

## Lansbury Bridge School SEND INFORMATION REPORT

Lansbury Bridge School is an inclusive school with an excellent community spirit.

All children regardless of their SEND, socio-economic and cultural background, have the opportunities to learn, socialise, be cared for and work alongside their peers in a supportive and nurturing environment.

### **EQUALITY AND DIVERSITY STATEMENT**

Lansbury Bridge School is committed to the fair treatment of all in line with the Equality Act 2010.

We regularly review our practice and reflect on our approaches to ensure our approach to implementing aspects linked to the Equality Act 2010 are applied consistently.

Regardless of any protected characteristics ALL members of our school community will be treated with dignity and respect.



## Frequently Asked Questions relating to SEND

- What kinds of special educational needs does the school provision cater for?
- What information can the school give in relation to the identification and assessment of pupils with special educational needs?
- How does the school evaluate the effectiveness of its provision for its pupils?
- What are the school's arrangements for assessing and reviewing the progress of pupils with special educational needs?
- What is the school's approach to teaching pupils with special educational needs?
- How does the school adapt the curriculum and learning environment for pupils with a special educational need?
- What additional support for learning is available to pupils with special educational needs?
- How does the school enable pupils with special educational needs to engage in the activities of the school?
- What are the school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living?
- Where is the local authority's 'local offer' published?

### **1. What kinds of special educational needs does the school provision cater for?**

Lansbury Bridge School is complex needs, maintained special school. The school is located within St Helens, Merseyside. We cater for children aged 4 -14, across key stages 1 – 3, from reception (EYFS) to Year 9. The range of special educational needs is diverse. Diagnosis include (but are not exclusive to): Severe and Complex Learning Difficulties (SCLD), Profound and Multiple Learning Difficulties (PMLD), Autistic Spectrum Conditions (ASC), Physical Disabilities (PD), Speech Language and Communication Needs and Sensory Processing Difficulties.

### **2. What information can the school give in relation to the identification and assessment of pupils with special educational needs?**

All pupils who attend Lansbury Bridge School have been previously assessed by professionals at the direction of the Local Authority and have been issued with an Education, Health and Care Plan (EHCP). As children can join us at a young age, the way they present within school may change and develop, at times this may suggest other potential underlying SEND exist.

In these circumstances, we will liaise with the local authority, CAMHS, therapeutic and medical professionals and suggest a review of diagnosis. If this occurs, the school will contribute to the education re-assessment for the child's Education Health & Care Plan.

This process is in line with the annual review systems. On occasion this may require an interim or emergency review of the child's EHCP.

### **3. How does the school evaluate the effectiveness of its provision for its pupils?**

Lansbury Bridge School follows a school development cycle.

An annual school development plan is written, this runs in alignment with the academic year (Sept – August).

The cycle includes an evaluation aspect which commences at the end of the financial year (April – March).

The Governors, Senior Leaders, Subject Leads, the wider staff team and the pupils are consulted in this process. Parent surveys are also generated at this time.

We reflect on the school's achievements and effectiveness in terms of impact on pupils, whole school management, curriculum developments, staffing, educational resources and premises developments.

Where possible, we also seek external verification of our findings although this may not specifically occur within the summer term. External verifications include (but are not exclusive to): EEL & BEEL (Centre for Research in Early Childhood - CREC), Quality Mark awards, school advisor reports, local authority quality assurance processes (A&I – assessment & improvement), school-to-school moderation.

The Headteacher summarises each term, in reports to the governing body.

The three reports completed within the year, collectively act as the school's summary, self-evaluation form (SEF) which is analysed and challenged by the Governing Body.

Following this, the whole staff team and Governing body agree the priorities for the development of the school over the next academic year. These priorities are transferred into the School Development Plan. This is written at the end of the summer term. Implementation commences from September, reflected in the staff weekly bulletins, staff appraisals, subject leader foci and reports to governors. The SDP is a live document and is continually being added to.

### **4. What are the school's arrangements for assessing and reviewing the progress of pupils with special educational needs?**

When a child is enrolled at Lansbury Bridge school a range of baseline assessments are carried out and Personalised Learning Goals (PLGs) are set for the child. A child's PLGs focus on outcomes and SMART targets derived from the pupils' EHC plan. PLGs are similar to a term previously used (IEPs).

PLGs are education based but may also link to advice and targets set by health, therapy and social care professionals.

Staff complete careful assessment of needs using a range of tools.

These may include SCERTS and specialist assessments such as Numicon (numeracy skills), Essential Letters and Sounds (phonic knowledge).

There is a focus of building upon prior skills, knowledge and achievements and outlining strategies which will assist the child to learn and make progress.

This progress is tracked and recorded on EfL (Evidence for Learning). These PLG's underpin every child's curriculum and are tracked using Evidence for Learning.

The school has developed comprehensive systems of analysis so that over time, pupil progress can be tracked and reported accurately.

