

Horton Lodge Community Special School

'Working Together – Achieving Potential'



SEND Report 2018-19



## OVERVIEW OF HORTON LODGE SCHOOL:

### 1a: SCHOOL CONTEXT

Horton Lodge School is a school for pupils with physical disabilities and associated learning difficulties, including pupils with Profound and Multiple Learning Difficulties (PMLD) and complex medical needs. The school is a primary school for children aged 2 – 11 years of age.

Pupils travel from areas including North Staffs, South Staffs, Stoke on Trent and Cheshire. The majority of pupils arrive by taxi with a small cohort brought in by parents and family members.

The school also has a 30 bed residential facility over 3 nights that offers the potential for some children to stay.

Horton Lodge provides pupils with a broad and balanced curriculum, following the Early Years Foundation Stage and National Curriculum.

The holistic nature of a Conductive Education System provides a structure for a differentiated curriculum in which all of the pupils needs are met. These needs include personal, social and emotional skills, communication and physical development.

### 1b: WHAT TYPES OF SEND DO WE PROVIDE FOR?

Horton Lodge School makes provision for pupils with physical, medical and associated learning needs inclusive of:

- Communication and Interaction needs
- Cognition and learning needs
- Social, emotional and mental health needs
- Physical and sensory needs.

Horton Lodge School offers a specialist learning environment – it has a sensory room, swimming pool, accessible outdoor play areas and gardens, accessible classrooms and an outdoor classroom. The school has two minibuses to enable access to the local community and enrichment activities.

### 1c: HOW DO WE SUPPORT YOUR CHILD'S MEDICAL NEEDS?

Pupils with medical needs will be provided with a detailed Health Care Plan – developed in conjunction with the school nurse, school staff and parents as appropriate. Medical conditions are risk assessed for classroom activities and offsite visits. Some pupils are supported in school by health care workers.

Staff who administer and supervise medication have completed training and have been verified by the school nurse as being competent. We work closely with the school nurse and a care plan will be in place and updated regularly with you and the school team.

We work closely with all teams involved with your child and actively promote multi-disciplinary team meetings, providing facilities and family link workers.

When pupils access our residential provision, their health care plan may be slightly different; these plans are written in conjunction with the Head of Care and parents/carers.



All medicine administration procedures adhere to the Local Authority policy and Department for Education (DfE) guidelines included within *Supporting pupils at school with medical conditions (DfE)*.

**1d: HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM AND SCHOOL TRIPS?**

Risk assessments are carried out and procedures are put place to enable all children to participate in all school activities.

The school employs sufficient staff to ensure that no child is excluded from any school -provided activity.

We aim for all children access a minimum of one school trip each term. We have two school mini-buses to support this.

There is an annual residential visit in the summer term for Year 5 and 6 pupils, if parents wish them to take part. All pupils are involved with close liaison with families to ensure everyone is confident with the itinerary.

Kiplings Residential gives opportunities for after school clubs through into the evening(Res 1) and overnight (Res 2). (See Statement of Purpose on the school website)

**1e: HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?**

Our Accessibility Plan (on the school website) describes the actions the school has taken to increase access to the environment, the curriculum, and to printed text.

The children have access to the ground level and currently no pupil facilities are accessed on the upper levels.

We have changing facilities and overhead hoists for children who require adult support.

Our grounds are inclusive and we have a play area with specially adapted swings, slide and roundabout.

**1f: HOW DO WE ENSURE THE EFFECTIVENESS OF OUR PROVISION?**

We have a robust system of reviewing our provision each term using the Ofsted framework for self-evaluation.

This includes looking at:

1. Pupil Achievement
2. Behaviour and Safety
3. Leadership and Management
4. Quality of Teaching

Governors are involved in this process and receive regular reports in three meetings each term.

Additional resources such as Pupil Premium are monitored ensure impact is effective.

Regular monitoring visits take place from the Local Authority and the School ensures service agreements and regular checks are in place to maintain high standards.



## 2: STAFF EXPERTISE

### 2a: WHAT EXPERTISE AND TRAINING DO OUR STAFF HAVE?

All staff receive comprehensive and ongoing professional development. Recent training has been provided to all staff on;

- Administering medication
- Witnessing medication
- Epilepsy awareness
- Intimate care.
- Manual handling
- Safeguarding Level 1 (minimum)

Named staff receive additional training as required to meet individual needs.

A school continuity Professional Development Plan is in place for staff, linked to their performance management and appraisal objectives.

