

Lonsdale School

Services guide

2026

LONSDALE



Learning for life

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This guide has been created to help pupils, parents and carers understand the services offered throughout a pupil's time at Lonsdale, and to help ease pupils through those important changes. These services should be contacted directly by parents and carers.

You will also find key terms used day to day, useful contact numbers and emails for a variety of services within and outside of the school environment, including staff within the school who can advise you.

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Lonsdale School

Lonsdale is a school for the physically and neurologically impaired young people aged from 3 to 18 years. Each of our pupils has unique and sometimes complex needs.



In addition to physical or neurological impairments, some pupils may have sensory loss, a medical condition or associated difficulty in learning.

Within the school there is an early year's provision, primary provision, secondary provision and a Post16 provision. These provisions break down into the following:

Early Years, KS1 & KS2 - Primary
KS3 & KS4 – Secondary
KS4 & P16 – Upper School/P16

Throughout each phase, pupils are put into a form group with other pupils of similar academic and social needs, rather than age specific groups. Academic pathways and other needs are discussed during parent consultation meetings, and/or prior to admission to the school.

Towards the end of the academic year we hold a transition day where staff and pupils spend time in their new form groups, to help prepare for the new school year. The purpose of this day is to ensure all pupils are familiar with their new class and can develop positive professional and peer relationships. The form tutor is responsible for between 8 and 10 children and will usually have 1-2 support staff, (dependent on class needs), to assist pupils with learning and care needs.

Ofsted

“Pupils thrive at this school, they understand the importance of learning. They are empowered with the attitudes and strategies needed to overcome challenges.”

(January 2025)

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Our School Vision

The purpose of our school is to enable our pupils to thrive, succeed and find happiness in their adult lives.

- We are sending our young people into a fast changing world, and we want them to take advantage of all the opportunities that will be open to them.
- We want our pupils to achieve the best they can in their studies, but we also want them to develop character and a positive approach to their lives, alongside their study.
- Our school is a community, and we believe that young people learn as much from one another, as they do from the people supporting them.
- We believe that our pupils learn as much in their activities outside the classroom as they do in lessons.
- We support our pupils and their families to know and apply their rights and entitlements as citizens. And we want them to live as full members of our society, with respect and tolerance for others.
- We believe in a varied and creative approach to teaching and learning. We want to inspire our pupils to learn in whatever way is best for them. And we want them to enjoy being at school.
- Above all, we want our pupils to be ambitious for themselves and for what they can achieve. We want them to reach their full potential; to believe in themselves and to have hopes for their future.



Procedure for Pupils returning to school

- Post Surgery or Prolonged Absence -

We acknowledge that after a prolonged absence, including illness, that your child's/ young person's needs may have changed in relation to medication, moving/handling and postural management. To ensure your child's needs are met, at Lonsdale we have a multi-team approach.

Please ensure if your child has a prolonged absence, that when they are ready to return to school, that you follow the following steps:

- When your child/ young person is ready to return to school, parents/carers should contact the relevant team; Post –surgery – OT/PT and Nursing teams and make arrangements to complete the 'Return to School Checklist'.
- When the checklist has been completed by the relevant team, it will be forwarded to Headteacher or Deputy Headteacher, who will then contact you to discuss and agree at return-to-school date.
- Your child's/young person's form tutor and class team will be informed and your child's/young person's needs discussed, to ensure they are met upon their return.

For more information or support please contact Miss Small:
ssmall@lonsdale.herts.sch.uk



Transition to College

Lonsdale has formed very effective partnerships with local colleges in the areas near to our pupils. Our main links are North Hertfordshire College, West Hertfordshire College, Oaklands College and Herts Regional College. We do also have links with Portland College and National Star, which are residential colleges for those pupils who want to live away from home.

