



Lawrence House School

SEN Report 2021-22

Context

The SEND Code of Practice, 2015, states that, “all children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential.” (DfE, 2015, p92). This very much mirrors the ethos of Lawrence House School which aims to provide quality education and care in a safe, calm and supportive environment in which every student is encouraged to achieve their potential, despite any difficulties they may experience.

Lawrence House School is a small, independent secondary school attached to a group of residential care homes for looked after children, (LAC), both male and female, aged 11-18 and as such is part of a larger company in the care sector. The school caters for pupils with social, emotional and mental health difficulties, often as a result of early trauma, which may or may not exist alongside other learning difficulties including, although not limited to, ASD, ADHD, PTSD and Foetal Alcohol Syndrome. Most of the students joining LHS do so with histories of very low attendance and many have been permanently excluded, or are at risk of permanent exclusion, from mainstream provision.

All students are looked after by the local authority, although they are usually from local authorities other than that in which the school operates. All have special educational needs and typically the majority of students on roll, will have an Education, Health and Care Plan. We currently have one visually impaired student on roll and one student who has English as a second language. Teaching is delivered in specially designated classroom areas on site, at the home, on a one-to-one basis where possible - and if appropriate, or in pairs and small groups to help promote social interaction.

SEN Policy

The main purpose of the Special Educational Needs Policy (1.10) is to recognise that the provision made for all of our students is appropriate for each individual. Students receive a broad and balanced curriculum, which is adapted to ensure that all individual needs are met.

The curriculum is enriched through interventions, therapies, nurture, community visits, outdoor education and sporting events. From Year 9 the majority of students begin to follow academic accredited courses matched to their ability. From Year 12 students follow a more flexible curriculum which gives them access to a wider range of accredited courses, college placements, work experience, and independent living skills. They follow a differentiated curriculum with a focus on developing communication, mathematics and personal, social and independence skills. Students are consulted at every step in the planning of their education to provide them with a truly personalised curriculum. This policy should be read and used in conjunction with the school's other policies.

Broad Aims

Our vision is to create learning environments where every young person is engaged, can be enterprising and successful in their community, both today and in their future adult life. We aim to create a hub of inspiration from which, students and staff develop their independence, skills, expertise, interests and vocations. As many of our students are particularly vulnerable to child sexual exploitation and grooming, we work with them to build their self-esteem and awareness of the dangers of putting themselves at risk.

We also operate a zero tolerance attitude towards bullying and work closely with care staff to monitor any situations of potential bullying to prevent it wherever possible, address it robustly when it happens and work with pupils to understand and address the underlying issues which can include prejudice, issues around self-regulation and previous life-experience. More details of which can be found in the Anti-Bullying Policy (2.2).

At LHS we aim to make education an enjoyable experience by providing a welcoming environment in which everybody is supported to achieve. We create an inclusive and nurturing atmosphere that encourages positive social and academic development where our students have a sense of belonging and ownership of their education.

We take every occasion to embrace as much activity-based and alternative education as we can within our curriculum (see Curriculum Policy, 1.1), which will include use of the local facilities available to us such as parks, the local library, Leisure Centre and Community Centre. We also actively promote community presence, work placement and volunteering opportunities to create a sense of belonging and identity as part of a community.

Our over-riding objective is to maximise young people's achievement, in terms of their academic potential and personal development. We seek to instil the competencies of self-awareness, responsible decision making, social awareness, and relationship management.

Objectives for SEN Provision

All staff at the school will do their best to meet the Special Educational Needs of all students. This will be achieved by:

- admitting all students to the school on the basis of the school's admissions procedures and welcoming all students, including those with SEN;
- enabling all students to be offered access to a broad, balanced and relevant curriculum,
- identifying, as part of the School Development Plan, resources to implement the identified policy and to evaluate the implementation;
- enabling teachers to make appropriate provision for all their students through appropriate support, information and advice;
- to use assessment to help clarify the nature of a difficulty and to monitor progress;
- to collate informative records and advice about students with SEN and to disseminate it effectively;
- to develop a partnership between carers/parents/social workers, students and the school, in which each has an active role to play in the education of special needs students.

