LONSDALE

SEND Information Report
2026-2027

Owner of Policy	**CT**
Date of Issue	**September 2026**
Review Date	**September 2027**

Lonsdale School
Brittain Way
Stevenage
Hertfordshire
SG2 8UT

About Lonsdale School

Lonsdale School is a specialist provision for children and young people aged 3 to 18 with Physical and Neurological Impairments (PNI). All pupils attending the school have an Education, Health and Care Plan (EHCP) and require specialist educational provision to access learning and achieve their potential. Pupils may also have associated communication, sensory, cognitive, medical, social and emotional needs.

Our aim is to provide a safe, inclusive and aspirational environment where every pupil can achieve their best, develop independence and prepare successfully for adulthood.

The Types of SEND We Support

All pupils attending Lonsdale School have identified SEND. Pupils' main presenting needs are in the area of physical and neurological impairments. However, pupils may have co-occurring SEND. Needs may fall within one or more of the following areas:

Communication and Interaction

- Speech, language and communication needs
- Autism Spectrum Condition
- Augmentative and Alternative Communication (AAC) requirements

Cognition and Learning

- Moderate learning difficulties
- Specific learning difficulties

Social, Emotional and Mental Health

- Anxiety
- Emotional regulation difficulties
- Mental health needs
- Attachment difficulties

Sensory and/or Physical Needs

- Physical disabilities
- Neurological conditions
- Visual impairments
- Hearing impairments
- Multi-sensory impairments
- Sensory integration difficulties
- Complex medical conditions

How Pupils Are Identified and Assessed

As a special school, Lonsdale School does not identify whether pupils have SEND. All pupils are admitted by the local authority with identified special educational needs that require specialist provision. All pupils have an EHCP. Assessment focuses on understanding each pupil's:

- Strengths
- Needs
- Aspirations
- Learning profile
- Barriers to participation
- EHCP outcomes

Assessment is ongoing and informs teaching, therapeutic support and intervention planning.

How We Consult with Pupils and Parents

We place pupils and families at the centre of our decision-making.

Parents and carers are involved through:

- Annual EHCP Review meetings
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- Termly progress review meetings
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- Meetings with class teachers and specialists
- Informal discussions about progress and provision
- Parent workshops
- Surveys of parents'/carers' views of the school, its performance and how it meets their expectations.
- We have dedicated (interactive) website areas for our parents and pupils, publish half-termly school newsletters, communicate via home-school diaries and the Arbor communication system.
- Parents are invited to whole-school events and to join us to celebrate special occasions and achievements.
- Parent Governors

Pupils are encouraged to contribute through:

- Person-centred reviews
- All About Me - 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.
- Discussions about their targets and aspirations
- Feedback on support and interventions
- Attendance at review meetings where appropriate

- Pupil questionnaires
- School Council

How We Support Pupils with SEND

Every pupil receives specialist provision as outlined within their EHCP.

Support may include:

Specialist Teaching

- Differentiated learning
- Individualised programmes
- Small group learning
- Assistive technology

Communication Support

- Communication aids
- AAC systems
- Speech and Language Therapy programmes

Physical and Medical Support

- Physiotherapy programmes
- Occupational Therapy programmes
- Personal care support
- Specialist equipment
- Individual healthcare plans

Social and Emotional Support

- Positive behaviour support
- Emotional wellbeing support
- Social development programmes

Provision is reviewed regularly through ongoing assessment, pupil progress meetings and annual EHCP reviews.