From year 9, pupils are encouraged to think about their next steps in education and whether they move on to a college right away or stay on at Lonsdale to join the 6th form before going to college. We have a specialist Transition Advisor who supports college transitions and preparation for adulthood, they will meet with pupils and be present in EHCP reviews from year 9. As a school we try to facilitate taster days at the colleges of interest as well as having class trips to them as part of 6th form studies in preparation for transition to college.

All college placements are assisted by Mrs North, please contact her at snorth@lonsdale.herts.sch.uk

Should you need to contact any of the colleges or want more information about the courses they offer, you can contact our local colleges via the contacts below:

West Herts College (Watford)
admissions@westherts.ac.uk

Julie Tribe- North Herts College (Stevenage)
jtribe@nhc.ac.uk

Loren Bell – Oaklands (St. Albans)
Loren.bell@oaklands.ac.uk

Karen Stephenson – Herts Regional College (Ware)
kstephenson@hrc.ac.uk



Therapeutic Services

At Lonsdale we have a designated Therapeutic Service available to our young people between the ages of 4 and 18 years.

The Service offers timely access to a wide range of therapeutic interventions which may include classroom-based emotional wellbeing check-ins as well as individual interventions.

As each young person's experiences and needs are unique to them, this is taken into consideration when a request for support is made to ensure the most suitable form of therapeutic support is offered.

Why Therapeutic Support?

Therapeutic support can be useful when day-to-day resilience and coping mechanisms become detrimentally challenged. We all have mental health which is present in how we think, feel and act, and when our mental health is good, we feel motivated and able to take on challenges and new experiences. But when our mental health is not so good, we can find it much harder to cope.



Therapeutic Services continued...

For more persistent emotional difficulties and behaviours such as low mood, low self-worth, and/or a distinct change in willingness to engage in regular activities, more specialist support may then be deemed more suitable.

How do I request support?

Referrals for available therapeutic interventions may be received from a parent/guardian, class teacher, physiotherapists and self-referral from the young person or from external agencies, such as CAMHS or GPs. If you wish to request support from Lonsdale's Therapeutic Service for a young person at the school, please initially contact the class teacher who will discuss with you what is available at school.

Ethical Codes of Practice

All therapists are registered members of a professional therapeutic body.



Consent and Safeguarding

Parental/guardian consent is required before structured therapeutic support can proceed, except for students aged 18 years. Please note that the Therapeutic Service works closely with the school's Designated Senior Lead for Safeguarding.



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Mental Health Support Team (MHST)

Support in Special Educational Needs (SEN) Schools in Herts and West Essex

The MHST is an early intervention service, working with mild to moderate mental health difficulties and challenging behaviours. This is part of a national programme to offer early interventions in school settings. This support will be delivered by an Educational Mental Health Practitioner (EMHP)

Support and the scope of this includes:

Workshops with young people, parent/carers, school, staff (approx. 1hr)

Group based work with young people or parent/carers (minimum of 5 sessions)

Guided 1:1 self-help session (6 – 8 weeks) with young people, parent/carers around proactive prevention and support for mild to moderate mental health difficulties and challenging behaviour

Also, signposting to additional services.

Common mental health difficulties that may respond to support from the MHST include:

- Low Mood / Mild to Moderate Depression
- Panic Disorder
- Panic Disorder & Agoraphobia
- Generalised Anxiety Disorder / Worry
- Simple Phobia (but not blood, needle, vomit)
- Sleep problems
- Stress management
- Behavioural Difficulties
- Transition
- Emotional Regulation
- Anger difficulties
- Low self-esteem
- Mild social anxiety disorder
- Some compulsive behaviours
- Mild health anxiety
- Assertiveness/interpersonal challenges (e.g., with peers)
- Self-harm is disclosed and is assessed as linked to low- mood but is not assessed as enduring and high risk in nature



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Physiotherapy and Occupational Therapy

Provision within Hertfordshire LA Special Schools.

