



1 INTRODUCTION

This policy outlines the principles used to meet the specific needs of our students all of whom require special provision in order to meet their learning needs. The policy explains the aims which inform practice at Lancaster School, the criteria by which the need for learning support can be identified and the management organisation and evaluation of this support.

The implementation of this policy is the responsibility of all staff.

2 RATIONALE

All students are entitled to receive a curriculum which is relevant, broad and balanced. Specialist provision is made in order to ensure that provision matches individual needs.

3 PRINCIPLES

The aims and philosophy of Lancaster School are expressed through the school's Mission Statement and Beliefs.

Mission

- To raise standards and realise potential of all students through quality learning and teaching delivered by quality staff
- To support our students through partnership working into adult life, so they can exercise choice and control, allowing them ownership of their future
- To embed a culture of lifelong learning in all our learners; staff and students alike
- To work aspirationally and tirelessly with the students, so they can be the best they can be.

Beliefs

At Lancaster School we believe that everyone should:

- Enjoy learning and achieving
- Show care and concern for themselves, others and the environment
- Treat others with respect and dignity
- Be safe and healthy
- Be a valued member of the community
- Accept and tolerate others for their individual differences
- Develop self-confidence and self-esteem
- Put students and their families at the centre of everything we strive for

4 THE SPECIAL EDUCATIONAL NEEDS FOR WHICH PROVISION IS MADE AT THE SCHOOL

Lancaster School is a school for up to 77 students aged 14-19, with a range of complex needs including profound and multiple learning difficulties (PMLD), severe learning difficulties (SLD),

neurological impairments, complex learning difficulties (CLD), autistic spectrum disorders (ASD), physical, sensory and medical needs.

All students attending Lancaster School have a need for special provision and some of the students may also exhibit challenging behaviours due to complex speech and language impairment.

The LA's SEN Panel will consider students for admission to the school and will take account of the following criteria:

- Students will have a lifelong learning disability
- Progress will not be in line with national norms across all areas of development
- Most students will have significant delay in communication skills and some may be totally non-verbal requiring a range of communication approaches e.g. Makaton, PECs Total Communication and the use of Additional and Augmentative Communication (AAC) devices in order to access the curriculum. Some will have the cognitive ability to use advanced AAC devices
- Students will have significant needs with self-help, personal care and independence skills, and may be totally dependent upon an adult for their care because of their physical disabilities
- Students are likely to have significant medical, sensory or physical needs
- Students with significant nursing needs associated with their physical disability or medical condition. They may require, for example, gastrostomy feeds, catheterisation or tracheotomy care, intensive daily health care input
- Students may have deteriorating and life-limiting medical and physical conditions requiring considerable physical and emotional support for themselves and their families
- Where there has been standardised testing of cognitive functioning, students will be assessed as being at a level below the 1st percentile
- Many students will require significant assistance in relation to their mobility needs, having no independence of mobility; others may develop independence of mobility through the use of electric wheelchairs, walking aids and adult intervention
- Some students will need access to a sensory based curriculum

5 SPECIALIST PROVISION FOR STUDENTS IN NEED OF ENHANCED SUPPORT

The advice and knowledge of specialists and therapists is sought to support the development and curriculum access for individual students. A school nurse, physiotherapist, speech therapist and occupational therapist are deployed on a part-time basis at the school by the Local Primary Care Trust.

6 SPECIALIST RESOURCES/EQUIPMENT NEEDED TO MEET STUDENTS' IDENTIFIED NEEDS

- An environment where students are safe and secure
- Furniture and decoration is practical and resilient and contributes to a warm and welcoming atmosphere
- For students with profound needs, the buildings are modified as necessary, which are health and safety compliant including hoisting and changing facilities
- The school provides supplementary practical resources in all areas and specialised equipment where appropriate
- The school provides good access to ICT and other curricular aids to increase motivation and extend skills
- Access to and use of therapeutic media, eg hydrotherapy, adapted toileting and personal hygiene areas
- Where recommended, access to therapy rooms, hydrotherapy, interactive sensory rooms and outdoor gym

- Allowance is made for possible damage by students and the building has adaptations such as safety glass
- Many students will require specialist technical aids and appliances. Advice will be sought from outside agencies where appropriate

7 ALLOCATION OF RESOURCES

The school will attract funding from the Level 1 and 2 Bands of the Local Authority.