Every twelve months (6 months for EYFS) a pupil's Education, Health and Care Plan is reviewed at a meeting with parents/carers and key professionals,

The meeting gives parents/carers the opportunity to discuss their child's progress and identify whether any changes of approach, outcomes or provision are necessary. Recommendations can then be made to Local Authority. The child/young person is also invited to the meeting to share their thoughts on progress and next steps. Capturing pupil voice and best representing the child in their meeting is a priority at our school. Engaging a child in their learning journey is an important step in preparation for adulthood (PfA).

Additional Review meetings can also be held at any time if parents/carers or the school believe one is necessary. The school seeks the assistance from the Local Authority and independent professionals to provide assessments and specialist programmes which can be incorporated into the child's Personalised Learning Goals (PLGs). These professionals include the Educational Psychologist, Specialist practitioners for pupils with Visual Impairment, Hearing Impairment and Sensory Integration.

## **5. What is the school's approach to teaching pupils with special educational needs?**

The nature of teaching at Lansbury Bridge school is inclusive and fully promotes and enables all pupils to achieve their full potential; to learn to be healthy, sociable and tolerant of differences and disabilities; and promotes equality of opportunity whatever the child's special educational needs. Our school motto is embedded in our approach: Learn, Believe, Shine.

We promote research-based practice. Our staff are highly specialised and keep their practice current and relevant by engaging in a range of training and professional development. Staff also stay abreast of research and studies published by professional bodies such as NASEN, EEF, CREC, Chartered College.

At Lansbury Bridge children are able to learn in a positive, nurturing and secure environment. Pupils enjoy coming to school and make excellent progress.

**6. How does the school adapt the curriculum and learning environment for pupils with a special educational need?**

The Curriculum is designed to address the individual development, sensory, physical, personal, social emotional and communication needs of the pupil. We offer a bespoke and contextualised curriculum to each pupil as part of our whole school approach to Curriculum entitlement. Effective planning ensures that teaching meets the learning needs of all pupils, giving due consideration to National Curriculum requirements where appropriate, and the pupils' individual personal, social, emotional, communication, medical, sensory and physical development needs. Staff take account of the children's Personalised Learning Goals to interpret the curriculum and differentiate activities to suit individual pupil need. Teachers and Teaching Assistants are confident in employing a range of differentiation strategies to ensure that children with a wide variety of needs can access the curriculum. The curriculum is enriched with a variety of off-site educational visits which enable the practical application of skills taught in school. The school provides a total communication environment which includes the use of Makaton; photographs; symbols; objects of reference; communication profiles; pictorial timetables; Picture Exchange Communication System (PECS); AAC (Augmentative and Alternative Communication meaning all of the ways that someone communicates besides talking.) and a range of individualised communication aids. The school has also implemented a range of ICT equipment/resources and iPad apps to assist with the development of communication and ICT skills, including iPads, laptops, touch screens and interactive whiteboards in each classroom.

**7. What additional support for learning is available to pupils with special educational needs?**

Our pupils have a diverse range of needs. All children have an Education, Health & Care Plan (EHCP) and many are also known to medical/therapy specialists and Children with Disabilities social care.

Many children will have a sensory diet to help them in achieving self-regulation and increase their ability to engage with the curriculum. This can be an alerting programme or a calming approach to find their optimum emotional and physical state to learn.

Children tend to be taught within their chronological key stages, but their class may consist of children from different year groups within that key stage. It is important that children are placed with children on a similar learning pathway, with similar learning needs and social awareness.

The classroom layout is tailored to suit the needs of the children, eg using TEACCH principles in an autism specific room, total communication environment for children who are increasingly becoming aware of their environment and their independence within it.

We will follow advice from the EHCP, as well as guidance given by specialists known to the child e.g.: SaLT, Physio, OT, Educational Psychologist, VI/HI team.

**8. How does the school enable pupils with special educational needs to engage in the activities of the school?**

The timetable available is regularly reviewed to ensure relevance and accessibility. The timetable is tailored to the key stage and the learning pathway. Communication aids such as PECS books, sentence strips, objects of reference, social stories are used alongside gestural and physical prompts including Makaton signing.

Academic progress alongside levels of engagement are tracked and assessed via the child's personalised learning goals. Progress is recorded electronically on Evidence for Learning. On review of their progress if there are concerns about engagement in activities the personalised learning goals will be reviewed alongside the curriculum offer.

**9. What are the school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living?**

Transitions are an important element of preparation for adulthood.

Whilst familiar people and places are a source of comfort, the element of change is a constant in all of our lives.

Changes and how we handle these are therefore a consideration in our approach on a daily basis. Whilst our goal is to create a calm and engaging learning environment, we do not aim to create a sterile environment as this is not reflective of the real world. We believe that children should become reliant on systems and processes not on people nor on routines that are context specific.

As we consider low level change being incorporated into every day, we are then able to apply the same strategies when dealing with change on a larger scale.

Time, familiarity, preparation and assurances are all key to this process.

We use strategies such as photo diaries, backwards chaining and practice visits to support change between classes, key stages and schools.

**10. Where is the local authority's 'local offer' published?**

[SEND \(sthelens.gov.uk\)](http://sthelens.gov.uk)