How We Measure Progress

Progress is monitored through or against:

- EHCP outcomes
- Curriculum assessments

- Individual targets
- Therapy outcomes
- Annual Reviews
- Pupil progress meetings
- Feedback from pupils and families
- Provision mapping and review cycles

Expertise and Training

Staff receive specialist training relevant to the needs of pupils attending Lonsdale School. This may include:

- Physical disability and neurological impairment
- Moving and handling procedures
- Manual handling
- Medical needs and medication administration
- Augmentative and Alternative Communication (AAC)
- Assistive technology
- Sensory impairment awareness
- Autism and communication approaches
- Positive behaviour support
- Safeguarding children with complex needs
- Preparation for adulthood and independence skills

Specialist Services and External Agencies

The school works closely with a range of professionals including:

- NHS Speech and Language Therapists
- NHS Occupational Therapists
- NHS Physiotherapists
- Educational Psychologists
- Specialist Advisory Teachers, i.e. for Hearing or Vision Impaired Pupils
- NHS Special School Nursing Team
- Paediatricians
- CAMHS
- Social Services
- Education Welfare Services
- Local Authority SEND Teams
- Disability Sports Teams

Supporting Pupils with Medical Conditions

Many pupils attending Lonsdale School have medical needs.

The school works closely with families and health professionals to ensure:

- Appropriate healthcare plans are in place
- Staff receive relevant training
- Medical needs are supported safely
- Pupils can access education alongside their peers wherever possible

Supporting Attendance

We recognise that some pupils face complex barriers to attendance because of their SEND, medical needs or transport arrangements.

The school works closely with families, health professionals and local authority services to support attendance and ensure pupils can access their education. Further information can be found in the school's Attendance Policy.

Accessibility

Lonsdale School is fully accessible and provides a specialist environment to support pupils with physical and neurological impairments.

Facilities include:

- Accessible classrooms
- Overhead hoists in classrooms and bathrooms
- Specialist bathroom and changing facilities
- Swimming pool
- Sensory room
- Science, Art, Music and Drama facilities
- Specialist therapy areas
- Lifts to upper-floor areas
- Height-adjustable furniture
- Specialist feeding equipment
- Breakout areas
- AAC technology
- Touch screens and switch-access devices
- Specialist seating and mobility equipment
- Tail-lift minibuses and accessible transport facilities
- Accessible outdoor areas

Preparation for Adulthood

Supporting pupils to prepare for adulthood is a key priority.

We help pupils develop:

- Independence skills
- Communication and self-advocacy
- Relationships
- Community participation
- Healthy lifestyles
- Employability skills
- Further education and transition readiness

Transition planning is considered throughout a pupil's time at school and is reviewed annually through the EHCP process.

Supporting Pupils' Transitions

To facilitate a smooth transition between different phases of education or into/out of Lonsdale or other special or mainstream schools, school works with:

- Pupils
- Families/carers
- Previous and/or subsequent settings
- Relevant professionals working with the young person
- Services for Young People

This may also include college, supported living, support to access community resources from a personal assistant, supported work placements, attendance at a specialist centre.

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.

For internal transitions, school has an established process for passing on important information when learners move classes or change staffing within the school.

Admissions

All pupils are referred by the Hertfordshire Local Authority because their needs require specialist provision that cannot ordinarily be met within a mainstream setting.

All pupils attending Lonsdale School have a physical and neurological impairment, which poses their main presenting need, and an EHCP detailing their individual needs and provision requirements.

Safeguarding

Lonsdale School recognises that children with SEND may face additional safeguarding challenges.

Staff receive appropriate safeguarding training and understand the additional vulnerabilities that some pupils may experience, including communication barriers and increased dependence on adults for support. Further information is available in the school's Child Protection and Safeguarding Policy.

What to Do If You Have Concerns

Parents and carers who have concerns about SEND provision should contact:

1. Their child's Class Teacher
2. A member of the Senior Leadership Team
3. The Headteacher

Formal complaints will be managed in accordance with the school's Complaints Policy.

Further Information

Further information can be found in:

- Lonsdale School SEND Policy
- Accessibility Plan
- Attendance Policy
- Supporting Pupils with Medical Conditions Policy
- Behaviour Policy
- Safeguarding Policy
- Hertfordshire Local Offer https://www.hertfordshire.gov.uk/localoffer