Staffing resources are allocated to class groups according to level of need. Additional staffing time may be allocated to meet particular needs. Governors are informed of such arrangements, which are regularly reviewed.

8 ARRANGEMENTS FOR PROVIDING ACCESS TO A RELEVANT, BALANCED AND BROADLY BASED CURRICULUM

Curriculum planning is undertaken at three levels: long-term whole school policies and broad schemes of work, all teachers are involved in this development and review. Medium-term planning deals with the details of the schemes/plans of work to be taught and identifies opportunities for assessment; every class teacher should be involved in this process, guided by members of the senior management team. Short-term planning is carried out individually by every teacher and focuses upon day-to-day teaching and assessment. Daily or weekly lesson plans should include differentiated activities based upon clear learning objectives.

Emphasis is placed upon personalised planning for individuals in order to meet their specific needs. Many students will require specific aspects of the curriculum to be reinforced and repeated in different settings and contexts; often this will involve the teacher selecting work from early key stages and being presented in a manner that is appropriate to the student's understanding and chronological age.

Individual priorities are identified and addressed through the development and implementation of specific learning targets for each student, which are challenging and achievable. Parents/carers are encouraged to play an active part in this process. Student management plans are prepared for students who have complex additional needs. These plans may include information relating to medical needs, behaviour, intimate care and special equipment. The plans identify staff who will work with the students, procedures for monitoring and evaluation.

The management plans are devised by the teacher in consultation with the Headteacher, Deputy and/or Assistant Headteacher and where appropriate, other professionals.

9 PROVISION OF SUPPORT

The following support is provided:

- INSET to all individual members of staff. The school development plan indicates staff development needs across the whole school. The Headteacher is responsible for designing CPD on an annual basis considering the needs for all staff groups across the school and matching appropriate training opportunities with identified training needs, costing, bookings, evaluating and reviewing training.
- Specific observation/consultation with class staff.
- Parent/carer consultation/meetings/workshops.
- Specific support of students to enable appropriate integration/inclusion.
- Specific timetable arrangements offering individual or small group work.
- Additional support and interventions is provided for students with a particular need for an extended curriculum.
- Additional support to enable inclusion into mainstream schools and colleges.

- Assessment and support plans for students who present complex or challenging forms of behaviour.
- Integrated physiotherapy and occupational therapy sessions.

Staff wishing to arrange enhanced support for specific students should consult with the Headteacher or Deputy Head who will arrange for meetings with the appropriate parties (and may include therapists, peripatetic teachers, parents/carers, educational psychologist, school and/or community nurse, social worker), who may contribute to devising, implementing and evaluating an action plan.

10 THE INVOLVEMENT OF PARENTS/CARERS

All parents/carers are fully involved in the implementation and review of their son/daughter's educational programme. Lancaster School believes that parents/carers are essential contributors to the process. Parents/carers are involved formally in the following ways:-

- Termly consultation meetings during the Learning Conversation weeks
- Baseline Assessment meetings
- Annual Review meetings
- Telephone calls and meetings, as necessary
- Home to School contact book
- Home School agreement

11 MANAGEMENT AND RESOURCES

All governors play an active role in monitoring and evaluating the curriculum delivered - each governor has an area of responsibility.

The implementation of this policy is the responsibility of all members of staff. The Headteacher is responsible for overseeing the development, implementation, monitoring and evaluation of this policy. This will be reviewed by The Governing Body bi-annually. Financial support is made available from school resources to support and enable inclusion into mainstream schools and colleges of further education for small groups and individual students. The cost of specialist equipment under £300 required for individual students is met by the school. Equipment costing more than this is provided by the LA, with the school being responsible for the first £300.

12 LINKS WITH OTHER SCHOOLS AND WIDER EDUCATIONAL SERVICES

Lancaster School is part of the Southend Challenge SEN cluster and works in partnership with other special schools to develop excellent practice.

