

## SEND report April 2019

Lighthouse School Leeds is a school for young people aged 11 to 19 with an Autistic Spectrum Condition (ASC) or related communication disorder.

Lighthouse School is a pioneering, dynamic, and progressive school. We strive for unequivocal excellence in everything we do, and as such, our aim is to be recognised as a sector leader at a national level for students who have a diagnosis of autism. Our vision is to deliver transformative experiences – that are destination led – for all our students and their families.

We are committed to inspiring and enabling our students, delivering meaningful skills for life in a holistic, nurturing, and stimulating learning environment. This is achieved through exceptional teaching, unwavering support, outstanding work experience, and positive interactions and role models. We repeatedly instil good behaviours in order to encourage resilience, independence, confidence, and wellbeing in all of our students.

Our core beliefs of ambition, versatility, compassion, innovation, happiness, devotion, optimism and respect underpin all that we do.

### 1. What types of special educational needs do we provide for in our school?

Lighthouse school is a specialist provision for students aged 11-19 with Autistic Spectrum Condition (ASC) or related communication need.

As many conditions co-occur with ASC, we have provided for students with additional needs that have included:

- Social, Emotional and Mental Health Needs
- Moderate learning difficulties
- Visual Impairments
- Dyspraxia
- ADHD
- Associated genetic conditions, e.g. Fragile X.

Many of our students have additional medical needs, e.g. epilepsy, diabetes and asthma.

### 2. How do we know if your child needs extra help?

Students will initially have their needs identified through their EHCP and this is reviewed annually.

We know when a student needs extra help from:

- Information from previous setting.
- Baseline assessments completed by all students in core subjects, Speech and Language and Emotional literacy.
- Tracking pupil progress through classroom monitor.
- Formative and summative assessments.

- Feedback from teaching staff.
- Observations of students.
- Concerns raised by parents/ carers.
- Self-referral from students.
- Recommendations from external agencies.
- Undertaking more in depth individual assessments.
- Involving an external agency to undertake a specialist assessment, e.g. SENIT, Educational Psychologist.

3. How do we consult with your child and involve them in their education?

- Students contribute to writing their pupil passports.
- All students are encouraged to attend their EHCP annual review. They contribute their views in a variety of ways, including photos, written comments, writing on the EHCP boards and verbally.
- Students are involved in setting their personal targets.
- Students are involved in school decision making through the School council. Its members are chosen by their peers, ensuring pupil voice is heard in school.
- From year 9 onwards, students have access to an independent careers interview.
- All students have a key worker that can advocate on their behalf.
- Marking policy ensure pupils are involved in reviewing their work on a daily basis.

4. How do we ensure EHCP outcomes are disseminated throughout school? How do we know what progress your child is making and how do we keep you and them informed? How do we help you to support your child's learning?

A home/school agreement sets out how we will work with families and our expectations of how we would like parents and carers to work with school. We offer a wide range of opportunities to help you support your child that includes:

- Following an EHCP review, Form teachers, wellbeing tutors and tutors begin to work towards the outcomes in form groups.
- Form teachers ensure that all staff are informed of students' outcomes.
- All staff know how to access outcomes for individual students.
- The school organises a number of parent hubs each year. They are advertised on the school website and this year have covered topics such as sleep problems, independent travel, and Teen life programme.
- Termly parents and carers evenings to discuss progress with form teachers, subject specialists, well-being staff and speech and language therapist.
- Yearly school report.
- Parents have access to classroom monitor to view the progress their child is making.
- Parents receive a half termly booklet giving information on their child's learning.

- Home / school planner in which staff communicate with parents and carers about the events of the day.
- Parents and carers attend the annual review of the EHCP and contribute to the development of outcomes for the forthcoming year.
- School website has links to useful websites and resources.
- Regular contact with key workers by email or telephone calls.
- Termly newsletter.
- Opportunity to access Teen life programme ( Years 7-11)

5. How have we adapted teaching to best support your child's needs?

- All students have outcomes identified in their EHCP that they work towards throughout the day.
- All planning is highly differentiated within each class to meet the needs of individual students.
- Teaching styles and strategies are adapted to meet individual needs.
- Students work in small groups, within the ratio of 1:3 across school.
- School staff are supported by Speech and Language Therapists within school and SaLT targets are embedded in all lessons.
- Students may require small group or individual intervention when a need has been identified.
- All students have access to wellbeing lessons.
- All students have to community access.
- All students have access to independent living skills teaching, including independent travel training.
- School staff are supported by external agencies, when a need is identified.
- Students will be provided with reasonable adjustments, to overcome any disadvantage experienced and increase their access to the curriculum, (for example access to a laptop)
- Access arrangements in place for tests and exams.
- Bespoke curriculum dependent on need.
- Support with personal care and medical needs, through individual healthcare plans.

6. How have decisions been made to adapt the curriculum or change the learning environment to best meet your child's needs?

