

Lakeside School Provision for Pupils with Special Needs

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Lakeside school is a Local Authority maintained secondary special school for boys aged 11- 16. All of our pupils have statements of Special Educational Need for emotional, behavioural and social difficulties. Some of these pupils have additional difficulties which impact on their learning, such as, Autistic Spectrum Disorders (ASD), Dyslexia and Attention Deficit and Hyperactivity Disorder (ADHD), etc.

The school is situated by the main Winchester road running through Chandlers Ford and is sited adjacent to Thornden secondary school. It is approximately 3 miles from Eastleigh and 7 miles from Winchester and Southampton. There are adequate rail and bus services to/from Chandlers Ford and Eastleigh. All pupils have access to the full National Curriculum, suitably differentiated to meet individual needs.

Lakeside school has a weekly (Monday to Thursday) boarding facility which provides residential care for up to 20 young people, year 7 to year 9. It is situated within the school grounds next to the school building. The activity programme not only uses all of the onsite resources but takes full advantage of the schools location to access a whole range of off-site activities including bowling, swimming, cinema, walking, ice skating, etc.

1. Teaching and learning	
What additional support can be provided in the classroom?	Small class sizes. Teaching assistants. Differentiated work and resources. Catch up classes in Literacy and Numeracy. Individual behaviour targets, reviewed and updated termly.
What provision do you offer to facilitate access to the curriculum and to develop independent learning?	Advice from the Educational Psychologist Individual 1:1 support to develop Literacy further Individual 1:1 support to develop speech and language skills through programmes provided and monitored by speech and language therapist. Individual and small group work to develop social skills.
Staff specialism/ expertise around Special Education Needs?	Access to experienced SENCO (special education needs co-ordinator). Specialist trained English teacher. LSA's (learning support assistants) trained in 'catch up' literacy. PATHHS (Positive Approaches for Autism Teaching in Hampshire Schools) trained teachers. ELSA (emotional literacy support) throughout the curriculum. Specialist Dyslexia trained and fully qualified teacher.

	Ongoing programme of training is in place to ensure all staff, have appropriate skills and knowledge in areas that will improve their teaching and support of our pupils.
What ongoing support and development is in place for staff regards supporting children and young people with Special Education Needs?	Professional development training offered regularly on: ADHD training. Dyslexia training. Autism support via a Hampshire specialist/consultant. Positive behaviour modification programmes. Diploma 3 in supporting teaching and learning for all teaching assistants. Diploma 3 for care staff in working with young people.
What arrangements are made for reasonable adjustments in the curriculum and support to the pupils during exams?	Access arrangements- which include readers, scribe, extra time, small exam classrooms for anxious pupils. Differentiated work within the classroom. Training for readers and scribes before exams. Teachers all aware of pupil's levels.
How do you share educational progress and outcomes with parents?	Parent's evenings twice a year. School reports twice a year. Weekly update reports. Annual review of SEN statements/ HCE plans. Meetings with parents. School assembly.

2. Annual reviews

What arrangements are in place for review meetings for pupils with SEN or Educational, Health, Care plans?	Invites to all parties involved to review meeting held at school.
What arrangements are in place for pupils with additional SEN support needs?	All staff Team- Teach trained (positive handling techniques). Onsite school social worker. 1:1 support through specially trained staff. Access to Hampshire Autistic specialist. Educational Psychologist support for assessments and strategies. Access to Occupational therapist. Access to link SALT (speech and language therapy). Small class sizes.

3. Keeping children safe

Where can parents find details of policies on bullying procedures?	Along with other policies, this can be found on the school website, however if they phone the school and request one the school will send out a hard copy or email a copy. Anti-bullying information around the school High staff to pupil ratio/supervision around the school at all times. Anti-bullying topics are kept high on school agenda by Anti-bullying questionnaires, analysis twice a year. An anti-bullying week every year with whole school participation. Discussed in school council meetings. All pupils are encouraged to talk to staff if they are concerned. Bullying is not tolerated in the school.
What are the arrangements for undertaking risk assessments?	Fully compliant with Hampshire EVOLVE policy/procedural system for all adventurous and potentially hazardous activities. Fully compliant with Hampshire Health and Safety requirements for

	<p>other assessments.</p> <p>All pupils have an individual proactive and reactive risk assessment within a few weeks of starting the school.</p>
How do you deal with ensuring that staff are trained/ qualified to deal with keeping pupils safe?	<p>Our staff recruitment process fully conforms to the Hampshire safer recruitment guidance and procedures for maintained schools.</p> <p>All new staff have child protection induction.</p> <p>All staff receive annual, child protection update.</p> <p>A member of the SMT is the trained Child Protection Liaison Officer and has refresher training every two years. (Name on school website)</p> <p>The school social worker has CPLO training.</p> <p>Middle managers have additional training.</p> <p>Relevant information is shared at staff meetings at the beginning and end of each day and discussed with parents/carers as appropriate.</p>
How do you ensure my son stays safe outside the classroom?	<p>Staff are on duty at lesson change over, to include hallways and outside.</p> <p>Risk assessments are undertaken for all school trips.</p> <p>Individual pupil risk assessments are active documents.</p> <p>Parental permission sought/gained for adventurous activities.</p> <p>High level of staff, supervision at break and lunch times.</p>