All our teachers are qualified and have undertaken further specialist professional development. This includes Autism-specific training, Communication (AAC) PODD training, Makaton, use of high tech IT communication devices, and multi-sensory training, including VI (Visual impairment), HI (hearing Impairment) and MSI (Multi-Sensory Impairment).

Teaching assistants, HLTAs and ancillary staff have a range of expertise including meeting the needs of pupils with sensory impairment. It is not an exclusive list and professional development is ongoing to ensure that staff of all categories remain updated and have the skills needed to meet the individual needs of pupils.

### 2b: HOW DO WE SECURE SPECIALIST EXPERTISE?

The following additional support from external agencies is used as appropriate to support pupils:

- Hearing impairment team (HI)
- Visual impairment team (VI)
- Multi-Sensory Impairment Team (MSI)
- Speech and Language Therapy Service (S&LT)
- Educational Psychology Service
- Education Welfare Worker
- Social Services
- School Nurse
- Child and Adolescent Mental Health Services
- Family Support Worker
- Occupational Therapist

Your child's EHCP or Early Intervention paperwork will outline the expectations of provision before starting at Horton Lodge School.



### 3: CURRICULUM

#### 3a: HOW IS THE CURRICULUM DELIVERED AT HORTON LODGE SCHOOL?

All pupils at Horton Lodge School are provided with high quality, differentiated teaching. "Reasonable adjustments" are made in order to ensure access to the taught curriculum.

Pupils are taught as a whole group, in small groups or 1:1 by a class teacher, higher level teaching assistants (HLTA) and teaching assistants (TAs).

The class teacher plans for all the pupils in his/ her class and is responsible for the overall assessment of their progress.

The quality of the teaching and learning at Horton Lodge is monitored in a number of ways including;

1. Senior Leadership classroom monitoring
2. External verifiers classroom monitoring
3. Ongoing assessment of pupil progress
4. Work sampling and scrutiny of planning
5. Pupil progress reviews
6. Pupils and parent feedback on impact of interventions
7. Attendance and behaviour records.

All pupils have individual targets that are set in the context of national expectations. Pupils' attainment is tracked using school tracking systems – ensuring appropriate interventions are implemented for pupils in a timely manner. Pupil progress meetings are used to support this process.

#### 3b: HOW WILL THE CURRICULUM BE MATCHED TO MEET MY CHILD'S NEEDS?

The planning and differentiation process at Horton Lodge school is child-centred. Teachers plan very carefully to meet each individual child's needs – differentiating tasks to ensure progress for every child.

Every child has an Individual Education Plan (IEP), developed in the context of their Education Health Care Plan (EHCP) outcomes. These are reviewed regularly by staff and shared with parents.

The curriculum is carefully planned to ensure that all aspects of the pupils' development are considered. Conductive Education (CE) underpins the curriculum – supporting the development of the pupils as active, problem-solving young people.

Pupils are provided with a wide range of resources to support learning. This may include access to specific ICT/ Augmentative and Alternative Communication systems (AAC).

Specialist teaching approaches such as PECs/ PODD, Rebound, signing and intensive interaction are used throughout the school to match the needs of the child.

Each child has a curriculum pathway that is regularly reviewed. This is reflected in staff teams, staff- pupil ratios, and the curriculum approach. Where appropriate pupils follow the EYFS curriculum and the National Curriculum.

Our aim is to provide a curriculum that is relevant and broad and helps children to become as functionally literate, numerate, communicative and independent as possible, in an environment that promotes physical independence and positive learning. Through the principles of Conductive Education built into Pathway timetables pupils access every opportunity to develop their independence and skills with a positive 'I can'



approach.

All planning is highly differentiated. Each class has a teacher, teaching assistants (TAs) and ancillary staff. A higher level teaching assistant (HLTA) supports individual pupils, small groups and whole-class teaching with the support of the class teacher.

**Whole School Curriculum Overview:**

<b>Pathway 1</b>	<b>Pathway 2</b>	<b>Pathway 3</b>
Connecting and Responding	A life skills based curriculum	A differentiated National Curriculum with an emphasis on skills for life
Communication	Language, Literacy and Communication	Communication and Literacy Languages
Cognition	Mathematical Thinking and Problem Solving	Mathematics
	The Arts	Science
	Understanding the World	Computing
	Technology	Art and Design
Personal Care and Independence	Personal and Social Development and Wellbeing (inc. independence and life skills)	Music
		Design and Technology
		Geography
Physical and Sensory Development	Physical and Sensory Development	History
		RE
		Life Skills
		SRE
		PSHE
		PE and healthy lifestyle

**3c: HOW DO WE SUPPORT PUPILS TO IMPROVE THEIR SOCIAL AND EMOTIONAL DEVELOPMENT?**

Horton Lodge has a robust safeguarding policy with weekly team meetings with the safeguarding team where pupils' health and well-being is central. The safeguarding of children is of utmost priority in school. All staff access safeguarding training and safeguarding procedures are well established in school and regularly monitored to ensure good practice.

