

Name of School	Lighthouse School
Type of setting	Secondary Special Free School 11- 19 Years for students with a diagnosis of autism
Principal and School Address	Pauline Hilling-Smith Arthington House, Hospital Lane, Cookridge, Leeds, LS16 6QB
Phone Number of SENCo	0113 4570605
Website	www.lighthouseschool.co.uk
Link to SEN page of schools website	

School's Inclusion/Mission statement

'Inspiring bright futures' for students with a diagnosis of autism

1. Key Terms

- SEND – Special Educational Needs and Disabilities.
- EHCP – Education, Health and Care Plan
- SaLT – Speech and Language Therapist
- PECS – Pictorial Exchange System
- WEX – Word Exchange System
- SEAL- Social Emotional Aspects of Learning
- PBIP – Positive Behavioural Intervention Plan
- IPRA – Individual Pupil Risk Assessment

Item	Question	School response
1	How does Lighthouse School know if children/young people need extra help and what should I do if I think my child/young person may have additional needs?	<ul style="list-style-type: none"> • All students attending Lighthouse School have a Statement of Special Educational Needs or an Education Health and Care Plan. This document identifies the school as the most appropriate provision for the student based on having high needs. This also identifies the pupil's primary and where appropriate additional needs and the annual review of the SEN statement/ EHC plan ensures that they reflect the pupil's current needs. • The primary need of students attending Lighthouse School is a diagnosis of Autism. Some students will have will have complex communication difficulties. This information will be provided on the current statement or EHC plan with a series of reports from a range of professionals such as Education Psychologists and Speech & Language therapists. • A number of visits are made to the current primary/secondary schools of prospective students. The aim is to meet the student and to gain as much information as possible to ensure that Lighthouse School would be a suitable placement • The Wellbeing Manager will undertake home visits to discuss the needs of the student. The parents/carers and student are encouraged to make visits to school to ensure that they are satisfied that Lighthouse will be the most appropriate placement for them. • Most students requiring any additional support will be identified at this stage. • The Wellbeing Manager presents the information gathered about prospective students at regular meetings with the Senior Leadership Team of Lighthouse School to discuss the needs of the students from observation/meetings with the students/key personnel; in their current setting. This forms the basis a full assessment of the student to ascertain whether their individual needs can be met at Lighthouse School. • The Wellbeing manager and the SLT team have already forged positive professional relationships with external agencies and, should a student require additional support and specialized assessment these will be sought. Any advice they may provide to ensure good practice is shared will be included in the individual student plans used by all staff in the school.

		<ul style="list-style-type: none"> • Assessments take place for individual subjects regularly across the school year. Information from subject and key worker assessments are used to provide to further support in lessons. • Subject staff regularly analyse their data to identify students who are not making sufficient progress. They identify appropriate interventions to ensure students are on track to meet their expected progress targets throughout the year.
2	<p>How will the school staff support my child /young person?</p>	<ul style="list-style-type: none"> • All teachers at the school are teachers of students with SEND. They are well trained and will support students effectively planning differentiated lessons in response to a student’s needs. • The Principal; Wellbeing Manager; Speech & Language Consultant and SENCO oversees the education programme on a day to day basis for all students. • Every child starting at our school will have a statement or an Education, Health and Care Plan. This document outlines the particular needs of your child and recommends the resources, teaching programmes and multi-agency involvement related to meeting these needs. • Every child has a social form tutor and a key worker who co-ordinates the plan and oversees the implementation of the plan or statement. The SENCO will lead the Annual Review meeting to set targets for every student; in consultation with parents; these will be outlined in their Individual Education Plan (IEP) which is shared with all the staff who are working with your child and with you as the parent/carer as well as with the child, where appropriate. • Individual Learning Plans are evaluated regularly to assess the effectiveness and impact of the planned provision. • The Governor with responsibility for SEND is ultimately responsible for holding the school accountable for the provision for all students in the school as they are identified with SEND. • Each child is assigned a key worker, who is the main point of contact for any concerns or advice about a student’s education. The main form of daily contact is via the student planner. Key workers are able to help their named student in social form time and will feedback any issues or act on any of your concerns as necessary.