Introduction

Physiotherapy (PT) and Occupational Therapy (OT) at special schools throughout Hertfordshire is provided by Hertfordshire Community NHS Trust. Therapists are based at the local Child Development Centre and provide a service into Special Schools for the pupils that require either OT or PT. This helps to prevent your child having to miss long periods of education to travel / attend therapy appointments, it also supports care to be integrated into the child's school day, and enables training to be provided to the school staff. If your child is under 5 years old and only attends a special school on a part time basis, their treatment may continue at the Child Development Centre in your area, which will be discussed with you.

You can find more information online at: <https://www.hct.nhs.uk/children-and-young-people-integrated-therapy-service>



What is Physiotherapy?

Physiotherapists work with children who have difficulties in movement for a variety of reasons. Physiotherapists assess a child's gross motor function, posture and range of movement with the aim to promote their mobility and independence. Postural Management Programmes (PMP) are devised for each child to help support the School to carry out beneficial activities.

What is Occupational Therapy?

Occupational Therapists help children who have a disability or additional needs to be as independent as possible within their environment. This may include looking at new ways of doing activities, providing specialist equipment and/or adapting the environment.

Therapy Technicians

Therapy technicians work closely with the qualified Physiotherapists and Occupational Therapists to help monitor equipment and carry out activities under the instruction from a Therapist

How to Refer to PT and OT

Children who require a PT or OT assessment and have not been known to the Service previously will require a referral to be completed. Referrals to our service are accepted from medical professionals such as a Pediatrician, GP or School Nurse. For a referral to be accepted functional difficulties need to be identified.

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Physiotherapy and Occupational Therapy

Provision within Hertfordshire LA Special Schools continued...

Episodes of Care

Once the referral has been accepted, an episode of care will start. The Therapist will complete an assessment and depending on the child's needs a treatment plan will be devised with clear goals. If required a block of therapy may be provided for example following surgery or to work on a specific goal that the therapist can assist with. This may be completed by either a qualified Therapist or a Therapy Assistant Practitioner.

Ending Episodes of Care

If your child's physical needs are currently being met within school through a daily programme of activities and / or use of specialist equipment to aid their function, the episode of care will close. Equipment reviews / adjustments, and postural reviews can be requested by either the school or parents at any time once an episode of care has been closed. If following a review, a period of input is required, the episode of care can be re-opened without the need for a new referral.

Therapists' Role in School

Our aim is to offer advice and support within the remit of OT/PT:

1. To enable the child to access the school curriculum using appropriate equipment and participate as independently as possible, following the Educational Health Care Plan.
2. To assist and support parents / carers and school to meet the 24 hour postural management needs of their child through appropriate OT/PT management, training and liaison with anyone involved in the child's care.

This includes:

- Assessment and provision of specialist equipment (e.g. standing frame, walking aids, seating, toilet equipment and laying positioning)
 - Advice and support with access to the school curriculum, supported by a written physical management programme and training to school staff.
 - Assessment of Functional Abilities – for example feeding using specialised equipment/ using switching technology /splint provision.
3. To support children and parents / carers to gain a greater understanding of their physical needs enabling them to develop strategies to participate in daily activities.



Physiotherapy and Occupational Therapy

Provision within Hertfordshire LA Special Schools cont...



School's Responsibilities

School is responsible for school staff training. All Education staff are advised to complete the following mandatory training in physical management and support:

- Moving and handling training (theory and practical aspects delivered by the schools in-house Moving and Handling Assessor and external, certified training provider)
- All staff are advised to complete an Introduction to Postural Management (theory and practical session delivered by Physiotherapy and Occupational Therapists).
- Carry out and embed advice from postural management programme into the school day.
- School need to allocate time for the therapy team to provide class/ team and individual training sessions, when new equipment or activities are introduced to a child.

