



Lonsdale School SEN information report

Lonsdale School are committed to providing a broad and balanced education for all of our young people both academic and in their own personal development. We are also dedicating in supporting all who feature in our young people lives to ensure the best outcomes for them.

<p>What types of SEN do we provide for?</p>	<p>Lonsdale School is a special provision for young people from age 3 to 18 with Physical and Neurological Impairments, as a primary need.</p> <p>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. Some of our pupils also have complex medical needs which we also provide for in school.</p>
<p>What is our approach to teaching pupils with SEN?</p>	<p>All teachers are teachers of all pupils in school. They are taught in small form groups whereby the form tutor acts as the SENCo for the class. Classes are taught in Key Stages in the normal phases of Nursery, Primary, Secondary and Post 16. Teaching is differentiated and delivered to meet the needs of all pupils with support from additional staff where appropriate.</p>
<p>How do we adapt the curriculum and learning environment?</p>	<p>A broad curriculum is followed according to the ability of the young person and follows their areas of strengths and interest. Those who require additional support through 1:2:1 catch up or reduce barriers to learning have specific support in relevant areas. The curriculum follows three pathways and options are given for KS4 to study accredited courses.</p> <p>Classes are adapted to meet the physical needs of all pupils. Augmented and alternative communication devices are used to support pupils including voice activated software where appropriate. Some learning is facilitated through play and or via the sensory theatre.</p> <p>The PE curriculum focusses on the provision needed for our pupils to ensure maximum impact of progress through movement.</p>
<p>How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?</p>	<p>School uses the wider community to ensure that they participate in activities with mainstream students or other students with different SEN needs.</p> <p>This is achieved through creative activities, volunteers in school and joint events with neighbouring schools.</p>

<p>How do we consult parents of pupils with SEN and involve them in their child's education?</p>	<p>Parents, pupils and the school staff are imperative in the learning of our young people. Parents are given communication channels via their form tutor to ensure that parents are consulted in their child's learning.</p> <p>Parents are invited to all meetings involving their child and are also involved in the target setting of both academic and non-academic targets for the school year.</p> <p>Home school diaries are effective and are simple ways to communicate between the school's staff and home and vice versa.</p> <p>Parents also have continuous email contact with their form tutor should they require this.</p> <p>Parents also have access to the Head of Student Care and Support or the Headteacher if required.</p>
<p>How do we consult pupils with SEN and involve them in their education?</p>	<p>Pupils are consulted with regard to their education. They complete a 'All About Me' questionnaire to show how they would like to be provided for and how they would like their needs met in school.</p> <p>This is an imperative part of the school's target setting and progress monitoring package and is also used for the Statement or EHCP annual review. All young pupils with all disabilities at any level will complete this and are involved through regular meetings to update their educational needs, likes and dislikes.</p>
<p>How do we assess and review pupils' progress towards their outcomes?</p>	<p>The school assesses and reviews pupils' progress using our New Horizons assessment package. 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 and teacher. These are reviewed termly and formulate the 'next steps' in the pupil's individual learning plan. These are reviewed with other professionals at the annual review meeting.</p>
<p>How do we support pupils moving between different phases of education?</p>	<p>Lonsdale provide a stringent transition platform whereby we prepare teachers and LSAs through a programme of getting to know new pupils and have an annual transition day for all pupils who will spend time in new groups and with new teachers in preparation for the coming year. This is communicated to parents and to the young people so that they can prepare. More vulnerable pupils will spend extra time getting to know their new team and peers through taster lessons and physical activities.</p>
<p>How do we support pupils preparing for adulthood?</p>	<p>The PSHCE and Basic Skills curriculum programme of study start to prepare our young people for adulthood. Our residential educational provision ensures that they are learning to be independent and in some cases learn to live independently. 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>All pupils have access to either a counsellor or play therapy 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>PSHE lessons are a part of the school's curriculum which highlights current affairs and other up to the minute situations which our pupils need to be aware of or be able to deal with. Social groups are in place for those who use alternative communication and a particular emphasis on social time is given in the lunch break.</p>
<p>What expertise and training do our staff have to support pupils with SEN?</p>	<p>Staff receive training to ensure that the needs of all pupils are met. Teachers are continually developing their practice through 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 personal care.</p> <p>All staff are trained in Safeguarding, Herts STEPS and emergency medicine.</p> <p>There are both Paediatric First Aiders and First Aiders in school.</p> <p>A number of staff are training for a variety of courses including ELKLAN, NPQSL, NPQML and numerous other courses to broaden the knowledge base in school.</p>
<p>How will we secure specialist expertise?</p>	<p>Lonsdale school works alongside a host of specialists, some operating in school and others on an advisory basis.</p> <p>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</p>
<p>How will we secure equipment and facilities to support pupils with SEN?</p>	<p>School works very 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>The school is a specialist built environment which has facilities with electronic hoists and other specialist facilities to meet the needs of all of our pupils both ambulant and not.</p>
<p>How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families?</p>	<p>The school often 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.</p>

	<p>www.whizz-kidz.org.uk www.wheelpower.org.uk www.scope.org.uk www.parentpartnership.org.uk</p>
<p>How do we evaluate the effectiveness of our SEN provision?</p>	<p>With the New Horizons assessment package 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. Areas of weakness are address through teacher training programmes. The curriculum and all school practices are evaluated regularly and monitored by the school governors.</p>
<p>How do we handle complaints from parents of children with SEN about provision made at the school?</p>	<p>The school has a complaints policy that is accessible on the website. Parents are made aware of this policy when their child enters the school and should a complaint be forthcoming are directed to the policy to ensure that all aspects of the policy are followed. In the first instance the parent or carer will contact their child’s form tutor with details of the complaint.</p>
<p>Who can young people and parents contact if they have concerns?</p>	<p>The first point of contact for our young people and their families is the form tutor. They also have direct access to the admin team who will pass on any information to the relevant member of staff. The Head of Care and Student Support manages the Learning Support Assistants and the Senior Leadership team, the teaching staff. Some young people prefer to contact the counsellor, a member of staff who they feel close to or a class LSA.</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 multi-disciplinary team around the child and family.</p>
<p>Where can the LA’s local offer be found? How have we contributed to it?</p>	<p>As a specialist provision in the County we form part of the Hertfordshire Local offer. The school works very closely the Local Authorities of those pupils who attend from out of county. This report forms part of the Local offer from Hertfordshire County Council and can be accessed via the link below. http://www.thegrid.org.uk/learning/sen/whole_school/index.shtml#local We also have direct links with social care which can also be accessed via the local offer link.</p>