		<ul style="list-style-type: none"> The Subject lead teacher will analyse data at each assessment data collection identified on the academic year calendar; they track students to ensure that provision and support is in place to accelerate that student's progress if necessary and appropriate.
3	<p>How will the curriculum be matched to my child's/young person's needs?</p>	<ul style="list-style-type: none"> Students at Lighthouse are taught in small groups according to academic stage not age. This ensures that teachers are able to expertly personalise teaching and learning to promote engagement and progress for all and so to ensure quality first teaching. The level of support will depend on your child's needs, as identified in their statement or ECHP The broad and balanced curriculum is in place to ensure high levels of interest and engagement whilst covering all areas of the curriculum. The curriculum is adapted to their needs and their learning will be differentiated to enable them to make progress. Students at Lighthouse school are taught the Core subjects of English, Maths, Science and Computing. The ethos behind the teaching of these lessons is that the skills learnt are aspirational as well as functional. A suite of additional subjects are also taught which reinforce this functionality: Community; Horticulture; Independent living skills; Food technology; Drama and Art to name but a few. Additional adults in the classroom working alongside Teachers are Senior Tutors and Tutors. They are used very effectively in the classroom to reward student engagement in learning, to encourage key life skills and to help support the teacher in small group teaching as necessary. This support helps to provide the student with the opportunity to learn in an environment which is tailored to their individual needs and encourages the student to be independent and at the same time, tolerant of others. Students identified as our most able are offered an appropriately challenging curriculum and where appropriate may attend some sessions at nearby college or mainstream schools. In the upper part of the school the curriculum is adapted to ensure opportunities to develop independent living, life skills and community learning as well as the more 'academic' subjects. All the learning programmes are accredited.