Parental Responsibility

- Please inform us of changes relating to their medical condition. If you receive clinic letters / reports from your consultants and notice that OT/PT have not been copied into the correspondence (at the bottom of the letter) we will not be aware of the information that you have.
- Equally if your child has planned orthopaedic surgery or Botox injections, please could you ensure that the school therapy service is included in any correspondence from the hospital. We need prior warning of any surgery or Botox to arrange any intervention in a timely manner. Please provide your consultant with the Therapist's contact details.
- Inform the therapist if any issues with equipment arise. For home equipment please ensure you request this so that a date can be planned during the school holidays (or sooner if the need is urgent).
- Liaise with wheelchair services to arrange for reviews and repairs.
- Private Equipment:-If you have equipment that has been charity or privately funded your school may have a local policy to ensure insurance is covered, please check with the school. It is the parent's responsibility to maintain the servicing and overall safety of the equipment.
- If you have any concerns during the school holidays you will need to contact your local Children's Centre who may liaise with the school therapists.

The HUB Contact Centre: **01923 470680** will get a message to your local therapist.



Speech & Language Therapy

- SaLT -

Speech & Language Therapists:

Lois Hagger Speech and Language Therapist
Joanne Wardle

Supported by Speech and Language Therapy Assistants



The SaLT service is part of the Hertfordshire Children's and Young People's (CYP) Therapies service. We are commissioned by Hertfordshire County Council, East and North Herts Clinical Commissioning Group (CCG) and Herts Valleys CCG, to provide a school based service, to support the development of communication skills and facilitate access to the curriculum.

The service follows a three tier model of delivery, which recognises that communication occurs all the time in every situation. There is therefore a need for everyone working with and spending time with children to be skilled in supporting children's speech, language, communication and eating/drinking needs.

The three-tier model of service delivery is applicable across all the key stages, and the therapy we provide will depend on a child's needs. We may work directly with some pupils if appropriate, either individually or in groups. We often support them in the classroom as research shows this is where most progress can be made. We may also support staff to make adaptations to the language of the classroom to ensure communication needs are supported in the best possible way, and to ensure communication goals are integrated into curriculum activities.

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Speech & Language Therapy

- SaLT -

We design, monitor and review intervention programmes to be worked on with the help of school staff and therapy assistants. These programmes aim to develop 'functional' real-life skills in the context of each child's everyday activities and the school curriculum, and are developed collaboratively with school staff.

We also work closely with the school's specialist Communication Support Team to provide alternative or augmentative forms of communication (AAC), e.g. communication books, communication aids or signing. Our role is to look at the language levels and vocabulary content in the books and on the communication aids, so that a pupil has a language programme that is appropriate to the level of their communication skills.

The Hertfordshire Speech & Language Therapy Service is commissioned to provide support for speech, language & communication needs within local colleges in Hertfordshire, making transition from Lonsdale to Further Education as smooth as possible. The SaLT team, together with Lonsdale's AAC Communication support team, liaise with college staff to pass on relevant information about the student's communication needs and any AAC equipment that is used.

We also assess feeding and swallowing ability and contribute to the school's Eating & Drinking Plans for children with difficulties in this area. We help to train staff to increase their knowledge of what dysphagia (eating & drinking difficulties) is and how to manage these difficulties. The Speech and Language Therapist's primary role within dysphagia is to support safe and efficient eating & drinking. We work alongside our OT/PT and medical colleagues to minimise the risk of swallowing difficulties.

The SaLT team can be contacted via home- school diaries or by phone to the SaLT office at Lonsdale on 01438 726999 option 5. Alternatively, please contact the CYP therapy service on 01923 470680 Option 3 and they will pass on a message to the school SaLT team. Therapists can't always reply the same day, as different therapists are in on different days and some work in other locations on the days they are not at Lonsdale. The SaLT team therefore aim to respond to parents within a week and sooner if possible. However, someone will acknowledge receipt of the message, and when they will be able to respond.



Alternative & Augmented Communication - AAC -

The AAC Team:

Lindsey Swaine Specialist AAC Technician

Carla Bartlett Specialist AAC Technician

What your roles are within the school?

Specialist AAC Technician

As a team we aim to provide a high level of support to meet each pupil's Alternative and Augmented Communication (AAC) needs. We lead in supporting the development of AAC within school.



