



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 the learners’ personal, social and health development, their academic progress and wellbeing.
- 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 ‘ordinary lives’.
- 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>Type of SEN School we are</p>	<p>Lonsdale School is a maintained special school for young people, aged 3 to 18 with physical and neurological impairments (PNI) as their primary and main presenting need. We provide support for our pupils who often have other special educational 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 SEND Code of Practice (2015) and the SEN and Disability Regulations (2014). Our SEND policy and our working practice aim to reflect these principles.</p>
<p>What is our approach to teaching pupils with SEND?</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. • 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 where possible, learners. Appropriate approaches and methods are directed by the class teacher with a class team supporting the learner where needed. The class team know the young person and understand -</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 judge the appropriate pace and intensity of activities and experiences to ensure enjoyment and safety whilst learning.. <p>Each class team receive annual medical training and are aware of the medical needs of the individual. They also ensure pupils' 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 pathways including accredited courses in secondary and upper school.</p> <p>Those who require additional support through 1:1 sessions, or to reduce barriers to learning, have specific support in relevant areas. Classes and the learning environment are adapted to meet the physical needs of all pupils.</p> <p>Augmentative and alternative communication (AAC) is used to support pupils, including communication books, devices and voice-activated software where appropriate.</p> <p>We support a total communication approach to enable pupils to have every opportunity to communicate, understand and participate in their learning. This includes sign language, visual prompts, objects of reference, photographs, symbols and words.</p> <p>We are fortunate to have a purpose-built learning environment that includes a swimming pool, sensory, Food, Art/Science and Drama room with Magic Carpet and Magic Wall.</p> <p>Learners who are unable to attend school for various reasons are supported through the school's remote learning provision. This is closely aligned with the school curriculum on-site.</p>
<p>How do we enable pupils with SEND to engage in activities with other pupils who do not have SEND?</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"> • Collaboration with other schools • Horse-riding • Using sports and leisure centres • Accessing shops, museums, libraries and galleries • Educational visits • Going to matches and sporting events • After-school sport clubs • Vocational learning



	<ul style="list-style-type: none"> • Visitors/volunteers in school • Volunteer and work-experience programmes • Open Days and whole-school events
<p>How do we consult parents of pupils with SEND 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 parents/carers can play an active part in the work of the process, which starts with an "open" policy to parents/carers. We also have a range of opportunities for us to work together:</p> <ul style="list-style-type: none"> • EHCP annual review, • Progress meetings • Multi-disciplinary meetings • Review meetings for specific aspects of need and strategies, • Meetings also take place to review the annual report on progress and discuss any proposed transitions as young people move up through the school, • Half-termly parent workshops • 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 members of the 0-25 Team or therapists, • We have dedicated (interactive) website areas for our parents and pupils, publish weekly school newsletters, communicate via home-school diaries and the SchoolComms communication system. • Parents are invited to whole-school events and to join us to celebrate special occasions and achievements. • Parent Governors
<p>How do we consult pupils with SEND and involve them in their education?</p>	<p>We involve our young people directly in their learning and experiences. Where this is not (yet) 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, through, for example, the work of the School Council, the School's Wellbeing and Anti-Bullying Ambassadors, the Governors Buddies, the school's Eco Committee, the Head of Support and Student Care and School Counsellor, surveys and pupil's thoughts when reviewing and talking about learning and progress.</p> <p>If any individual talks or discloses to any member of staff concerns or worries, these will be followed up through established safeguarding</p>



	<p>procedures. Where possible, individual learners have appropriate conversations on their learning goals, their sense of achievement and wellbeing. We use a wide range of strategies to help our learners understand their goals, develop aspirations, autonomy and resilience.</p>
<p>How do we assess and review pupils' progress towards their aims and outcomes?</p>	<p>School assesses and reviews pupils' progress using our New Horizons framework. The pupil's 'All about Me' is the starting point of this assessment together with the start-of-year baseline. Pupils are given a copy of their targets, both academic and non-academic, which are set with the pupil, parents, teacher and teams involved with the young person. These are reviewed termly and help formulate the 'next steps' in the pupil's Individual Learning Plan. The person-centred annual review of the pupil's ECHP is a formal process to review progress towards aims and outcomes.</p>
<p>How do we support pupils moving between different phases of education?</p>	<p>School works with the Transition Service and Services for Young People 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 Year 13 and may go to another educational establishment like college.</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 sessions and transition visits. Prior to attending school, we make sure we are aware of the young person's needs and their EHCP 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.</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 and developing new skills. This will include aspects of personal care, organisation, communication, learning and independent mobility.</p> <p>The PSHCE (incorporating RSE/RSHE), Basic Skills and other curriculum programmes start to prepare our young people for adulthood from a very early age and throughout their school life and ensure that pupils are learning to be as independent as possible and in some cases prepare to live independently. The school's curriculum is working towards the Preparing for Adulthood outcomes.</p> <p>Our Post 16 provision ensures that 'Life after Lonsdale' is discussed, planned for and transition programmes are in place to meet the needs and aspirations of our young people.</p>
<p>How do we support pupils with SEND to improve their</p>	<p>Pupils have access to either a counsellor, music or drama therapist according to their age and needs. They often are also able to discuss any emotional needs with their form tutor or the Head of Support and Student Care.</p>