Many of the staff are trained as paediatric first aiders; and in specific medical interventions to support individual needs.

Personal care is conducted discreetly and with dignity, fostering independence wherever possible.

A Personal, Social, Health and Economic (PSHE) programme is implemented across the curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional well-being.



The school has access to a school nurse and to a range of health and social care teams.

Some pupils access additional support through small-group nurture opportunities.

Parent and pupil voice mechanisms, including a school council, are in place and fully supported by staff.

Rewards and achievements are regularly celebrated in school – through assemblies, class reward systems and annual events such as sports days and prize giving.

The curriculum has been developed to include a wide range of enrichment activities.

Lunchtime clubs are in place to support the development of self-esteem and confidence in children.

#### 4: PARENTS

##### 4a: HOW DO WE CONSULT WITH PARENTS AND INVOLVE THEM IN THEIR CHILD'S EDUCATION?

Initial visits to the school are led by the Head Teacher or Assistant Head Teacher and last approximately an hour and half, with time before and after a tour of the school to talk about your child and your views.

New parent and child meetings take place prior to a start date to meet key staff from school, the medical team and admin team to ensure all relevant paper work is completed and that you are confident to begin the induction process. We work closely with parents and carers adapting to ensure the induction process is appropriate for the child and that everyone feels confident.

Your child's teacher will be in regular contact with you to discuss ways in which you can support your child. The IEP will give you guidance on this.

Homework/ home activities are set in a way that is appropriate to each individual's needs.

Workshops are available to parents to support the application of skills such as Conductive Education and AAC in the home environment. A range of workshops will be advertised on the website across the year and text messages sent to keep you informed of all opportunities to support your child and the school.

We have a parent engagement week each term when parents have opportunities for training, pupil/class observations and opportunities to work with their child.

We have an open-door policy and school staff and the Head Teacher can be contacted by visits, phone calls and through the home/school diaries or Seesaw communication app.

Weekly school assemblies are open to all parents to attend, and we have a room available at all times for parents to use when they are on site.

The school has a PSFA that regularly runs fundraising events.

Termly events calendars are sent out to parents, giving a programme of opportunities to come into school during the term.

Parental involvement is actively encouraged.



The school texting service is regularly used to remind parents of upcoming events.

**4b: HOW WILL I KNOW HOW WELL MY CHILD IS DOING?**

Assessments of your child will be made throughout their time in school. This ensures that teachers always have a good understanding of the level your child is working at and what needs to happen next to move them forwards.

The teacher will happily discuss this with parents at any time across the school year. Teachers have termly progress meetings with the school senior leadership team, when assessments are judged across all areas of development, strengths highlighted, and intervention strategies agreed.

An Annual Review of the EHCP takes place for every child in the school. This is an opportunity for the parents to meet representatives from all agencies to discuss the progress of their child. Pupils under 5 years have six-monthly reviews with the class teacher.

Progress and achievement is shared with parents through termly IEPs, termly progress reviews with opportunities to attend meetings, the annual report to parents, parents evenings and regular opportunities to talk directly to the class teacher.

All pupils have home-school diaries/Seesaw communication app which can support regular communication.

Parents can make an appointment to see your child's class teacher or any other member of staff by contacting the school on:  
01538 306214

**4c: HOW WILL I BE INVOLVED IN PLANNING MY CHILD'S EDUCATION?**

There are a number of ways in which parents are involved:

- In discussions with the class teacher or senior leadership team
- During parents evenings
- During Annual Reviews of the EHCP
- During meetings with support and external agencies
- In the development of the IEP
- In consultation on the feedback from pupil progress reviews.
- In development activities and training for parents.

**4d: HOW DO WE SUPPORT PUPILS' TRANSITION BETWEEN PHASES OF THEIR EDUCATION?**

We offer a structured induction for your child once they are referred to us. Class teachers will contact you and if appropriate we will liaise with the school your child is moving from ensuring the transition process meets individual needs. We will enhance this with extra visits, as necessary.

The Annual Review in Year 5 (for pupils) begins the process of consultation and discussion with parents and the Local Authority in the decision about secondary placements. Parents will be encouraged to consider what they want for the next phase of their child's education and outside agencies will be involved as appropriate.

Accompanied visits to receiving schools are arranged and teachers from both schools will meet to discuss the needs of the child.