What services you offer and what happens at each key stage, Primary, Secondary and Upper School/P16)

General at all key stages and when appropriate:

- Provide specialist knowledge of AAC to families and professionals, assessments for access to technology needs and communication aids, technical support, mounting solutions and training of staff, families and professionals.
- We aim to have a multi-disciplinary approach to ensure that all professionals are involved when making decisions regarding different aspects of using AAC. Within this approach, we work closely with wheelchair services, their specialist OT's and rehab engineers to help us ensure that we advise and provide the correct mounting solutions for pupils. We have a close relationship and work daily with SaLT and OT as well as many other professionals.
- We aim to provide each pupil who requires AAC support with equipment that reflects their ability, interests, needs and wants. We work closely with the pupil, their families, therapists and class team to ensure this. It is important that we work closely with school staff to ensure that all pupils have the correct level of input and support to enable the pupil to access the curriculum effectively.



Alternative & Augmented Communication - AAC continued...

- We work closely and support the families, carers, respite etc., to ensure that they are confident in their abilities to support the pupil's use of their AAC. We do this by offering guidance, support and training.
- We have a close working relationship with specialist AAC resellers and assessment hubs. Maintaining these relationships is a continual process to ensure we have the most current information and support to enable us to provide the specialist knowledge for assessments of all pupils' access to technology or their communication aids in order to support their language programme.
- In Post 16, we work alongside the pupil's transition to college to ensure that we update all AAC for the pupils, offer training and support to the college they will be attending.



We are responsible for;

- Assessments: Access to technology, hardware for VOCAs, mounting solutions for VOCAs.
- Specialist support for: Technical support for VOCAs, technical support for mounting solutions and specialist software.
- Training: VOCA hardware, access and mounting solutions for all staff, families and carers etc.
- Programming: Editing, upgrading and updating all AAC.
- Equipment: Funding referrals, working closely with AAC assessment hubs, advice and support for privately funded equipment.

How you are best contacted – from a parent's perspective?

Email- cbartlett@lonsdale.herts.sch.uk
or lswaine@lonsdale.herts.sch.uk

Lonsdale's phone number: **01438 726999** - please leave a message if you are unable to speak to one of us. We will ensure that we get back to you within a week.

Please note, we cannot resolve SaLT issues, please contact SaLT directly.



Our Nursing Team



The Nursing Team are employed by East and North Herts NHS Trust and cover four schools in the east and north of Hertfordshire - Lonsdale, Lakeside, Greenside and Amwell View Schools.

There are nurses and clinical support workers based at Lonsdale, with nurses from the other schools working here on a regular basis.

The NHS Nursing Team are registered children's or learning disability nurses and they have a vast range of knowledge and experience in caring for children and young people.

The nurses attend to the medical needs of the children and young people, continuing all medical care received at home and in the community. They provide this care through close liaison with the community paediatric team and in partnership with the family.

The Nursing Team offer a health interview prior to a child starting at school as required, and they provide holistic support and advice.

Our school Consultant Paediatrician is Dr Swaminathan.

Should you wish to contact the nursing team, please contact the school on 01438 726999, and follow the automated instructions or email lonsdalenurses.enh-tr@nhs.net

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Educational Psychology Service



The EPS help schools, settings and families to understand and manage a wide range of developmental issues and special educational needs. They use psychological based approaches to assess and intervene to enhance the learning, emotional health and well-being of children and young people aged 0-19 years.

- They provide support at an individual, group and organisational level and offer a range of bespoke training and professional development.
- They contribute psychological advice as part of statutory SEN assessments.
- They also provide support for critical incidents, such as the serious injury or death of a child, member of staff or parent.

To find the contacts of your local EPS as well as other useful support teams, please go to this website and find your local area:

<https://www.hertfordshire.gov.uk/microsites/local-offer/services-for-children-and-young-people/educational-psychology-service.aspx>

Transport

This service is free of charge for pupils up to the age of 16 so long as they qualify. You will have to go through an assessment first to see whether your child is eligible or not. An application for transport can be made online via the Herts County Council website, where you will also find all the council's policies regarding transportation. The Council should then be in contact to arrange an assessment.