There are close links with feeder schools and post school provisions to ensure outcomes for the students reflect their ambitions

The following support is provided

- Detailed transition planning updated annually at the Annual Review of the Educational Health and Care (EHC) Plan (formally the Statement of Special Educational Need)
- Support from a specialist social workers with the Adult with Disabilities Team and Life Long Learning Team to ensure both education and social care provision is appropriate
- Inclusive transition visits for a term prior to transfer between phases
- A curriculum with Life Skills at its core to prepare students for adulthood
- Links with other mainstream and special schools for moderation of English, Maths, ICT and PSHEE
- A link with a mainstream school to enable higher level learners to access national exams
- Links with other secondary schools for work experience and volunteer placements
- Links with a specialist school for advice on our PMLD provision

- Links with Southend Adult Community College for apprentices and courses
- Links with the Local Authority to ensure an holistic provision
- Strategy group for Pupil Premium Grant
- Local Safeguarding Children's Board (LSCB)
- Asset Management Board
- Schools Direct and Christchurch College Canterbury
- South Essex Teaching School Alliance
- Southend Secondary Head's Association (SETSA)
- Association of Head Teacher's in Essex (ASHE)
- The Schools Network to develop practice in line with national developments
- Federation of Leaders in Special Education (FLSE)

13 LINKS TO SUPPORT SERVICES INCLUDING VOLUNTARY ORGANISATIONS

The school works collaboratively with the following support services

- Educational Psychology Services
- Children and Adult Mental Health Services
- Child and family Consultation Services
- School Nursing Service
- Health for Physiotherapy and Occupational Therapy
- Visual Impairment Service
- Hearing Impairment Service
- Speech and Language Adult and Children Therapy Services
- Children with Disabilities Team Southend
- Adult with Disabilities Team Southend
- Children and Young People with Disabilities Service Essex
- Specialist teacher for ASD
- Specialist teacher for MLD
- MIND youth counselling service
- Healthy schools
- PSHE Association
- Stonewall
- MENCAP
- SAVS for volunteers
- Locality Teams for early interventions
- Safeguarding Hubs for Southend and Essex
- Local Authority for Human Resources, IT, Finance and Premises support

14 EVALUATING THE SUCCESS OF THE PROVISION

Lancaster school has an annual cycle of self -evaluation operating at a number of different levels:

- **Whole school level:**

The school's Monitoring and Development Plan (MDP), is a three year rolling strategic plan to reflect the mission of the school. This plan is divided into yearly sections and half termly the plan is monitored for progress and reported to and scrutinised by the Governing Body.

At the end of each year, there is a final monitoring, which is carried out alongside the collection of performance evidence from:

- Annual questionnaires for parents/carers, staff, students & external agencies
- Student progress, achievement and attainment data
- Annual Review holistic progress data
- School Improvement Partner

Collectively, this tells us how effective the plan has been in raising standards of learning and teaching, and how it needs to be amended to support improvement for the following year.

- **Curriculum level:**

Student progress is tracked and monitored by each Head of Learning for their curriculum area, so that they can monitor and develop the effectiveness of their area of responsibility.

- **Student Level:**

The nature and complexity of our students' means that they do not always learn in a linear fashion, so judging progress can be problematic. To this end, we have introduced a number of different assessment tools to reflect the different ways students learn, eg Routes for Learning, Lancaster Assessment and Progress Profile Scale (LAPPS), Hampshire exemplars, B-squared and BKSB. These different tools allow us to monitor linear and horizontal progress to give a more holistic developmental profile of the students.

Progress is tracked and monitored on a termly basis, in line with the school's assessment protocol. This provides the senior leaders with information from which we can predict the progress we can expect from each student during an academic year and identify the interventions and personalised learning that each student needs to support their development. It also allows us to give accurate progress information to parents/carers at Annual Reviews and Learning Conversations. Progress is evidenced in Student Progress Files and case studies.

REVIEW

Statutory Policies that are the responsibility of the Governors will be reviewed annually by the Governors.

The Governors have a complaints procedure in place that is available on request.

All other policies will be reviewed as part of a rolling programme.

Review details for the Policy for Special Educational Needs

Last Review date	Autumn 2018
Next Review date	Autumn 2019

Signed by Chair of Governors

Ratified at Governors' meeting on.....