- Low arousal learning environment.
- Limited visual distraction in classrooms, (e.g. displays on walls)
- Limited auditory distraction (e.g. no school bells)
- Creation of the liveability hub
- Student access to the flat to practice independent living skills.

- Medical room.
- Adapted equipment in the play area outside.
- Access to calm areas in each classroom.
- Access to a well-being suite, including sensory room.
- Immersive room.
- Seating areas within school.
- Fully equipped science lab, Art room and food technology room.
- Most classrooms have access to the outside areas.

7. How are staff in the school supported to work with your child with special educational needs and what training do they receive?

- A bespoke internal Continual Professional Development (CPD) programme is available to support staff.
- The school accesses relevant external training and conferences by local providers, e.g. NAS conferences, Teen life training.
- The school takes part in network meetings to share practice.
- All staff have completed Team Teach and take part in regular refresher sessions.
- Staff receive medical training if they are working with students with a specific need, for example asthma or diabetes.
- Robust performance management for all staff within school.
- All new staff complete induction training.
- All staff complete SaLT training (minimum six sessions)
- All staff complete Smartlog training.
- Supervision is provided by external providers.
- Regular support for staff through Team around the child meetings. (TACS)
- Training days, including training from external specialists.
- Access to supervision sessions provided by external provider.
- 24 hour support for staff from CIC.

8. When we have needed expert advice and support how have we secured that and what services have they provided?

- We have a speech and language therapist that works in school full time.
- School receive regular support from the Educational Psychologist

School work with a wide range of professionals to ensure the best support for students. This may include-

- Visual and Hearing impairment Sensory Team.
- Core therapeutics
- Art therapy
- SENIT for specialist student and teaching support.
- Occupational and physiotherapist.

- Health professionals from the NHS trust, e.g. diabetes nurse, Asthma training,
- CAHMS

9. How do we check how well we are doing in meeting the needs of your child?

- Termly classroom observation by the Executive Leadership Team.
- Termly work scrutiny by the Executive Leadership Team.
- Termly learning walks by the Executive Leadership Team.
- Monitoring of student's progress using classroom monitor. Data is entered regularly onto classroom monitor by staff. Pupil progress data analysis is completed termly to identify students not making expected progress.
- Every student has an Education and Health Care plan (EHCP), which is reviewed annually.
- Attendance and behaviour records.
- Ofsted inspections
- Parent and pupil views are gathered through surveys.
- Quality assurance by governors.
- Yearly standardised tests in English and Maths.
- Annual SaLT assessments

10. How do we ensure that your child is included in activities outside the classroom, including physical activities and school trips?

- Risk assessments are carried out before any off site activity and procedures put in place to enable all students to participate in all activities.
- Students have access to SHINE activities.
- Pupil premium used to enable students to access Shine activities.
- Community access to the Gym and swimming
- Staff trained in first aid and specific medical needs to ensure they can support individual students with medical needs.

11. How do we provide for your child's overall wellbeing?

- Designated wellbeing manager and team of wellbeing tutors.
- Wellbeing staff support students and staff throughout school.
- All form groups have a designated wellbeing tutor.
- Comprehensive safeguarding policy and procedures in place.
- School are Mindmate champions.
- All students have access to a wellbeing curriculum.
- Standardised yearly emotional literacy assessments.

12. How accessible is our school both indoors and outdoors for young people with special educational needs and/or disabilities (our accessibility plan/policy)?

- Hygiene suite for students requiring support with personal care.
- Specialist equipment provided for individual students e.g. chairs.
- Dedicated disabled parking close to school.
- Disabled toilet for students and visitors.
- Medical room to enable safe place for insulin testing/ injections.
- Accessibility plan describes the actions the school has taken to increase access to the environment, the curriculum, and to printed information available via the school website
- Lift to second and third floors

13. What are our admission arrangements for young people who are disabled and how do we prepare and support your child when joining the school and moving on from the school?

- Students are admitted to the school in line with the Admissions policy. All students have an Educational and Health Care plan (EHCP) and a diagnosis of Autistic Spectrum Condition. Following a consultation with Lighthouse School; the students' Local Authority (LA) will follow their statutory obligations before naming Lighthouse School on the students' SEN Statement/EHCP.
- As part of the LA Local Offer and Lighthouse School SEN information there are details that identify the profile of the school and an outline of the needs of students; for whom Lighthouse School is best able to provide. It includes details about the school and the curriculum offer.
- We will ensure smooth transitions into our school from the previous phase of education and from our school into the next phase of education.
- A transitions timeline will be produced with specific responsibilities identified.

14. Who can you contact for further information?

Tracy O'Brien- SENCo

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Tel: 0113 4570605

16. What are our arrangements for handling complaints from parents of a child with SEND about our provision?

If there are any complaints relating to the provision for students with SEN these will be dealt with in the first instance by the form teacher and Assistant Principle Student Support, then if unresolved, by the Principle. The governor with responsibility for SEN may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (see separate Complaints Policy)