We aim to do this by:

- Providing a happy, safe and secure environment for learning
- Creating an atmosphere where adults and young people have value and worth
- Supporting parents, carers and other adults so that they can support learning and development
- Building confidence and a strong ethic of work and enterprise
- Working proactively to meet individual needs providing a personalised and appropriate curriculum
- Creating situations where young people interact meaningfully with the community
- Developing independence and self-help skills
- Broadening young people's experiential horizons
- Removing barriers for young people with SEN.

Assessment

Within the first week of school, teachers will determine the appropriate curriculum level for each student by analysing previous educational attainment, school reports and completion of the BKSB initial assessment providing baseline literacy and numeracy levels to inform curriculum planning. In addition to this, where students continue to have difficulty accessing the curriculum and making expected progress, we adopt a graduated approach, (Assess, Plan, Do, Review), and in consultation with teacher's working with the student and the school's clinical psychologist, will decide if further assessments are necessary such as the WISC Test (Wechsler Intelligence Scale for Children), the WRIT (Wide Range Intelligence Test) and WRAT (Wide Range Achievement Test) to identify potential learning difficulties and determine if more specific support is required.

Identification of Special Educational Needs

An individual can be identified as having a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of students of the same age;
- Have a disability, which prevents or hinders them from making use of educational facilities provided for students of the same age;
- A student will not be regarded as having a learning difficulty solely because their language is different from the language in which they are taught.

All young people progress at different rates, but where they fail to achieve adequate progress, despite having access to a differentiated programme, then appropriate provision will be identified to try to meet their needs.

Lack of adequate progress may be indicated by:

- little or no progress despite the use of targeted teaching approaches;
- working at levels significantly below age expectations, particularly in literacy or numeracy;
- presenting persistent emotional and/or behavioural difficulties, which have not been managed by behavioural strategies usually employed;
- sensory or physical problems that result in little progress despite the provision of appropriate aids or equipment;
- poor communication or interaction, requiring specific interactions to access learning.

Personalised Curriculum

Working with the student, we create a personalised curriculum that is tailored specifically to each individual student's needs, abilities, interests and aspirations. Students have the option of working towards Open Awards Functional Skills certificates in English and Maths or GCSE where appropriate, and an Open Award qualification in science and ICT. We also run the ASDAN Certificate of Personal Effectiveness qualification alongside, with the potential to choose one of 35 different subject specific short courses. The aim of the CoPE qualification is to accredit personal and employability skills leading to personal effectiveness through chosen curriculum activities. All students also have opportunity to completed the ASDAN Short Course in PSHE & Careers and Employability.

Managing SEN provision

If such difficulties should arise then the school will work closely with the in-house company Clinical Psychologist and Applied Behaviour Analysis (ABA) to assess the specific needs of the student and put in place appropriate interventions to support them, seeking the expertise of external specialists where necessary. The Head Teacher has responsibility for the day to day management of SEN provision and will work closely with the school's SENCO to oversee the operation of the school's SEN Policy. The contact details of each are as follows:

Head Teacher:	Martyn Deakin martyn.deakin@qpconline.co.uk 0151 949 5690
Deputy Head Teacher & SENCo	Fay Donnelly fay.donnelly@qpconline.co.uk 0151 949 56910
Clinical Psychologist:	Dr Giulia Pagnotta giulia.pagnotta@qpconline.co.uk 0151 949 5690
Applied Behaviour Analyst	Kim Johnson kim.johnson@qpconline.co.uk 0151 949 5690

Teaching Staff

Teachers at LHS have a broad range of experience both in mainstream and special needs settings and receive ongoing training to enable them to meet the needs of pupils. Teachers work closely with the Head Teacher, Deputy Head Teacher, SENCO and the rest of the teaching team to devise strategies and identify appropriate methods of access to the curriculum. Student Passports are created for each student which set out the strengths, interests and aspirations, as well as the specific needs and difficulties experienced by each student, along with details of provision and suggested strategies to overcome potential barriers to learning and promote engagement.