<p>4</p>	<p>How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning</p>	<ul style="list-style-type: none"> • Parents will receive regular progress information identified on the academic year calendar sent out to parents at the beginning of the school year/at the time of transferring to the school. • Regular communication via the student planner will be made by the key worker who will check for notes from home and will write information about progress in a range of aspects on a regular basis. Parents are able to read about student successes, social, personal or other key information about their well-being. • Where appropriate, e-mail contact is used to communicate more frequently with parents. There is frequent communication between teachers, tutors and the wellbeing manager to ensure that the students have their needs met. • We will discuss progression routes for your child during consultation meetings and annual review meetings in school. • We offer an open door policy and if at any point you wish to discuss a pupil's progress an appointment can be made to meet with the key worker; subject teacher or a member of the Senior Leadership team. Staff in school can offer advice and practical ways that you can help your child at home. • Every student in the school is assessed formally on a regular basis and data is reported to parents along with information about whether or not the student is on track to achieve their target grade. • At each assessment data collection the Subject staff, along with the Senior Leadership Team, analyses the data of students to ensure they are making progress. If students are not making, or are not on track to make expected progress, appropriate intervention will be put in place. • There is a Parents' meeting three times a year. • The parent hub meets half-termly to discuss a variety of subjects relating to their son/daughter's educational progress and wellbeing. This is led by the Wellbeing Manager and supported by the Principal; Speech & Language Consultant and external professionals depending upon the topic of the meeting. It also provides an opportunity for parents to meet one another and gain additional support from their peers.
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5	<p>What support will there be for my child's/young person's overall well-being?</p>	<ul style="list-style-type: none"> • Pastoral support for all students will be given by all members of staff at Lighthouse school. • Staff at Lighthouse school use praise and positive consequences as a motivator. The emphasis is placed on using a SEAL approach to restore and re-build relationships. • We have a whole school behaviour approach combined with personalised Positive Behavioural Intervention Plan (PBIP) and Individual Pupil Risk Assessment (IPRA). • Students have individual reward systems that regularly changed and assessed. Staff focus on rewarding students for what they can do and focusing on building positive behaviours for learning, • Student rewarded with a system of "check in" depending on their attitude to work, progress made in lesson and behaviour. Students learn to understand that, their positive attitude and behaviour to work enables them to check in with their most preferred object. • We look at pupil centred and pupil driven reward systems; where appropriate having the student taking a lead designing and self-managing their own reward and behaviour system. • We are committed to multi-agency working to ensure that the needs of the whole child are met • Where appropriate students have a care plan which identifies their care needs including personal care needs and the administration of medication when required. It also identifies emergency procedures to be followed, where appropriate • When a student needs medicines, these are administered through the school office by qualified First Aid trained staff. It is important to inform the school of any regular medication needed by your child. • Parents must present clear information regarding the administering of their personal medication. In providing medication and information it is deemed consent from the parent or carer has been given. Staff will always inform parents if medication has been administered via the student planner and/or a phone call home. • PSHCE is delivered daily to all students. This programme is delivered in a functional manner and is reinforced with regular SaLT sessions. • A range of targeted programmes are in place delivered by highly trained staff for example: Social Skills Sessions, SEAL, Independent Life Skills, Personal Care, Vocational Teaching, anxiety management, Emotional Wellbeing, Girls Group.
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6	<p>What specialist services and expertise are available at or accessed by the school?</p>	<ul style="list-style-type: none"> • The school has a fulltime Wellbeing Manager with a specialist in Autism. • The school employs a Speech Language and Communication Consultant and has a Newly Qualified Speech and Language Therapist on site to support students in 1:1 and small group sessions. Staff are provided with weekly training sessions regarding language and communication. • Teachers co-plan their lessons with the consultant to ensure students can access learning effectively across the curriculum. The consultant also co-delivers lessons to reinforce and model the communication and language aspect of the subject specific content. • The school has developed strong ties with specialist services within the area. These include, but are not limited to: <ul style="list-style-type: none"> ○ Educational Psychologists ○ Speech and Language Therapists (onsite) ○ Child and Adolescent Mental Health Service ○ Physiotherapists ○ Occupational Therapists ○ Social Workers ○ Core Therapeutics Team ○ Autism specific professionals, E.G STARS • This list is not exhaustive and Lighthouse school is committed to communicating and working with professionals involved with a child or family.
7		<ul style="list-style-type: none"> • The school has a fulltime Wellbeing Manager with a specialism in Autism. Staff access bespoke support to ensure they have up to date training to develop their personal knowledge and skills.

	<p>What training are the staff supporting children and young people with SEND had or are having?</p>	<ul style="list-style-type: none"> • The Speech Language and Communication Consultant and the Newly Qualified Speech and Language Therapist deliver weekly staff training sessions Staff are provided with bespoke in class training sessions regarding language and communication. • Teachers co-plan their lessons with the consultant to ensure students can access learning effectively across the curriculum. The consultant also co-delivers lessons to reinforce and model the communication and language aspect of the subject specific content. • All our staff receive training and support to meet your child’s education and health needs. • Teaching staff, senior tutors, tutors have accessed targeted programmes of Continuing Professional Development to develop their skills which typically includes a range of specialist training. In areas such as; sensory awareness, the use of PECS, Building Emotional Resilience, SaLT. • All staff receive Team Teach training in order to develop their positive behaviour management skills. • Staff who provide personal care receive intimate care, eating and drinking, lifting moving and handling and medical training as appropriate.
<p>8</p>	<p>How will my child/young person be included in activities outside the classroom including school trips?</p>	<ul style="list-style-type: none"> • Lighthouse school believes that all students should have access to a full range of activities. As such there have already been residential trips, cultural and educational outings. • Our off-site visits are designed to enhance curricular and recreational opportunities for all our students and provide a wider range of experiences for our students than could be provided on the school site alone as well as promoting the independence of our children as learners • As part of the options curriculum students access community outings to local shops; leisure centres and recreational amenities. Staffing is always maximised to ensure all students have equality of access to participate in such trips and visits. • Prior to a trip taking place, a letter will be sent home for the parent/carer to return giving consent. • If a student has a specific need which may affect their participation on an academy trip, then the trip leader would consider this in the planning of the trip.

		<ul style="list-style-type: none"> • As a result of strong links with Autism specific agencies; students have the opportunity to take part in a wide range of residential activities appropriate to their individual SEN need • Parents /carers take an active part in discussions around residential visits and these are discussed both formally at parent meetings/annual review meetings. • All visits and activities are risk assessed to ensure they are appropriate for individual students • The Wellbeing Manager is the key point of contact when determining potential risks associated with students being involved in outside trips and visits. • The school uses the 'Evolve' system when organising external visits to ensure all risk assessments and planning is in place before the visit takes place. • The school runs its own summer school provision for up to 2 weeks during the summer holidays. Information regarding the planned dates are provided on the annual academic year calendar.
9	How accessible is the school environment?	<ul style="list-style-type: none"> • Currently Lighthouse school accommodates a section of the Leeds City Academy and as such has limited access to the upper floor. There is access via a lift in the centre of the building and a series of ramps to outside areas. The new build, situated in Cookridge, North West Leeds, is accessible for all in line with the current legislation and building regulations to support disabled access. • All provision for students is highly personalised and reasonable adjustments are made on a daily basis to support all students in our care. • The new building (due to be available Easter 2015) is fully wheelchair accessible with wide corridors. There are a full range of toilet and changing facilities all of which are fully accessible: in addition our sensory rooms are designed to be accessible by all students. • There is a dedicated SaLT room for small group and 1:1 sessions with trained staff. A Wellbeing suite available to provide a therapeutic environment for aspects such as; sensory experiences, Occupational Therapy, coaching and mentoring sessions. • There is a lift to gain access to the upper floors where the studio flat and sixth form teaching suite are situated.

		<ul style="list-style-type: none"> • Outside there are plans for different areas for students to play, relax and study including a sensory garden; horticulture area with raised beds for easy access for students involved in planting and harvesting produce. There are a range of sections to the grounds of the school including a play area with bark chipping; multi activity area to play ball games and more active activities. There are a wide range of specialist practical rooms for art, science, food technology, library resource centre and PE.
10	<p>How will the school prepare and support my child/young person to join the school, transfer to a new setting / school / college or the next stage of education and life?</p>	<ul style="list-style-type: none"> • For all prospective students, the Principal; Wellbeing Manager; SaLT and/or SENCO will meet/ speak by telephone with a prospective student's current school setting about any additional needs they might have; as well as consult the documentation with the Statement of Educational Need/ Education Health & Care Plan. From this information gathering process it will be possible to consult the school provision map to identify suitable strategies for individual students. This will formulate a bespoke transition plan. • All students with specific additional needs and a diagnosis of autism, may be selected by Lighthouse school to attend additional transition days which will support the transition process. The aim of these sessions is to support the further identification of any additional support a child may need. • Wherever possible, the Principal /Wellbeing Manager will attend the annual review of all Year 6 students with existing statements and EHCP conversion. This will allow a dialogue between Lighthouse and the current primary school/setting. • During the early summer term of Year 6, all prospective students and their parents will be given the opportunity to attend a new parent's event through our "Parent Hub", where the policies and procedures for Lighthouse will be given and further information on the transition process. • All students will attend transition visits during the summer term, when they will be introduced to elements of a 'normal' school day be able to meet new staff and students at the school. They will be able to attend with their existing support staff.

		<ul style="list-style-type: none"> • Admissions to the school are determined by the local authority and it is their responsibility to ensure that the provision meets the needs of your child as identified in the statement or ECHP. Parents are encouraged to visit the school as part of this process. • Parents are invited to name the school of their choice in the year 6 Education Health & care Plan conversion meetings held in the Autumn Term prior to transferring to secondary provision the following September. • Your child will be invited to access transition opportunities, such as visiting the school, or a phased introduction to the setting based on their individual needs. • There is a student handbook with frequently asked questions about the school to help new students and family have some idea of what to expect when they start in their new school. • Transition planning is a vital part of the annual review process from year 9 onwards. Parents and students are provided with an opportunity to gain support from trained careers advisors. • Students have the opportunity through year 13 and 14 to access work placement/college suitable for their personal destination. Depending upon individual needs some year 11,12,13 and 14 students benefit from college/external provider links in order that students can familiarise themselves with different settings.
11	<p>How are the school's resources allocated and matched to children's/young people's special educational needs?</p>	<ul style="list-style-type: none"> • The school is resourced by the Department for Education; Education Funding Agency and the Local Authority to provide small class sizes and levels of staffing to meet your child needs as identified in the statement or EHCP. • The use of additional money such as pupil premium is targeted at these specific groups and the impact of this on pupil achievement is reported. • The school will ensure the student has access to the provision described in their statement of SEN or an EHCP. The provision will be reviewed in partnership with parents along with the student. We will take a person centred approach to planning their outcomes and provision. To ensure it is suitable in enabling him/her to make good progress. • A member of the Senior Leadership Team will oversee and assure the quality of this process.

12	<p>How is the decision made about what type and how much support my child/young person will receive?</p>	<ul style="list-style-type: none"> • The students Statement of Educational Needs/Education Health & Care Plan identifies the banding level which reflects the current needs of the student. This is agreed through discussion between the school and their home Local Authority. • The conversion to an Education Health & Care Plan should take up to 20 weeks in total. The school has 6 weeks to prepare the necessary documentation from the meeting and send it to the home Local Authority of the child. The Local Authority has up to 14 weeks after this time to prepare the paperwork and inform parents and carers of the outcome. • If parents are unhappy with the final decision regarding placement of their child to an appropriate setting to meet their child's needs they are at liberty to take steps leading to tribunal proceedings.
13	<p>How are parents involved in the school? How can I be involved?</p>	<ul style="list-style-type: none"> • At Lighthouse School we recognise the needs of our students are best met when working in partnership with parents and carers. It is important to have open communication between school and home at all times. • Parents/Carers are invited to regular parent meetings where they can discuss a student with key workers; Senior Tutors; tutors; Form Tutors and Subject Teachers. • Appointments can also be made with the Principal; Wellbeing Manager; Speech & Language Consultant or SENCO by request. • Parents/carers are invited to join the governing body and in so doing to play a key role in the decision making process. The Board of Trustees was formed by a group of parents who have children with autism. All of the trustees serve as Governors for the school. • Parents are encouraged to join the friends of Lighthouse School (FOLS). This group fundraise and organize events for the school. • Family and friends are regularly invited to join in special school days, attend performances, special assemblies or a social functions throughout the school year

		<ul style="list-style-type: none"> Parents are actively encouraged to form close connections with their child’s key worker. Contact can be made through student planner, email or telephone. Individual appointments can be made on request and mutual agreement for a suitably convenient time.
14	Who can I contact for further information?	<ul style="list-style-type: none"> As with all students at Lighthouse school, parents can contact school either via telephone, email or through the planner and they will receive a reply usually within the next 24 hours during term time. The key worker is the first point of contact if a parent or carer has a concern or is worried about their child. A phone call home can be requested through the student planner. If you are considering whether your child should join the academy, the point of contact is: Louise Greatrex, Principal – head@lighthouseschool.co.uk or 0113 457 0605. Leeds City Council’s local offer can be found at: http://www.leeds.gov.uk/residents/Pages/Leeds-Local-Offer.aspx <p>If you have any complaints, then please follow the academy’s complaints procedure, which can be found at http://www.lighthouseschool.co.uk/policies/lighthouse-school-general-complaints-policy-2/</p>