The records of children who leave Horton Lodge mid-phase will be transferred within five working days of the parents notifying us of the new school.

## 5: PUPILS

### 5a: HOW DO WE CONSULT WITH PUPILS AND INVOLVE THEM IN THEIR EDUCATION?

The children are involved in running the school through the school council, which helps to organise fundraising events, plan assemblies and interview new staff. There are one or two representatives from each class, voted in by their peers.

All pupils have clear targets expressed in language appropriate to their cognitive skills. Targets are referenced and reviewed constantly throughout the day. Each class has a 'pupil of the day' award, in recognition of daily achievement. Parents are informed of these daily, with each class having their own systems, appropriate for the age of their children.

Your child's views are added to the Annual Review of EHCP meetings and we ensure your child has an opportunity to come into each meeting before or after discussions.

Weekly celebrations in assembly have reward certificates for many areas of development including Community, Endurance, Achievement, Communication, Task Series, Self-help, 'I Spy', Kiplings Residential and Swimming. The whole school is involved and achievements celebrated by staff, children and parents/carers.

## 6: GENERAL SEND INFORMATION

### 6a: HOW IS THE DECISION MADE AS TO HOW MUCH SUPPORT MY CHILD WILL RECEIVE?

This decision will be reached in agreement with parents when the EHCP is being produced or at an annual review. Partnership working with parents is a key focus of our work so an ongoing dialogue about the meeting of needs is encouraged.

We review needs, using our expertise and experience to identify when and where additional support should be used, including our Pathway Groups through school.

### 6b: HOW WILL WE SECURE EQUIPMENT AND FACILITIES TO MEET NEEDS?

Individual pupil funding supports the school budget. The Head Teacher will complete relevant applications prior to your child starting at Horton Lodge to reflect needs identified in reports in the EHCP and Statement.

The School Improvement Plan annually reviews whole school needs and resources, and identifies pupil needs for the next academic year.

The school works closely with other agencies to ensure appropriate equipment and resources are in place.

'Team around the child' meetings will be used to discuss individual needs and parents will be included in these.

Referrals are made to other agencies as appropriate.



**6c: HOW DOES THE SCHOOL KNOW IF CHILDREN NEED EXTRA HELP AND WHAT SHOULD I DO IF I THINK MY CHILD MAY HAVE ADDITIONAL SPECIAL EDUCATIONAL NEEDS?**

The definition in the Special Educational Needs And Disability (SEND) Code of Practice (COP) states that school settings must have in place policies relating to the identification and assessment of children who are not making expected progress.

It also refers to how parents need to be involved. Parents can speak to the Head Teacher or school SENCo, or services working with children of preschool age. (SEND COP Chapter 2 Working in Partnership with Parents)

Pupil Participation is explained in Chapter 3 of the SEND COP.

Children receive a place at Horton Lodge through their EHCPs (Education Health and Care Plans) where Horton Lodge is identified and named as the most appropriate school.

A few children may have an Early Intervention placement at Horton Lodge. Teachers and multi-agency teams will provide reports to support further assessments in order to help the Local Authority to decide on the most appropriate future placement. This is usually one term's assessment in which the school works with the Educational Psychologist.

**7: SOURCES OF INFORMATION**

**7a: WHAT ADDITIONAL INFORMATION IS AVAILABLE TO PARENTS?**

More information can be found at:

- Staffordshire SEND Information and Advice Service/ Tel: 01785 356921/ <https://www.staffs-iass.org/home.aspx>
- Single Point of Access TEL: 03301118007 / [sendreferrals@staffordshire.gov.uk](mailto:sendreferrals@staffordshire.gov.uk)
- Information regarding the Local Offer and Market Place can be found at; <https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?localofferchannel=0>
- The SEND CODE OF PRACTICE: [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/273877/special\\_educational\\_needs\\_code\\_of\\_practice.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/273877/special_educational_needs_code_of_practice.pdf)

**7b: WHO CAN PARENTS AND CARERS CONTACT IF THEY HAVE CONCERNS?**

If you wish to discuss your child's special educational needs, or are unhappy about any issues regarding the school's response to meeting these needs please contact:

- Your child's class teacher in the first instance – 01538 306214
- The Head Teacher – 01538 306214 / [headteacher@hortonlodge.staffs.sch.uk](mailto:headteacher@hortonlodge.staffs.sch.uk)
- Chair of Governors – Mr Jon Harris. He can be contacted via the school on 01538 306214 / [harris.j@hortonlodge.staffs.sch.uk](mailto:harris.j@hortonlodge.staffs.sch.uk)
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