4. Health (including social and emotional wellbeing)

What is the schools policy on administering medication?	<p>School has a policy on the storing and administering of medication, ratified and agreed by governors.</p> <p>Health, care plan drawn up where necessary.</p>
What would you do in case of a medical emergency?	<p>Call 999.</p> <p>Contact one of the schools trained first aiders.</p> <p>Contact parent/ carer.</p> <p>Member of staff to accompany pupil to hospital to meet with parent/carers.</p>
How do you ensure that staff are trained/ qualified to deal with a pupils particular needs?	<p>An ongoing, rolling programme is used to cover a vast number of training issues.</p> <p>Relevant staff have first aid training every 3 years.</p> <p>A number of staff received training in the management of Type 1 diabetes.</p> <p>Access to a school nurse.</p> <p>Specialist would be invited in for specific staff training for any other issues.</p>
What support from outside does the school use to support my child?	<p>The school will work with parents/ carers to identify additional support needs.</p> <p>Use of health, care plan</p> <p>Referral to speech and language Therapist.</p> <p>Referral to Education Psychologist.</p> <p>Liaison with GP's and specific hospital staff.</p>

5. Communication with parents

Do parents have to make an appointment to meet with or do you have an open door	<p>An open door policy when there is a more pressing need but an appointment will be made if a parent/carers requests to speak to a specific member of staff, a senior manager, or the Head teacher.</p>
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policy?	All issues raised by parents are dealt with as swiftly as possible, usually on the day of contact or at the latest the day after. Referral to transform.
How do parents keep up with their son's progress?	Parent's evenings. Home visits by school social worker if requested. School reports twice a year. Telephone calls, e:mails, letters. Weekly letter home
How can parents give feedback to the school?	Questionnaires on parents evening. Telephone questionnaires. Annual review meetings. Phone calls. E-mail, letters. Arrange an appointment to meet with staff.
Can I take my son on holiday during term time?	Due to recent changes by the Department of Education to maximise school attendance and learning, holidays cannot be sanctioned during term time by the Head Teacher. This can trigger legal proceedings, where a minimum £60 per day fine with a maximum of £2500 through a court appearance can apply to parent/carers.

6.Working together (partnerships with local agencies)

What opportunities do you have for pupils to have their say?	School council- one per term. School weekly assemblies/ celebrations. Anti-bullying questionnaires. High ratio of staff to pupils on duty. Tutor time daily. Good pastoral relationships are encouraged. School social worker.
What opportunities are there for parents to have their say about their child's education?	Parents evening, twice a year. Parent's questionnaire twice a year. Review meetings. Request a formal meeting. Arrange to meet with tutor/ staff. E-mail, letters.
How does the schools governing body get involved with meeting the needs of pupils?	Governor link to boarding provision. Governor link to H&S. Governors updated at half termly formal meetings, to include discussion and appropriate challenge on attendance, behaviour, achievement, progress, etc. Governors visits to the school to further challenge and confirm progress.

7.What help and support if available from school

How does the school help parents with travel plans to get their son to and from school?	Hants County Council will assess and provide transport as necessary when a child has been offered a place. This may be in the form of a taxi or the school minibus.
What support is available for advice on how to deal with daily issues?	School social worker at the end of a phone. Class tutor at the beginning and end of the school day. Phone calls to the main office.

8. Transition from school- school/ college	
What support does the school offer for year 6 pupils coming to the school?	<p>A member of school staff co-ordinates half day visits to our school. This may happen on a number of occasions during the final term of year 6.</p> <p>There may be taster sessions set up.</p> <p>School staff visit and meet all year 6 pupils at their school.</p> <p>All new entrants are visited at their homes.</p> <p>Parents are encouraged to visit during a normal school day with their child to have a good look around and ask any questions they may have. This normally involves a brief meeting with the Head teacher and/or a senior manager.</p>
What support is offered to pupils leaving school?	<p>Work experience arranged during year 10.</p> <p>Taster days at college.</p> <p>Careers advisor involved from year 9.</p> <p>Careers discussions at parents evening (2 per year).</p> <p>Information shared with new school/college.</p>
What advice/support do you offer pupils and their parents about preparing for adulthood?	<p>Constant reminders about the importance of good attendance and punctuality, good literacy and numeracy, good behaviour and attitude.</p> <p>We aim to provide good role models of acceptable behaviour to pupils.</p> <p>Outside agencies used where possible</p> <p>Personal Health, Social and Citizenship Education lessons.</p>

9. Boarding	
How can I organise for my son to board at Lakeside?	<p>Formalised on the SEN statement.</p> <p>Referral from the SEN department..</p> <p>Parental request to the HT.</p> <p>Continuation of boarding from the previous placement.</p>
Can my son bring electrical goods ie: game consoles to boarding?	<p>This is not necessary as all items are provided. Game consoles and age appropriate games are available. All electrical appliances are required to be PAT tested by an electrician (annually).</p>
Can my son bring in a mobile phone to boarding?	<p>Yes, under the understanding that it does not get taken to the school day and it is handed in at bed time.</p>
Where will my son sleep?	<p>Each pupil will have their own single bedroom and shared living and dining spaces.</p>
What things are on offer at the boarding house?	<p>There are lots of organised activities including life skills, all of which are explained verbally at the point of request to board and in our boarding booklet.</p> <p>All activities are risk assessed and some additionally require parental permission to attend. This is sought before the trip occurs.</p>

10.Extra- curricular activities	
Do you offer before and after school provision?	Before school – breakfast club After school – homework club for year 11 After school Literacy and Numeracy Club.
What lunch/ break time activities are on offer?	Computer games. Gym. Football, basketball, chess, CDT club, etc.
How do you make sure that activities and residential trips are inclusive?	Risk assessments carried out. Parents consulted. All pupils are considered for all age related educational/residential trips as appropriate.
What after school clubs are available?	Clubs on offer by specific teachers during the school year subject to transport constraints and opportunities.

Additional information: