

LAKESIDE SCHOOL

SPECIAL EDUCATIONAL NEEDS POLICY

This policy statement applies to all children attending Lakeside School.

Key Principles

This school community believes that the following key principles should underpin all the work that is undertaken to meet the special educational needs of the children placed in the school:-

Meeting a child's identified special educational needs effectively is a continuous process which requires.

- A consistent and coherent planned approach throughout the school
- The commitment and support of all staff and governors

The placement of a child at this school will enhance the range and quality of the child's learning opportunities and experiences. They will develop knowledge on what it is to be and feel healthy; to be and keep themselves safe; to enjoy and achieve in their lives; to make a positive contribution to their school and community; and how to achieve economic well being.

A principal need for all the children placed at Lakeside is to boost their self-confidence and self esteem through experiencing success and having their achievements celebrated within school and with their families. All members of the school community have shared responsibility for creating the atmosphere and environment, as well as planning the range of opportunities, to enable this to happen.

The school sees itself as an important part of the continuum of provision for meeting special educational needs within the County framework.

- The school works in Partnership with Parents - the parents have a vital role to play in supporting their child's education
- The school has an Interagency approach with other statutory and voluntary bodies to provide support to the pupils

- The school works within the Community to enable the pupils to make a Positive Contribution

All pupils have the right to access to a broad and balanced curriculum based on mainstream educational model, suitably differentiated as appropriate. This is all in accordance with the SEN Code of Practice 2015 and The Equality Act 2010.

Disabled pupils are treated equally with their peers and all reasonable steps will be taken to ensure that disadvantages that these pupils experience in schools are overcome. (Equality Act 2010)

All children will be enabled and given opportunities to achieve their full potential in all areas of their development.

Views of the child will be sought and taken into account concerning their educational experience at Lakeside.

The culture, practice, management and deployment of resources in this school are designed to ensure all children's needs are met without discrimination of religious or philosophical beliefs.

PROVISION

New special educational needs legislation has been in effect since September 2014, as well as a statutory code of practice dated January 2015. This means that all new statutory assessments will lead to the potential issue of an Education, Health and Care plan rather than a statement of SEN. Existing statements will be converted to EHC plans over the next few years. These plans will be reviewed formally with all persons involved with the pupil every 12 months.

Lakeside School operates within the specifications outlined in the following publications.

- Keeping Children Safe in Education 2018 (DFE)
- Special Educational Needs and Disability Regulations 2014 (DFE)
- The Equality Act 2010
- SEN Code of practice (updated 2015)
- The Children and Families Act 2014
- The Children's Plan 2007
- Hampshire SEN Policy (updated 2014)

Lakeside School is designated a special school for children aged between 11 and 16 years who are experiencing Social, Mental, Emotional and Health Difficulties (SMEH). The primary need which impedes their learning as identified on their Educational Statement/EHC Plan is SMEH. There may be additional needs such as:

- Specific Learning Difficulties (Dyslexia etc.)
- Learning Difficulties (Learning gaps etc.)
- Attention Deficit Disorder (A.D.D., A.D.H.D. etc)
- Autistic Spectrum Disorder
- Oppositional type Disorder
- All pupils currently have an EHC Plan

In order to accommodate this range of need, the school has a dedicated specialist ASD team in the Horizons unit. All teaching and support staff have undertaken specific specialist training with regards these needs. Due to the changing nature of a child's special educational needs, the Statement/EHC Plan is regularly reviewed. When there is noted a change in the Primary need which necessitates a change in the level of provision made by the school, additional support will be sought from outside the school.

The main features of the provision made by the school for meeting the Special Educational Needs of the children are as follows:

- The School aims to deliver high standards of teaching and learning based on the National Curriculum to enable each pupil to achieve, this is via:-
 - Access to National Qualifications and Awards(GCSE's and Entry Levels)
 - Access to awards and recognition of progress at the point of contact and through whole school assemblies
- Identifying the specific learning and behavioural needs of individual pupils
- Delivering specialised programmes for literacy and numeracy
- Delivering consistent approaches to the management of behaviour to enable pupils to develop effective social, communication and independence skills.
- Delivering a well planned and high quality programme of extra-curricular activities that will promote personal development
- Maintaining effective methods of assessment and recording to demonstrate pupils' progress, support effective curriculum planning and provide objective evidence for the statutory reviews and revisions of pupils' statements/EHC plans.
- Working closely with parents and carers to support pupils

- Lakeside maintains an experienced skilled and highly motivated staff team who are committed to securing the highest standards for the pupils.
- Liaising closely with LA officers (particularly the educational psychologist and speech therapist) and representatives of Health, Youth Justice and Social Care to promote effective multi-agency working in respect of individual pupils.

Positively using the school's residential provision in order to enable children to access 24-hour behaviour management.

In order to make effective provision for all the children, the balance of needs across the school, in departments and in individual classes are kept under review and managed appropriately. The Governing Body through their admissions procedures should clearly identify the appropriateness of the placement and compatibility with the current client group as well as identifying any particular support. All prospective students are invited into the school for a tour and a discussion with a Senior Manager.

There may be times when the Governing Body, on the advice of the Headteacher, are not in a position to make provision for a particular child referred by the L.A. The Headteacher would then write to the L.A. stating the reasons why it was felt a child's needs could not be met within the school's existing resources.

The admission process will take into account the following on the identified prospective audits:

- The pupils are within the age range for the school
- Have been assessed as being academically within the normal ability range of the majority of pupils found in a mainstream school
- May be significantly under-achieving in the key areas of numeracy and or literacy and could have specific learning difficulties
- Will benefit from working in small groups and individually to improve their learning
- Show patterns of behaviour that do not demonstrate a need for constant, long-term one to one supervision
- Show indications that they are likely to respond to individual programmes of behaviour intervention that can be provided within the school's resources.
- And may require access to a structured 24 hour curriculum (in the case of Residential pupils)

In addition the pupils may have additional learning needs or medical needs. These might include:

- Attention Deficit Hyperactivity Disorder
- ODD (Oppositional Defiant Disorder)
- PDA
- High Functioning Aspergers/ASD
- Pragmatic Language Disorder
- Dyslexia and Dyspraxia
- Physical or Mental Health issues

Lakeside will make maximum and efficient use of its resources in promoting high quality education and achieving standards that demonstrate the best value for money.

- The school has an appointed a Literacy Coordinator who ensures Literacy support is an integral part of all subjects.
- All staff are encouraged and supported in attending specialist training to enhance their personal development and increase their expertise in working with the pupils here.
- A number of key staff have had ASD 'PATHS' training
- Lakeside has met the national standard for effective Investment in People.
- Lakeside has a full time Social Worker, who plays a vital role in home, school and inter-agency liaison.

In addition pupils who have been identified as having specific needs are supported by an Occupational Therapist and a Speech and Language Therapist.

Lakeside's physical structure is on split levels with large bright airy classrooms and wide corridors. The grounds are well kept and maintained with constant vigilance. There are fresh water fountains available in and outside the school building. Sport areas consist of a basketball court, a hall and a recently built gymnasium, an AstroTurf court (enclosed with high fencing) and a large short grass playing field. In the school grounds is a large vegetable and flower garden where the pupils are encouraged to utilise their gardening skills.

At present there are no children with mobility problems who would have difficulty accessing some of the classrooms.

Success criteria for report to parents on these provisions:

- All pupils have agreed targets for behaviour, literacy and numeracy which are continually reviewed with the pupils.
- Twice yearly reports will identify progress made and key aims for the following year

- A weekly letter to parents will show scores, concerns and areas of praise.
- Class group sizes are no more than 8 or 9 pupils
- Each class group has an allocated tutor/teacher and a Higher Level Teaching Assistant or a Learning Support Assistant.
- Additional funding is sought from the LA in order to create some flexibility meeting exceptional or multiple needs
- Pupils who have in the past underachieved in Literacy are timetabled with the Literacy Co-ordinator.

Identification and Review of Special Educational Need

The school will constantly strive to identify the specific learning and behavioural needs of individual pupils. The teachers will set precise and time-limited targets for individual pupils and evaluate progress and adjust targets accordingly.

- The pupil's Special Educational Needs as identified on their Statement/EHCP or the Long term Objectives from the most recent Annual Review of the EHCP/Statement will inform target setting for behaviour, literacy and numeracy.
- Educational Planning meetings may be convened with parents and outside agencies in order to discuss proposed initiatives to support a pupil's particular complex need which is, for what ever reason, not being met by the normal provision available.
- The expertise of the school staff is regularly supported by the Link Educational Psychologist. Parental permission is sought and parents/carers are informed of all formal discussions about their child held at these regular meetings with staff.
 - Parents are invited to contact the EP for discussion about their child's needs; Parents may also request that the EP's intervention be sought for their child.
- The expertise of the school staff may be supported by the formal involvement of an outside agency. E.g. Speech and Language therapy, Occupational Therapy, ASD Consultant, Social Care Services, CAMHS, Youth Justice. Parents are kept informed of the support. Parents are an integral part of any referral made by the school to any outside agency. (With the exception in Child Protection Matters)

When alternative provision is to be sought all concerned need to give careful thought to the management of the transfer between schools.

- If the transfer desired is back to a mainstream school there is a consultation with the Parents and the Head of a Mainstream Secondary School if possible near to the child's home. A taster day or visits are arranged and then a period of time for assessment before a Review of the Statement/EHCP plan is called to change the needed provision.
- If this school is unsuitable to the child's special educational needs the Annual Review is brought forward and discussed with parents and the SEN Dept of the LA.
- If the child's attendance at the school is incompatible with other's successful learning, an Education Planning meeting will be convened to discuss options with SEN, Parents and all concerned, including if possible the child. This may mean an early review of the Educational Statement/EHCP as well.

Success criteria for reporting to parents on the Identification and Review of Special Educational Need

1. Annual Reviews are convened for every student in the school in order for parents, the pupil, and all significant others can discuss the Statement/EHCP plan and make recommendations for the future.
2. Reports are sent to Parents/carers twice yearly.

Curriculum Access

Access to the National Curriculum is an entitlement for all students at Lakeside. Every child's personal, social, emotional, spiritual and moral developmental needs are viewed as an important part of the educational experience.

- Each child has an Individual Education Plan including set behaviour targets
- There is clear planning and delivery of a broad balanced and relevant curriculum including the National Curriculum, PSHE, and Citizenship; Religious education, sex education, and study skills
 - For upper school pupils this includes: careers education and guidance and opportunities for work related learning.

Success Criteria for reporting to parents on curriculum access

1. Parents/carers are encouraged to view work forecasts on the school website.
2. Homework is set from all teachers

Staff Development

The school is committed to the development of all staff on a continuing basis and sees it as a key part of the on-going improvement of the effectiveness of the school. This includes seeking to provide opportunities for staff to gain specialist knowledge and expertise in meeting the special educational needs of children currently placed in the school and for any specialist provision the school might be able to make as part of its future development. Staff development and training opportunities include the five Inset days a year, out of school training sessions, involvement with Curriculum Support Groups (C.S.G.) as part of the local schools consortium and close links with other special and mainstream school, as well as personal self study. Decisions about staff development are influenced by:-

- The needs of the whole school as identified in the school development plan
- The needs of individual members of staff in relation to their job within the school and their future career development.
- Inform parents of INSET days.

Parental Involvement

Lakeside School maintains that a positive attitude to parents, user-friendly information and procedures and awareness of support needs are important. There are no presumptions about what parents can or cannot do to support their children's learning.

- Communications with parents acknowledge and draw on parental knowledge and expertise in relation to their child
- Parents are kept fully informed of the policies and procedures of the school via the website.
- Parents are kept fully informed of their child's behaviour and academic achievements focusing on strengths as well as areas of need.
- Parents are an integral part of the Annual Meeting to review the Educational Statement/EHC plan.
 - Invitations to the meeting and to give their views are sent with a copy of a draft Review Statement/EHC plan not less than two weeks prior to the meeting
 - The date and time of the meeting takes place after the school day to maximise attendance.
 - Parents are advised and welcome to contact staff if they have any concerns.
 - Where children are looked after by the Local Authority, Pupil Education Plan meetings are held twice yearly. In these cases it may be appropriate to hold the Annual Review and Pupil Education Plan at the same time.
- Parents are invited to meet with teachers and support staff as necessary to discuss their child's work and progress.

- All parents/carers and significant others are invited to the school twice a year- once before Christmas Break and once at the end of the school year, in the Summer Term - in order to meet with Governors, discuss their child with staff and view their work.
- Lakeside's complaint procedure is clearly written and distributed to all parents of New Entrants. Parents are encouraged to write their complaints to the Head Teacher initially. If the situation is not resolved, they may write to the Governors. All letters of complaint will be acknowledged within five working days of receipt and a response will usually be provided within ten school days.
- Beyond the governing body the matter may be referred to the Local Education Department (all names and addresses are supplied with in the School's Prospectus)
- Parental permission and input is always sought prior to referring their child to outside agencies for support.

Success criteria for Reporting to Parents on Parental Involvement

1. Twice yearly Questionnaires to parents concerning their thoughts and feelings about the school, analysed and reported back to parents.
2. Positive and negative comments are kept in a file, that may be viewed on request, by the Headteacher.