Teachers will work with the student to plan and deliver a personalised curriculum based on the information collated through consultation with the student, data received on referral and any

guidance and advice as set out in the EHC Plan, should one be in place. SMART targets are set during PEP reviews, with the input from the student, and are embedded into every teacher's lessons, across the curriculum, and are constantly monitored and reviewed as part of the Assess, Plan, Do, Review approach. The effectiveness of teaching and learning is also monitored by the senior leadership team through lesson observations, learning walks and 'Book Looks'.

Role of Governors

The Governing Body will:

- Ensure that staff receive appropriate training
- Ensure that resources are allocated efficiently and effectively
- Ensure that staff are involved in the development of school policy and procedures
- Ensure that school works closely with parents and carers
- Ensure that the school works closely with other agencies
- Ensure that reports on SEN provision and performance are reviewed at each meeting

Other Support

The school works closely with other schools and external agencies in our locality and those local to our students to ensure that the needs of young people and their families are met. To this end, appropriate expertise, resources and information is shared. Where appropriate, referrals are made to and support accepted from a range of other medical and specialist services to meet the needs of individual pupils.

The school supports students through the transitions between the different phases of education and ultimately preparation for adult life. This includes working with careers services, colleges and employers to achieve outcomes which reflect the ambitions of young people.

Reviewing Progress

Personal Education Plan (PEP) Meetings:

Every Looked after Child has a termly Personal Education Plan as part of their Care Plan organised jointly between the social worker and the school. It is important that the carer/parent is invited to the meeting so that their views can be taken into account. Young people can also attend, but they are given the opportunity to have their say on what is important to them before the meeting, if they are unable to attend.

The PEP should be an evolving document which outlines what is currently happening for a child educationally and a plan for what should be happening to enable the child to make at least expected progress in education and fulfil their potential.

For a child with special educational needs (SEND), where there is an Education, Health and Care Plan (EHCP), the PEP should complement, but not duplicate the child's EHCP

Education, Health and Care Plan Reviews:

The needs of each student are identified in their EHCP. These needs are reviewed on a yearly basis from the EHCP date or, when a suitable date can be arranged for all stakeholders to attend.

The Review will report on:

- The young person's progress towards the EHCP outcomes
- The views and recommendations of the young person, the parent/carer and any relevant professionals working with the young person
- Any provision changes needed to support the young person
- Any changes to the young person's outcomes or goals
- All the information or reports submitted before the meeting

When completing a review of the EHC Plan, the SENCO will follow the guidelines provided by the student's local authority and advice from the IPSEA (Independent Provider of Special Education Advice). An invitation will be sent to all parties at least 2 weeks prior to the date of the review, along with any necessary documentation to be completed. Most importantly, the parent/carer and young person will be consulted for their input to take account of their views, wishes and feelings. After the meeting, a report of what was discussed and any recommendations made must be prepared and circulated to everyone who attended within 2 weeks of the meeting taking place. The local authority will then decide what amendments, if any, need to be made or if there should be any changes to the status of the plan.

Progress Reports

Progress reports are provided to parents/carers and social workers at the end of each term. This report provides information on progress made across all subject areas including DoE and PSHCE. The report compares progress made in comparison with that expected for each individual student.

Consultation

Lawrence House School regularly consults care staff acting in loco parentis as well as social workers and parents where possible. Consultations take a variety of forms, through the review process, termly Parent/Carer Open Days and questionnaires, as well as informal conversations by phone or in person. Lawrence House School also consults with young people through the Student Voice and the School Council meetings.

Arrangements for considering complaints

If carers/parents wish to make a complaint about the educational provision, they are invited to discuss their concerns with the Head Teacher at the above number. If they are still dissatisfied they should make a formal complaint, following the complaints procedure as laid out in the Complaints Policy (3.5).

Should you require any further information, please feel free to contact the school on: 0151 480 2052 or by email at lawrencehouseschool@qpconline.co.uk.