For general enquiries with transport please phone: **0300 123 4040**

Between the ages of 16-18 you will be charged a travel transportation cost, however, there is the option to apply for a 16-19 bursary. Detail are on the school website (policies).

<https://www.lonsdale.herts.sch.uk/attachments/download.asp?file=3965>

Alternatively please contact Mrs North, and she will send you the policy summary and application form.



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Free School Meals

Free school meals are only available in England and Wales

Your child could get a free school meal if you receive any of the following:

- Income support.
- Income-Based Job Seekers Allowance.
- Income-Related Employment Support Allowance.
- Support under part VI of the immigration and Asylum Act 1999
- The guaranteed element of State Pension Credit
- Child Tax Credit (providing you are not also entitled to Working Tax Credit and you do not get more than £16,190 a year).
- Working tax credit run-on (paid for 4 weeks after you stop qualifying for Working Tax Credit)
- Universal Credit (with annual earned income of no more than £7,400 after tax and not including any benefits you get).

Please see the link below for more information and how to apply.

<https://www.hertfordshire.gov.uk/services/schools-and-education/at-school/free-school-meals/free-school-meals.aspx>

Children who get paid these benefits directly, instead of through a parent or guardian, may also be entitled to school meals.

Your child might also get free school meals if you get any of these benefits and your child is both:

- Younger than the compulsory age for starting school
- In full-time education.

Universal Infant Free School Meals

Your child will be able to get free school meals if they're in:

- Reception class
- Year 1
- Year 2

If your child was previously in year 2 and moving into year 3, or at an end of phase (year 6 into year 7), you will need to re-apply for free school meals. In addition, if you are moving to Lonsdale, you will need to let the free school meal team at Hertfordshire County Council know so that they can transfer your account across.



Wheelchair Services

AJM Healthcare Ltd

Wheelchair services are provided by the NHS for the maintenance of all NHS provided wheelchairs only.

They are unable to assist with private chair maintenance. You would have to contact the charity/company that funded the private chair to assist with this maintenance.

It is the responsibility of the parent/carer to contact wheelchair services if there is an issue with their child's wheelchair.

Pupils can sometimes have accidents in school, where, for example they've knocked off their footplates. A member of staff will make contact with parents/carers. School will only contact wheelchair services in an emergency where the child is unsafe to be in the chair or to travel home. Wheelchair services can take anywhere from 24 hours – 72 hours, sometimes longer, depending on caseloads.

They can be contacted via 0808 1753040.



Claiming for Disability Benefits

Disability Living Allowance (DLA) – usually paid every 4 weeks into the child's parent/carer's account.

For children under 16 year of age who:

- Have difficulties walking or needs more looking after than a child of the same age who doesn't have a disability.

Disability Living Allowance (DLA) for children is a tax-free benefit made up of 2 components (parts). The child might qualify for one or both components.

There are three rates of payment.

Care:

- Lowest rate - help for some of the day or night.
- Middle rate - frequent help or constant supervision during the day, supervision at night or someone to help while they're on dialysis.
- Highest rate - help or supervision throughout both day and night, or they're terminally ill.

Mobility:

- Lowest rate - they can walk but need help and or supervision when outdoors
- Highest rate - they can't walk, can only walk a short distance without severe discomfort, could become very ill if they try to walk or they're blind, severely sight impaired

The child must have had these difficulties for at least 3 months and expect them to last for at least 6 months. If they're terminally ill (that is, not expected to live more than 6 months), they don't need to have had these difficulties for 3 months. Your Child may be required to attend an assessment to help determine what help they might need, this can be done at home or a local assessment centre

PIP:

Disability Benefit has changed, Disability Living Allowance has been replaced by **Personal Independence Payment (PIP) for people aged 16-64**

- **Three rates: Low, Middle & High.**
- PIP is paid to the recipient once a month, into their account or their next of kin's account.
- **2 components to the PIP; Daily Living and Mobility.**
- Based on a points system, the amount of points you are awarded determines the rate of money you receive.
- The rate depends on how your Child's condition affects your Child, not the condition itself.



