning for our young people. LSAs and other staff receive training on a continuing rolling programme for learning and other aspects of personal care. All staff are trained in Safeguarding, Herts STEPS, basic life support and emergency medications. There are both, Paediatric First Aiders and First Aiders in school.</p> <p>A number of staff are undertaking a range of academic courses including NPQEL; NPQH, NPQSL, NPQML and Masters programmes and numerous other courses to broaden the knowledge base and expertise in school.</p> <p>We work closely with colleagues from the NHS to best meet physiotherapy, occupational therapy and health/medical needs of each individual at school.</p> <p>Lonsdale School also engage in various networks, such as the ASD and the Herts Green Networks.</p>
<p>How will we secure specialist expertise?</p>	<p>Lonsdale School works alongside a host of professionals, some operating in school and others on an advisory basis. These include</p> <ul style="list-style-type: none"> • NHS Nurses • NHS SLCN • NHS PT/OT • Educational Psychologists • School Counsellor • Advisory Teachers • Hearing Impairment team • Visual Impairment team • Herts SEND Team • Disability Sports Team • Music Therapist • Play therapist • Communication Support Team <p>The Health colleagues form part of the team that supports pupils in school and their learning and help us set targets. We work closely with the specialist school nursing team in order to support the medical and health needs of learners including training of staff. The nursing team support parents/carers with issues such as continence assessments and provision, liaising with other medical personnel such as paediatricians, dieticians and ongoing monitoring of health. Specialist School Nurses provide or facilitate training and make judgements on competency, when appropriate, in regard to meeting the specific medical needs of learners.</p> <p>Speech and Language Therapists work directly with a learner or group of learners; we will frequently consult others in order to gain from specialist expertise. Speech and Language Therapists regularly attend review and planning meetings with parents/carers. A similar process is followed with</p>



	<p>physiotherapy and occupational therapy staff. These colleagues ensure that class teams have the necessary skills and advice to affect progress, development and maintenance of physical skills and mobility. They ensure that equipment and the learning environment is adapted and appropriate to support the learners' access to the curriculum. Speech and Language Therapists provide programmes of support for individual young people are reviewed regularly as part of their work. Therapists may meet with class staff to give advice and to provide training and will meet with parents/carers as appropriate.</p> <p>The Physiotherapists who work with the school develop programmes in conjunction with school staff for regular implementation which are integrated throughout the week. Class staff are trained by the physiotherapists to follow the class programme. They ensure that seating, standing, postural management and mobility access are well managed by classroom teams. The physiotherapists can be contacted via the school.</p> <p>Occupational Therapists (OTs) are also allocated to work with the school. They ensure the provision of equipment, including the right seating and seating support, equipment to support transfers or access for the young person in conjunction with the Physiotherapists. They may also advise on particular strategies to improve functional skills. The OT team can be contacted via the school.</p> <p>We work in partnership with social workers from the Children with Disabilities Teams when they are involved.</p>
<p>How will we secure equipment and facilities to support pupils with SEN?</p>	<p>School works closely with the NHS Physiotherapy department, the NHS Occupational Therapy department, PNI advisory teachers and Wheelchair services to ensure that all of the equipment provided meets the needs of our pupils.</p> <p>School also work closely with the NHS Speech and Language Therapy team and employs a communication support team, who collaboratively ensure that appropriate equipment is sources to support pupils' speech, language and communication needs (SLCN). They work closely with CASEE and other funding providers to source necessary funding for eligible pupils to provide the best possible support for VOCA users.</p> <p>Lonsdale is a specialist and purpose-built environment that has electronic hoists and other specific facilities to meet the needs of all of our pupils.</p>
<p>How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families?</p>	<p>School works with other organisations and is happy to direct our young people and their families to other voluntary establishments who may be able to give them assistance. For example: -</p> <p>www.whizz-kidz.org.uk www.wheelpower.org.uk www.scope.org.uk</p>



<p>How do we evaluate the effectiveness of our SEN provision?</p>	<p>With the New Horizons Assessment, we carefully monitor the progress of all our pupils and can analyse gaps in learning and areas of need for progress for all pupils. This ensure that our provision for all pupils is effective. Training needs (e.g. technological advances) are addressed through INSET/CPD sessions. The curriculum and all school practices are evaluated regularly and monitored by school leaders and school governors.</p>
<p>How do we handle complaints from parents of children with SEN about provision made at the school?</p> <p>Who can young people and parents contact if they have concerns?</p>	<p>School has a complaints policy that can be found on the website. This details the formal procedure to be followed should a complaint be received.</p> <p>We want to know when things aren't right with your young person's learning:</p> <ul style="list-style-type: none"> • Your first approach is to the class teacher, this may be through the home-school diary, a letter or phone call. • The Head of Care and Student Support may become involved if the class teacher cannot resolve the issue. • If this does not work, then the Headteacher can be approached, by letter or telephone. It is the Head's job to hold staff to account if things are not right, or to explain why the school is unable to meet your request. No problem that the school is unaware of will be able to be resolved, so share concerns early so that they do not become a problem. • The school's Governors are the next stage in trying to resolve a complaint. There is a named Governor. Governors are expected to hold the school to account if things do not work. <p>If your concerns are about Health or Social Care and the support that these partner colleagues and organisations provide you or the school, school will help you find the right contacts to help resolve these issues. School cannot make other services act; both Health and Social Care have complaint procedures you can follow. Talking about concerns early and understanding who can help resolve them is important to getting a prompt response.</p>
<p>What support services are available to parents?</p>	<p>Parents are an integral part of the school and are consulted in all aspects of their child's education. The school works closely with our parents and will look to support them in appropriate ways. This is often through regular meetings involving a multidisciplinary team around the child and family.</p>
<p>Where can the LA's local offer be found?</p> <p>How have we contributed to it?</p>	<p>As a specialist provider in the county, we form part of the Hertfordshire Local Offer. https://www.hertfordshire.gov.uk/microsites/local-offer/about-the-local-offer.aspx</p> <p>School works closely with other Local Authorities as not all our pupils on roll are Hertfordshire-based.</p>