<p>emotional and social development?</p>	<p>School has trained and identified Mental-Health First Aiders and is supported through an Educational Mental Health Practitioner trained in evidence-based interventions as part of the NHS/DfE jointly-delivered initiative to create Mental Health Support Teams (MHSTs) in education settings. The MHST acts as a link with local children and young people's mental health (CYPMH) services and is supervised by NHS staff.</p> <p>PSHCE lessons are an integral part of the school's curriculum, which support our young people in their social and emotional development and include the statutory elements of relationships education, relationships and sex education (RSE) and health education.</p> <p>Social groupings are in place for those who use augmentative and alternative communication, and a particular emphasis on social time is provided during morning and lunch breaks.</p> <p>The school's House system, educational visits, lunchtime and after-school clubs all offer our pupils multiple opportunities to further develop socially and emotionally.</p>
<p>What expertise and training do our staff have to support pupils with SEND?</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. Support staff receive training on a continuing rolling programme to support learning and personal care effectively.</p> <p>All staff are trained in Safeguarding, "Prevent", Herts STEPS, Moving and Handling, Mealtime Support, Basic Life Support and administering emergency medications. There are Paediatric First Aiders, First Aiders and Mental Health First Aiders in school.</p> <p>Staff are undertaking a range of courses including NPQs at various levels and numerous other training courses to broaden the academic knowledge base in school.</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 SaLT • NHS PT/OT • Educational Psychologists • School Counsellor • Music Therapist • Drama Therapist • Advisory Teachers • Hearing Impairment Team • Vision Impairment Team • Herts SEND Team • Disability Sports Team <p>The Health colleagues form part of the team that supports pupils in school with their learning and help us set and work towards targets. We work</p>



	<p>closely with the Specialist School Nursing Team in order to support the medical and health needs of learners, including the 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 our children and young people, some of whom are supported by clinical care workers.</p> <p>NHS Speech and Language Therapists (SaLT) 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 NHS Physiotherapy and NHS Occupational Therapy staff. These colleagues ensure that class teams have the necessary skills and advice to affect progress, development and maintenance of physical skills, access 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, which are reviewed regularly as part of their work. They may meet with class staff to give advice, to provide training and will meet with parents/carers as appropriate.</p> <p>Lonsdale's Communication Support Team work closely with the SaLT team to support young people using AAC. They ensure that staff gain knowledge and skills facilitating communication with AAC users as part of their learning and social interactions. They also support the maintenance and promote the use of and training for AAC techniques and devices.</p> <p>The NHS Physiotherapists (PTs) 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 daily physical management programmes. They ensure that seating, standing, posture and classroom access is well managed by classroom teams. The physiotherapists can be contacted via the school.</p> <p>NHS Occupational Therapists (OTs) are also allocated to work within the school, they ensure the provision of equipment, including the right seating, standing, hoisting and toileting support for the young person, in conjunction with the Physiotherapists. They may also advise on particular strategies to improve functional skills. The OTs can be contacted via the school.</p> <p>We work in partnership with the 0-25 Team and social care colleagues when they are involved.</p>
<p>How will we secure equipment and facilities to support pupils with SEND?</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. The NHS SaLT team and Lonsdale's Communication Support Team work together to ensure that all pupils develop functional language and communication skills and that all pupils who need to have appropriate access to AAC equipment and devices.</p>



	Lonsdale is a specialist built environment that has facilities with electronic hoists and other specific facilities to provide access and meet the needs of all of our pupils.
How do we involve other organisations in meeting the needs of pupils with SEND and supporting their families?	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: - www.whizz-kidz.org.uk www.wheelpower.org.uk www.scope.org.uk
How do we evaluate the effectiveness of our SEND provision?	With the New Horizons Framework, we carefully monitor the progress of all our pupils and are able to analyse barriers to 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 the school Governors.
How do we handle complaints from parents of children with SEND about provision made at the school? Who can young people and parents contact if they have concerns?	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. We want to know when things aren't right with your young person's learning: <ul style="list-style-type: none"> • The first approach is to the class teacher, this may be through the home- school diary, letter or phone call. • The Head of Support and Student Care 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 a parental request. No problem that the school is ignorant of will be able to be resolved, so parents are encouraged to 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 for this, and that Governor with the other school Governors are expected to hold the school to account if things do not work. <p>If concerns are about Health or Social Care and the support that these partner colleagues and organisations provide a young person or the school, school will support parents find the right contacts to help resolve these issues. School cannot make other services act; both Health and Social Care have their own complaint procedures parents can follow. Talking about concerns early and understanding who can help resolve them is important to getting a prompt response.</p>
What support services are available to parents?	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. Multi-disciplinary team meetings and annual EHCP review meetings are



	platforms to bring all professionals and services together that work with a child/young person and their families.
<p>Where can the LA's local offer be found? 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/The-Hertfordshire-Local-Offer.aspx</p> <p>School works closely with other Local Authorities as not all our pupils on roll are Hertfordshire-based.</p>