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Claiming for Disability Benefits *continued...*

- When you make a claim for PIP, your child will have an assessment to work out the level of help you get, (this can be done at home or at a local assessment centre).
- The rate will be regularly reassessed to make sure you're getting the right support, and you are able to request a new claim to be made if the level of support your child needs changes.
- Process Time -Frame: 12-16 weeks.

Part 1: Daily Living:

Part 2: Mobility:

Making food, eating and nutrition.

Planning a journey.

Personal care and dressing.

Following a route

Therapy and Medication.

Moving around – walking, walking aids, using a wheelchair and the distance the person can move

Communication, reading and writing.

Hobbies.



Disability Living Allowance (DLA)

Making a claim for Disability Living Allowance:

Telephone: 0345 712 3456

Textphone: 0345 722 4433

Monday to Friday, 8am to 6pm

Making a claim for PIP:

Telephone: 0800 917 2222

Textphone: 0800 917 7777

Monday to Friday, 8am to 6pm

Documents that you could include to support a claim for DLA and PIP:

- Letter from your child's GP, outlining how your child's condition affects their daily living.
- Most recent EHCP & School Care Plan.
- A letter from your child's OT/PT outlining any therapy needs your child has and/or equipment/aids your child uses.

You can appeal the decision made about your child's DLA or PIP claim.

For support or advice from Lonsdale School, please contact Mrs North:
SNorth@lonsdale.herts.sch.uk

More information on making a DLA or PIP claim can be found on:

<https://www.gov.uk/browse/benefits/disability>



Acronym / Terminology list

Form Tutor

LSA - Learning Support Assistant

MSA – Midday Support Assistant

SaLT – Speech and Language Therapy

OT/PT – Occupational Therapy & Physiotherapy

SLT – Senior Leadership Team

SEN – Special Educational Needs

SENCO – Special Educational Needs Co-Ordinator

SEND – Special Education Needs & Disability

P16 – Post 16/ 6th Form

EYFS – Early Years Foundation Stage

New Horizons - Lonsdale's Individual Learning Framework

ILP – Individual Learning Plan

VI –Visual Impairment

VI Passport – outlines a pupil's communication needs

HI – Hearing Impairment

ICP – Individual Care Plan

EHCP – Education, Health & Care Plan

Pupil Premium - is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities, and to close the gaps between them and their peers.

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Acronym / Terminology list cont...

VOCA – Voice Output Communication Aid

AAC - Alternative and Augmented Communication

Annual Review - yearly meeting to discuss pupil progress and their EHCP

CLA – Child Looked After – a child currently in the care system

YST – Youth Sport Trust

ELKLAN - Speech, Language and Communication training and qualification

PNI – Physical & Neurological Impairment

PIP – Personal Independence Payment (16yrs +)

DLA – Disability Living Allowance (0-16yrs)

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Additional Information/Links

SEN Code of Practice -

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

Hertfordshire Local Offer –

<https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx#:~:text=The%20Local%20Offer%20lets%20parents,and%20who%20can%20access%20them>

16-19 Bursary –

<https://www.lonsdale.herts.sch.uk/attachments/download.asp?file=4647>

Here some links to the Families First portal, also to children's social care in Herts and the short break local offer; all services/access points that might become of interest. Please do refer yourself as a parent if you do require support!

SBLO

<https://www.hertfordshire.gov.uk/microsites/local-offer/courses-and-activities-in-hertfordshire/short-breaks.aspx>

Herts Children's Social Care

<https://www.hertfordshire.gov.uk/services/childrens-social-care/childrens-social-care.aspx>

Families First

<https://www.hertfordshire.gov.uk/microsites/families-first/families-first.aspx>

